INSTITUTIONAL PROGRAM REVIEW 2011-2012
Program Efficacy Phase

Purpose of Institutional Program Review

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

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

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

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Reviews and Division Dean by <mark>March 16, 2012.</mark>
It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy2011-2012

Please complete and attach this cover sheet as the first page of your report.

Name of Program:

Counseling

Name of Division

Student Services

Name of Person Preparing this Report   **Extension**

Ailsa Aguilar-Kitibutr, Psy.D. with the assistance of Counseling faculty and staff   8694

Name of Department Members Consulted

Reviewers

Michael Mayne; Sheri Lillard; Kevin Kammer

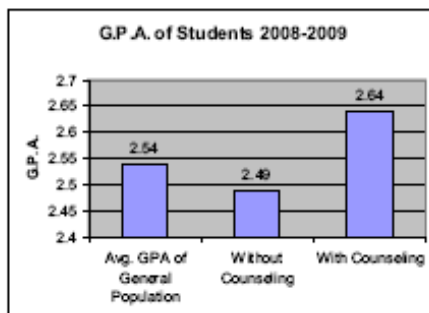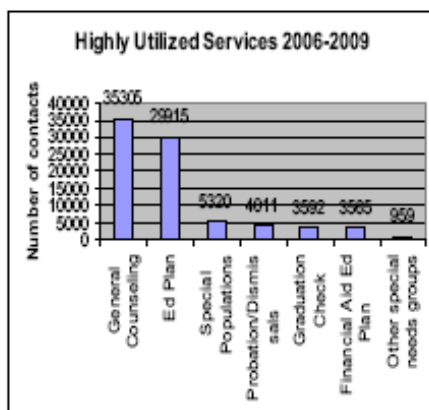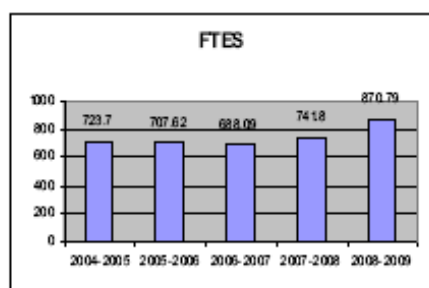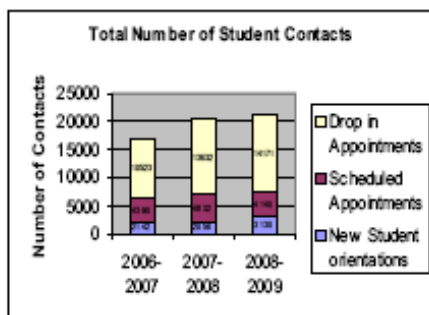| Work Flow	Due Date	<mark>Date Submitted</mark>
Date of initial meeting with department		
Final draft sent to the dean& committee	3/8/12	
Report submitted to Program Review Team	4/6/2012	
Meeting with Review Team		

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean		
Report submitted to Program Review co-chair		

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Certificated	7 as of January 2012		9
Classified Staff	2		
Total	10		9 since January 2012, but has always been 6 since 2008

Counseling

Total Number of Student Contacts

Number of Contacts by year (2006-2007, 2007-2008, 2008-2009): Drop in Appointments, Scheduled Appointments, New Student orientations

FTES

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
723.7	707.62	688.09	7418	870.79

Highly Utilized Services 2006-2009

General Counseling	Ed Plan	Special Populations	Probation/Dismissals	Graduation Check	Financial Aid Ed Plan	Other special needs groups
35305	29915	5320	4011	3592	3565	959

G.P.A. of Students 2008-2009

Avg. GPA of General Population	Without Counseling	With Counseling
2.54	2.49	2.64

The Counseling Department provides academic, transfer, career, and personal counseling for students' academic success and personal development. Other services and interventions include –course overload petitions; crisis intervention; CSU GE-Breadth and IGETC certification verification; educational plans/updates/revisions; follow-up services and referral; graduation petition checks; Interpretation of assessment scores and other multiple measures for proper placement into SBVC courses; liaison activities with academic departments; online counseling; orientation sessions; prerequisite checks and clearances; probation/dismissal counseling; student success workshops.

Assessment:
- Notable increase in student contact
- Upward trend in utilization of all facets of services and interventions
- Continue usage of on-line orientation
- Link between counseling and student success – Obtaining higher grades is associated with receiving counseling

Program Goals:
- Enhance structures/processes to maintain standardized quality, effectiveness and efficiency
- Expand information on programs, goal achievement, counseling services, and computerized educational plan through existing electronic media
- Promote positive college culture, self-development as well as efficacy, and proactive success-oriented behaviors that sustain motivation, learning, and achievement
- Strengthen partnerships with divisions and identified community resources to promote continued awareness of counseling and support
- Review research and tracking systems of service/learning outcomes as well as effectiveness of counseling in degree and certificate completion
- Expand service delivery that is sensitive to students' uniqueness, diverse cultures, learning and motivational needs, as well as, linguistic abilities

Challenges and Opportunities:
- Increased demand for counseling services
- Disproportionate ratio of faculty to students
- Impacted length of time for services and students' wait time
- Exploration of additional opportunities for strong collaboration with college sectors
- Enhancement of training program for counseling faculty

Action Plan:
Advocate for additional full time and adjunct counselors as well as a more stable funding sources for adjunct counselors; streamline processes and continue to identify indicators of effectiveness; amplify enrichment activities for students' goal completion complementary to core counseling interventions for basic skills, underachieving, and first year college students and the general population

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Part I. Questions Related to Strategic Initiative:
Access

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	Part I: Access	
Demographics	*The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population*	*The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.* *If warranted, plans or activities are in place to recruit and retain underserved populations.*

SBVC Student Demographics (3-year Averages)
2008-2011

Gender	Campus Pct.
Female	58.5%
Male	41.5%
*Total	

*Totals do not include respondents who did not identify gender.

Ethnicity	Campus Pct.
Blank	0.47%
Asian	4.58%
Black	19.03%
Filipino	1.93%
Hispanic	49.35%
Nat Amer	.99%
Other	1.18%
Pac Islander	.75%
White	20.55%
X-undeclared	1.17%
Total	100.00%

Disability	Campus Pct.
Non-disabled	96.1%
Disabled	3.9%
Total	100%

Average Age	Avg. Age Campus
	28.8

Provide an analysis of how internal gender and ethnicity data compares to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected describe plans to implement collection of data.

General Population of Students – Rep. Year 2008-2011   **Counseling Students-Rep. Year 2008 - 2011**

All Students	
Gender	Percentage
Female	58.5%
Male	41.5%

Counseling students	
Gender	Percentage
Female	59%
Male	41%

All Students	
Average age	28.8 years

Counseling students	
Average age	27.2 years

All Students	3-year average
Ethnicity	Percentage
Asian	4.41%
Black	19%
Filipino	1.93%
Hispanic	49.35%
Native American	0.93%
Other	1.18%
Pacific Islander	0.75%
White	20.55%
Declined to State	1.9%

Counseling students	
Ethnicity	Percentage
Asian	4.58%
Black	24.18%
Filipino	1.89%
Hispanic	45.84%
Native American	0.83%
Other	1.02%
Pacific Islander	0.78%
White	16.08%
Declined to State	4.80%

Source: Datatel 2012

From the data, one can deduce that the Counseling Department has served all sectors of the student population. A slight decrease is noticeable in the number of White and Hispanic students who received counseling. The decrease may be due to incomplete data for the 2011-12 where the reporting year encompasses June 30th. Also, a surge of students usually receive services during the latter part of the semester and most especially in summer for fall registration. The average age of our population is 29. We do not have any data to inform us where the concentration of 29 year old students may gravitate. Could they be in the evening session? Thus, the Counseling Department plans to do further research on this to see how we could reach out to this age group, at the same time, accommodate increase in service utilization among the White and Hispanic students. Despite the limitation of having few counselors, the Department plans to look into the effectiveness of accommodations already in place to meet the needs of ethnic groups and other diversity considerations. On the other hand, an increase is evident in serving the Black student population. This is an achievement since historically more outreach efforts have been identified to serve this group of students adequately.

What have been in place to meet the needs of our diverse population are the following –

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

- 7 Spanish speaking counselors inclusive of both full-time and adjunct

- 3 Spanish speaking student assistants
- 1 Mandarin and Russian speaking counselor
- 1 Filipino speaking counselor

The rendering of services also reflects multicultural consideration. For instance, the required new student orientation is available in both English and Spanish online in alignment with our student demographics. Furthermore, the Counseling Department makes reasonable accommodations for the needs of students with disabilities. For example, for those with hearing impairments, interpreters provided by the SBVC Disabled Students Programs and Services Department are welcome in student counseling sessions with confidentiality releases observed. Furthermore, the Counseling Department faculty demonstrates gender diversity. Specifically, within the past semester the number of male counseling faculty has increased. The following indicates the number of male and female counselors inclusive of both full-time and adjunct faculty --

- 6 Male Counselors
- 11 Female Counselors

Due to the diverse needs of the students presented by ethnicity, language, and culture, the Counseling Department offers two learning communities, the Puente Project and Tumaini Program. The Puente Project takes an in depth examination of Latino student development and their Latino heritage relative to writing and college success behaviors; whereas, the Tumaini program specifically examines African-American student development and learning success using historical, literary, and computing perspectives. Within these programs, students are placed in a one-year series of courses inclusive of an English and Student Development course, and other courses with intensive collaboration from instructional and counseling faculty. These learning communities specifically seek to increase student success and retention via a cohort model.

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

- Athletics
- Basic Skills
- Eisenhower College Academy
- High School outreach counseling including the High School Connection Program
- International Students
- Matriculated and matriculation exempt students
- Online Counseling
- Puente Counseling
- Veterans Counseling
- Probation and dismissal students
- Basic skills students

Furthermore, other special needs groups come from referrals, namely, referrals from faculty and deans for crisis counseling and grief counseling, referrals from Admissions and Records

and other colleges regarding articulation questions, referrals from the Early Alert program. Similarly, services for referrals from Adult Schools and community agencies are likewise provided. We also refer students out for social services and other community resources. All these groups need additional interventions relevant to their needs in addition to their usage of general counseling services.

The Counseling Department ensures that all front desk personnel and student assistants are cordial, polite, respectful of diversity, and accurate in their dissemination of information. Furthermore, within the student-counselor interaction, counselors actively build rapport, observe confidentiality, and uphold the highest standards of ethical practice in order to provide a non-threatening atmosphere conducive to trust, most especially when personal counseling occurs.

Pattern of Service

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program's pattern of service is not related to the needs of students.	*The program provides evidence that the pattern of service or instruction meets student needs.*
		If indicated, plans or activities are in place to meet a broader range of needs.

Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.

Counseling Department Pattern of Service

The Counseling Department has a complement of seven counselors serving the current student population. Seven full time faculty is a skeletal force compared to 11 full-time counselors in 2005, eight in 2008, and six in 2009 until 2011.Starting January 2012, one more counselor was hired totaling seven counseling faculty at present. This number does not include the articulation officer due to formidable articulation and curriculum work which consume a large portion of the faculty's work hours. Thus, the articulation officer/counselor renders minimal albeit valuable counseling hours only during designated peak days of registration.

Across the three academic years, adjunctive hours vary subject to extra funding availability. Since 2008, six adjunct faculty members render approximately nine hours per week on average. Starting January 2012, three more adjunct faculties were hired and hours have been increased because of additional funding coming from the Office of the President so that the department can manage the influx of students resulting from mandatory orientation and assessment. While the number of faculty has been augmented in 2012, the demand and need for counseling services continue to escalate.

Aside from providing academic, transfer, career, and personal counseling for students' academic success and personal development interventions, all the faculty have other assignments namely, matriculation, International Students, Puente Program, Tumaini Program, Eisenhower College Academy, athletics, faculty chair's work, articulation work, and High School Connection Program. Moreover, other counseling activities of counselors entail the following --

liaison work with SBVC's instructional departments including counseling from referrals emanating college-wide; on-campus orientation sessions and orientation content enhancements; web site content development; technology training; workshops and other forms of presentations; and teaching Student Development courses for leaning communities. Faculty also provides a host of other counseling related services as well as collaborative involvements in SBVC's on-going efforts for basic skills students. On top of all these, matriculation functions have been integrated into the Department's purview starting 2007.The Counseling Department does not only serve students who subsequently enroll, it also affords counseling services to those who may have the intent to study but do not register in classes. This group comes to us during the entire year but they are not counted in SBVC's report of positive attendance.

To meet current demands amidst the aforementioned tasks, adjustments have been made by decreasing the number of hours for special assignments. Considering the numerous needs for services presented by our population, the decreased hours does not mitigate the imbalanced ratio between faculty and students. When all hours allocated for these special assignments are combined, the hours equal to three full-time equivalent hours leaving only four full-time counselor load for the students in the general population. Thus, the status quo ratio of 1: 3,295 is far flung from the 1:900 counselors to student ratio as recommended by the Statewide Academic Senate (Program Efficacy Report on Counseling, 2008, p.13; Senate Minutes, April, 2010). Moreover, the Department experiences a high demand, high volume of service utilization in its day-to-day operations, notwithstanding the highest demand for services during peak days of registration. On top of all these, two-year educational plans are developed during the non-peak periods of September and October and February and March.

Furthermore, students meet with a counselor at least once per year after the formulation of a two-year educational plan for possible changes to major, transfer requirements, follow-up on academic performance, etc. Throughout the academic year, other counseling related services, besides academic advising and educational goal planning, are provided as mandated by Title 5 and the Standards of Practice for California Community College Counseling Faculty and Programs.

In summation, the pattern of service rendering of the Counseling Department is vast, comprehensive, and diverse. It is consistent and continuous throughout the academic year including summer time and regardless of semester breaks.

Hours of operation/pattern of scheduling

The Counseling Center is open five days a week during the academic year consistent with other offices in Student Services. The hours of operation are:
 Monday through Thursday from 8am – 7 pm
Fridays from 8 am – 5 pm
First two weeks of classes Monday through Thursday 8-7
          Friday 8-7 and Saturday 9 -1
During spring break and when instructional faculty members are on semester break, the Counseling Center remains open for services to students.

Individual counseling sessions and online counseling are functional at any given day. For the past two years, during peak days of registration from November through the first week of February and from April through August, five group advising sessions accommodating first semester students are conducted daily.

Since orientation and assessment are now mandatory for all new SBVC students, orientation to college is offered on-campus or online. Previously, as many as three to four on-campus orientation sessions were held per week. During non-peak registration periods, a minimum of two in-person orientation sessions per month were scheduled during morning and evening due to low attendance as opposed to the growing participation via the online format.

Alternate Delivery Methods

- On-line counseling is offered to students
    - One counselor is given this special assignment although all counselors respond to their students' e-mail or phone calls when further inquiries and follow-ups arise. During the peak months of November, December, January, April, May, June, July, and August, additional seven hours of overload per week given to designated counselor/s are dedicated to respond to an average of 2,000 emails per month.

- On-site counseling at Big Bear High School during Super Saturday events for the past several years was conducted with one full-time and an adjunct faculty providing services.

- Telephone Counseling with Big Bear Students is continuous with a complement of one full time and an adjunct faculty delivering the services.

- Student Development courses are offered every semester. These are
    - Student Development 010 Education Planning
    - Student Development 015 Puente: Strategies for College Success
    - Student Development 102 College to Career
    - Student Development 103   Career Exploration and Life Planning

Student Development 102 and 103 are required for both learning communities and are offered student athletes. Student Development 102 and 103 are transferable courses specifically designed to assist students in their collegiate and career navigation and provide them with resources necessary for their success.

- High School Visitations
    - Last year, counselors conducted academic advising and counseling. These off-site services are intended to increase the college-going rate of our neighboring high schools and streamline entrants' admissions and registration process. During the whole month of April this year, the same services are offered.

- High School Connection Program
    - This initiative is a distinct undertaking from outreach activities and envisioned to enhance relationships with possibly 34 high schools via a constant communication loop and visitations with principals, high school counselors, career technicians, and identified prospective students. While we have adequate number of students, nurturing and empowering future students from the high schools for greater preparedness in their educational goals is warranted.

- Group advisement is conducted for students who require (1) prerequisite clearances, (2) matriculation exemptions, (3) first semester educational plans, and/or (4) unit overloads. Group advisement has especially proven advantageous during peak registration basis. On average, 12-20 students are accommodated via this group advisement structure made available four to five times daily during peak registration time.
- Orientation to College
  Orientation session can be completed online or on campus. It is hoped that students who participate in college orientations become highly aware of college expectations placed on them.
  - Online workshops designed to explain the policy of the college regarding academic performance, explore strategies to improve GPA, and modify behaviors for academic success are available online. This is a useful ancillary to the probation/ dismissal counseling intervention that students receive to get off probation status or be reinstated for admission.

From the foregoing discussion, all possible access avenues have been afforded our students, particularly those belonging to special segments of the population.

Weekend and evening services

Monday through Thursday from 4-7
First two weeks of classes Friday 4-7 and Saturday 9-1

Part II. Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not completed the first three-year SLO/SAO cycle.	Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process.

Explain how the services in your program support student success.

Counseling services are a key component to achieving students' course completion, persistence, and success until their attainment of degrees or certificates. A previous study conducted by the Office of Research and Planning demonstrated that academic success of SBVC students is associated with receiving counseling (See EMP Departmental Summary, p. 3).

Over the past three years, the Counseling Department's services and activities have been strategically focused towards achieving the program goals as identified in the Educational Master Plan Department Summary Sheet. The following discussion and explanation of statistical data are geared towards showing how the operations and educational efforts of the department align with programmatic goals. Statistics were provided by the Office of Research and Planning

including the Counseling Department's other data sources which are the Scheduling and Reporting System (SARS) and COMEVO Online Orientation and Communication Software.

- **Goal #1: Enhance structures/processes to maintain standardized quality, effectiveness and efficiency.**

To ensure quality service to each student, each one is given a same day appointment on a first come, first served basis for individual counseling. For generally homogeneous concerns, group advising and group counseling have been conducted.

The current service delivery methods have alleviated lengthy students' wait time. By providing same day appointment for thirty minutes, students are assisted through one-on-one counseling. For the most part, students do not cancel same day appointments.

Same day appointments on a first come, first served basis can be done in person or by phone. Previously, "drop-in" appointments were booked two weeks in advance which presented numerous "no shows", or if not, crowded waiting room for students with long wait time. However, with our new same day appointment booking system, not only are more students seen, but the quality of counseling a student receives year round is significantly raised. On few occasions, students from our mountain communities or those who are long distance commuters, requests for appointment have been accommodated as exceptions to the same day appointment.

This semester, the college has enforced a mandatory orientation for all new students. On-campus and online orientation sessions are available. A Spanish version of the online orientation is additionally available. Additional informational publications aside from online format have been produced for students geared towards standardization of information and ultimately allowing greater dedicated time for counseling per se and not simply an opportunity to purvey information. Publications such as FAQ's, Sample Ed plans and Basic skills Courses Sequence, To Do List for New Students, To Do List for Returning and Continuing Students, Student Services Guide, Useful internet websites, Informational Flyers for deadlines and available support services have been produced. These instructional and counseling materials are added to the already available Graduation Guide Sheets, Transfer Major Sheets, IGETC and CSU Breadth requirements.

Another accommodation was put in place for additional hours dedicated to online counseling thereby augmenting alternate method of service delivery. In the horizon, further enhancements for online counseling are planned, such as, the use of Problem/Counseling Question Checklist and Survey Form, online FAQ's concerning online counseling, and implementation of other access features of the Web Advisor.

On the other hand, continuous dissemination of information to counselors for consistency and accuracy of information via departmental meetings, e-mail, circulation of mandates, and cascading of information have been undertaken to support quality services. During department meetings are the regularly featured colloquia on updates and developments. Information gathered through conference attendance is echoed to the faculty. Also, other important portions of the departmental meeting are question and answer time as well as updates from the Senate and contractual committees.

The data below provided by the Office of Research and Planning show that students who were assisted by counselors and have an educational plan have higher success and completion rates

when compared to the general population. Students with educational plans have higher pass rate obtaining grades of "C" or better. Similarly, students with educational plans have higher completion rate staying in the course until the end of the term versus the general population's completion record.

Success and Completion Rates of Students with Ed Plans and the General Population		
	Success Rate	Completion Rate
With Ed Plans	67%	84%
Without Ed Plans	62%	81%

Another area that attests the Counseling Department's positive contribution in the area of student success is on students' cumulative GPA as depicted in the chart below.

Reporting Year	Average GPA of students who received counseling	Average GPA of all students
2009	2.66	2.66
2010	2.74	2.68
2011	2.72	2.62
Average of all 3 years	*2.71*	*2.65*

It can be gleaned from the data that those who receive counseling have higher GPA, specifically evident in academic years 2009-10 and 2010-11. Moreover, the results corroborate the previous study conducted by the Office of Research and Planning which purports the link between receipt of counseling services and higher GPA. It can be inferred from the foregoing that the Counseling Department has achieved this goal by contributing a positive impact on student success.

In a separate data search by the Office of Research and Planning using SARS data, an examination of students' course completion until the end of the semester regardless of grade attained showed that more students have completed the course when compared to the general population. The chart shown below reveals the percentage of students in both groups of those who receive counseling for any need or reason and the general population' course completion

	Retention (counseling)	Retention (no counseling)	Difference	All Students
2009	82%	80%	+2	80%
2010	83%	79%	+4	81%
2011	83%	79%	+4	81%
Total	82%	79%	+3%	80%

It appears that a higher percentage of students complete their course if they receive counseling. They remain in class and still benefit from instruction regardless of the grade they obtain at the

end of the semester.

Goal #2: Expand information on programs, students' goal achievement, counseling services and computerized educational plans through existing electronic media.

This past year, the Counseling Department has transitioned from educational plan on hard copies to an electronic educational plan that students could refer to regularly on Web Advisor. A number of training sessions both group and individual formats have been made available for all counseling faculty on how to create, modify, and post educational plans for students through Web Advisor.

The primary goal associated with the development of computerized educational plans is to create a live document that could easily be modified to remain in complete alignment with a student's most current goals. This method allows students to view their educational plan at any time without having to revisit the Counseling Center for additional copies although a copy can be made available when requested. Likewise, the electronic format facilitates the modification of the ed plan across semesters and provides continuity due to the comments portion and referral sections for other student support services. In the horizon, the Department hopes to collaborate with the Appeals Committee of Financial Aid Office in their familiarization of the format, so, electronic ed plans can become acceptable to the committee members. Presently, the committee members prefer the hard copies because of its unique feature, not found in the Web Advisor that helps to amplify their understanding of the justification of the appeal. It has to be noted that the current Web Advisor software is far from its ideal customization and continued advocacy is being done for DCS to further their work on this software. Cost has always been cited by DCS precluding them from software customization.

Additionally, efforts discussed in goal #1 have amplified the dissemination of information pertinent to the program services and students' goal achievement.
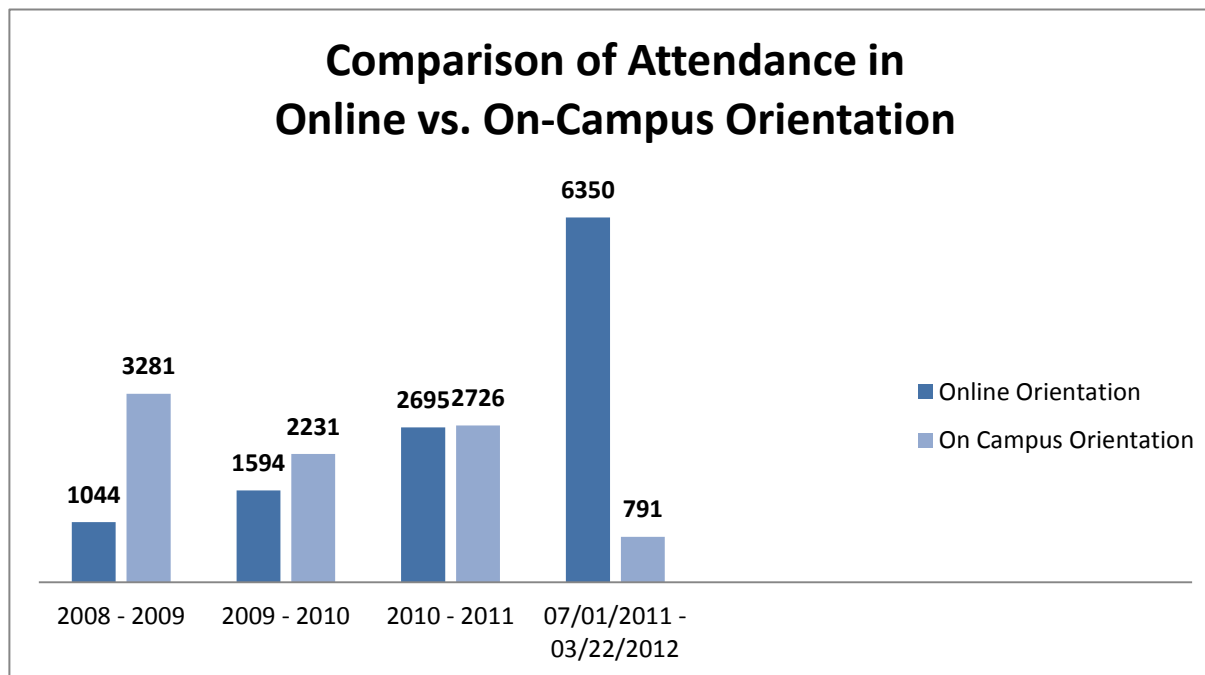
A corollary development in the area of accessibility is college orientation available in online format. While on-campus orientation is regularly scheduled, online orientation is offered and has been made accessible to students since October 2008. The succeeding chart details the number of online participants through March 22, 2012.

Online Orientation Participation
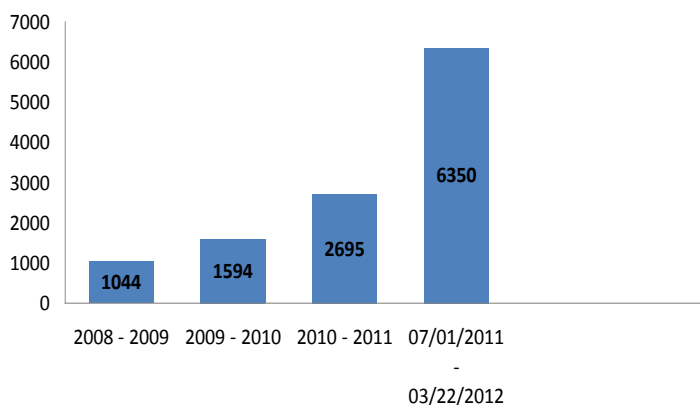
The incremental increase in number of online users show the response of students to this delivery format.

The chart that follows shows a comparison of online and on-campus attendance in the orientation to college sessions. The bolded/darkened bars indicate online participation while the lighter shaded bars indicate on-campus participation.

Comparison of Attendance in Online vs. On-Campus Orientation

	Online Orientation	On Campus Orientation
2008 - 2009	1044	3281
2009 - 2010	1594	2231
2010 - 2011	2695	2726
07/01/2011 - 03/22/2012	6350	791

The incremental spike in the number of online orientation participation demonstrates that online orientation has become a viable option to students.

- **Goal #3: Promote among students positive college culture, self-development as well as self- efficacy, and proactive success-oriented behaviors that sustain motivation, learning and achievement.**

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

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

Orientation to College, Student Success Workshops, informational publications (FAQ's, Student

Services Guide, Useful Websites, Sample Ed Plans for Basic Skills Students), published online or paper form including the regularly available Transfer Guide Sheets, SBVC Graduation Guide Sheet, and IGETC as well as CSU Breadth Requirements Sheets are instructional tools geared towards greater empowerment of students and enhanced self-development. Meanwhile, efficacious beliefs of students are usually engendered during counseling sessions. Focus on self-efficacious beliefs is utilized in interventions for personal counseling, grief counseling, probation and dismissal students, and managing test anxiety.

As cited previously in the discussion of goal number 1, the researches done by the Office of Research and Planning attest to the value of counseling in the overall educational experience of students, particularly in the areas of course completion, success (formerly referred to as retention), and cumulative GPA. The studies strengthen support for undertakings targeted towards student success. Further, without the students' sense of belonging to the college as promoted by a sense of achievement or success and purpose, positive college culture is not engendered. Akin to positive college culture are correlative factors to student success, such as, self-development, efficacious beliefs, and success-oriented behaviors being engendered during counseling sessions.

- **Goal #4: Strengthen partnerships with divisions and identified community resources to promote continued awareness of counseling and support.**

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

Similarly, partnerships were developed with local high schools through onsite career counseling and educational planning, and continuous communication loop with principals, high school counselors and career technicians. Further descriptions of the partnerships that have been promoted and sustained with the feeder high schools are amplified in the strengths and partnerships portion of this report found in the later pages. On April 20, a High School Counselors' and Career Technicians' Conference is hosted by the Counseling Department with the theme, "Preparing for the Future: Positioning Our Students for Success".

Analogous to this effort is the mentorship component of the Puente Project and Tumaini learning community which exemplified collaboration with community and community leaders. Training and regular meetings with mentors have augmented the support system of students and have motivated and elevated the participants resolve to complete their educational goal.

This goal has been achieved with demonstrable positive effects on faculty relationships across campus due to the counseling faculty's participation in college wide activities including the seamless implementation of new campus mandates during this semester.

- **Goal #5: Review research and tracking systems of service/learning outcomes as well as effectiveness of counseling in degree and certificate completion.**

Data entries in the Scheduling and Reporting System (SARS) have been examined to provide

greater specificity and accuracy of research variables and information needed for efficiency and effectiveness. While modifications are recognized as ongoing work, it appears that the data needed for tracking have been captured. Meanwhile, a better way to include entry of data on specific work done for special assignments will be examined in the future.

A review of the tracking system for SLO was also examined. It has to be noted that the department also uses the Statistical Package for Social Sciences (SPSS). This software requires understanding of statistics and statistical treatment of data beyond descriptive statistics. SPSS has been used in the standardization of assessment instruments for SLO, SLO research and evaluation, and statistical treatment. Previous statistical treatment applied to SLO's beyond percentages and central tendencies measures were the chi-square and analysis of variance.

- **Goal #6: Expand service delivery that is sensitive to students' uniqueness, diverse cultures, and learning and motivational needs, as well as, linguistic abilities.**

As indicated in its mission, the Counseling Department aims to serve a diverse community of learners. The Counseling Department is cognizant that our student population is representative of a myriad of cultures, ethnicities, ages, genders, ability and social economic statuses, etc. In response, the Counseling Department has 7 Spanish speaking counselors, 1 Mandarin and Russian speaking counselor, and 1 Filipino speaking counselor with six male counselors and 11 female counselors across the complement of full time and adjunct counselors Likewise, counselors' multicultural competencies are manifested in the use of multiculturally oriented counseling techniques and strategies that welcome the richness of diversity for students to function in a way that is most meaningful to them. Additionally, counselors understand that learning and information processing styles differ across students. Counselors make a noteworthy effort to deliver information in a way that is most suitable for an individual student's learning, information processing, and communication style. Moreover, since SBVC is a Hispanic serving institution, the online orientation offers a Spanish version. The completed enhanced version of the online orientation scheduled to be migrated depending on DCS' programming will feature voice over for the hearing impaired, more interactive approach, better graphics use, and more relevant, student friendly interactive snippets produced in collaboration with the RTVF students.

What propels the services and activities just described is the anticipated outcome of student success. After all, counseling services and processes unfold to bring together a confluence of counseling related support services for students to achieve their academic goals as mandated in Title 5 Section 51018. The Counseling Department offers the core services of academic, career, and personal counseling. Counselors assist students in assessing, planning, and implementing short and long-range goals. Counselors assist students in assessing aptitudes, abilities, values clarification, and interests including providing students key resources for career choice planning. In addition, counselors provide personal counseling to students related to their educational success.

Equally important is the counselor interaction in assisting students to seek and maintain realistic goals, assisting them to find positive solutions to personal problems and academic challenges, provide motivation to help them maintain focus and commitment, and empowering students to achieve at their optimum level.

Other counseling services and activities include but are not limited to the following:

- Graduation petition checks
- Educational plans/updates/revisions
- Interpretation of assessment scores and other multiple measures for proper placement into SBVC courses
- Course overload petitions and approval
- Prerequisite advisement and clearances
- Probation/Dismissal primary, secondary, and tertiary interventions
- Crisis intervention and referral to community resources and services
- Follow-up services
- Orientation sessions both on-campus and online
- Teach and develop curricula for Student Development courses
- Articulation
- Transfer advising
- Academic Renewal
- CSU GE-Breadth and IGETC certification verification
- On-line counseling
- Scholarship identification and letters of recommendation
- Financial Aid advising
- Academic Exception Petitions
- Liaison activities with academic departments
- Outreach activities with local high schools and other community events
- Workshops and informational sessions
- Classroom presentations
- Transcript evaluation
- Group Advising on specific needs of students
- Veteran's Ed Plans
- Financial Aid Appeals for Dismissed Students
- Recommendation for Honors
- Puente Project
- Tumaini
- International Students
- Student Athletes
- Matriculation exemptions
- Eisenhower College Academy
- Consultation services for deans, faculty, and committees on areas of counseling/crisis intervention, grief counseling, and other mental health concerns and policies relevant to student services

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

Student Learning Outcomes and/or Student Area Outcomes (See Strategic Initiative 5.1.3)
Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.

Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO/SAO assessment outcome data to verify SLO/SAO progress.

All student learning outcomes for Student Development courses have been measured and improvements have been discussed and implemented by way of supplemental resources, use of leads for in-depth reflection, variety in career portfolio and the like. Among the learning outcome measures used for SDEV courses were the following -- Self-efficacy scale, Likert scale on Career Networking Skills, Self-analysis Report, results from Myers-Briggs Temperament Indicator and Strong Interest Inventory, pretest-posttest on Student Success Strategies Checklist, production of portfolio for a functional resume and results of resume posting in identified web sites.

On the other hand, all but one identified Service Area Outcomes for the three year cycle of development, research, assessment, and evaluation have been accomplished. The service area outcomes assessed were related to utilization of pertinent SBVC technology, transfer aptitude, selection of major and program choice, completion and implementation of two- year ed plan, as well as effectiveness of intervention for probation and dismissal students. The SAO's have been measured with concomitant discussions for improvement and implementation of changes for enhanced service delivery was done.

Assessment measures were developed and applied as pre-test post-test measure and post-test only measurement tool, questionnaire, survey measure using the Likert Scale, self-evaluation, qualitative analysis of focus group' responses and archival data, such as, GPA, academic standing status, etc. Other tools administered were the Special Status Evaluation Form, Self-formulated Sequential Action Plan, Probation Questionnaire and Behavior Contract including quantitative data on completed student ed plans.

In the area of student development and personal development, specifically on the satisfaction of services and effectiveness outcomes, SLO will be measured in the academic year2012. This timing is deemed appropriate in the light of numerous changes in matriculation procedures involving changes in the steps for enrolment and exemption in the matriculation process. It is hoped that multivariate analysis of variance and covariance would be used to identify variables that account for satisfaction and effectiveness of services.

In all the areas of counseling strategies and service delivery improvements, a series of departmental discussions were conducted to identify gaps, ways of strengthening teaching within the counseling session and classroom setting, revising SLO's/SAO's, and perfecting assessment instruments. Subsequently, the following were undertaken -- revisions/updates on online and on campus orientation including curriculum content; use of instructional media; enhancement of group activities and assignments; development of more focused success workshop addressing gaps and deficiencies in student success skills; identification of effective counseling techniques, strategies, and follow-up interventions; amplification of modes of service delivery; collaboration with other student services departments; and increase in the number of students served.

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness
Mission and Purpose:

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not have a mission, or it does not clearly link with the institutional mission.	*The program has a mission and it links clearly with the institutional mission.*

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the purpose of the program?

Counseling services are key and essential to the students' overall college success. Counseling encompasses fundamental and important areas in student development, learning, career choices and life skills. Core counseling services revolve around the areas of academic, career, transfer, and personal counseling and are carried out in a developmental manner. Students' ecological contexts, individuality, strengths, and skills gap are primarily considered to assist students to obtain their educational and personal goals. Counseling services are provided to prospective, new, and continuing students in an individual and/or group basis as well as online.

Additionally, counselors develop first semester education plans as well as two year plans that illustrate a semester by semester sequence of classes which will lead to the accomplishment of a certificate, two year degree, and/or transfer. Equally important is the counselor interaction with students in assisting them to seek and maintain realistic goals, assist in finding positive solutions to personal problems and academic challenges, provide motivation to help students maintain focus and commitment, including teaching, mentorship, and empowering students to achieve at their optimum level.

The mission of the Counseling Department is to provide high quality counseling services which promote the development and empowerment of a community of diverse learners. The Counseling Department finds that it is equally as important to provide students with the most informative and accurate counseling as it is to counsel as many students as possible with the utmost quality of services. Therefore, counseling faculty aim to encourage students to think beyond the immediate moment and make informed decisions about their future.

Further, counseling faculty understands that students do not have the same needs. In the same vein, neither do they learn identically. Thus, the faculty incorporates great heterogeneity and eclecticism in their approach to effect student-centeredness and meaningful learning. Additionally, the counselors are well versed in counseling and student development theories and utilize these in the counseling setting. The counselors are cognizant that no single theory can be applied to all students and that a "one size fits all" approach is not beneficial.
The Counseling Department's commitment to student success may also be exemplified by its aim to facilitate student independence. The more students are involved and invested in their college experience, the more successful they will be. Students need to be at the forefront of their educational experience and that empowerment will directly facilitate student initiative and resilience.

How does this purpose relate to the college mission?

San Bernardino Valley College's mission statement is as follows: "San Bernardino Valley

College provides quality education and services that support a diverse community of learners." The Counseling Department mission statement complements that of SBVC's in that it states: "The Counseling Department is committed to providing high quality counseling services which promote the development and empowerment of a diverse community of learners." Both mission statements recognize two main components, "quality of services" and "community of diverse learners." Quality is given prime importance by the Counseling Department via its consistent effort to address all student development needs and support services comprehensively. Additionally, the Counseling Department recognizes and appreciates the diversity of our student population using a dynamic approach guided by its discipline and science to accommodate for a wide range of learning and processing styles. The mission of the SBVC Counseling Department is multifaceted and comprehensive and respectful of diversity among students and the college community population. It upholds the mission of the college and all its efforts align with institutional goals.

Productivity

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	*The data shows the program is productive at an acceptable level.*

Explain how your program measures satisfaction and productivity? What do these measures reveal about your program over a three year period?
Include data that is relevant to your program. Examples of data may include:
- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Counseling faculty's contract requires the thirty hours of student contact and 10 hours of committee participation and other related professional development involvements per week. Furthermore, counselors are on an 11-month contract spread throughout twelve months of service days. From the contractual proviso of thirty hours student contact, productivity is operationalized as the aggregate number of student contacts rendered by seven full time counselors with some additional hours rendered as overload or adjunctive hours by part-time counselors. As discussed in the pattern of service section, the Counseling Department has only seven full time faculty, given varying hours of special assignments. The ratio of counseling faculty to students is 1: 3295, posing inadequate balance for what can be pedagogically sound and counseling oriented to be supportive of the kind of population we serve. This semester special assignment hours have been reduced based on the highest and best use of resources to accommodate intensified demand.

Consequential to the mandatory orientation and assessment as well as the State's strained economy is heightened awareness of students regarding the need for education, use of student support and overall educational success. Likewise, the new mandates have caused anticipatory behaviors like counseling seeking by students. Orientation and assessment services initiate and trigger a series of counseling services for new students. Thus, the demand for counseling is expected to rise even as the college tries to keep the FTE's within the requirements of a mid-sized college.

To put SBVC's ecological context within the bigger framework of other community colleges in the area, efforts were made to survey the number of full-time counselors in Region 9 community colleges and the number of students assigned to each counselor. On average, three phone calls were made and five to seven e-mails were sent to each college and five representatives of the Chancellor's office were contacted in an effort to gather pertinent data. Additionally, the Counseling Department consulted with Dr. John Stanskas and Dr. James Smith for other possible data sources. However, survey information about all these community colleges was not readily available. Thus, where available, websites became the primary source for the number of counselors, and the State Chancellor's Data Mart became the source of last academic year's enrolment numbers.

Number of Counselors from Selected Region 9 Community Colleges and their 2010 – 2011 Student Enrollment								
	Chaffey	**Crafton**	**Mt. Sac**	**MSJC**	**Palo Verde**	**Riverside**	**SBVC**	**VVC**
Counselors	12	3	16	12	7	15	6	10
Students (2010 – 2011)	25,929	8,399	57,751	22,930	5,712	29,771	19,169	18,780
Ratio of Counselors to Students	2,161	2,800	3,609	1,911	816	1,985	3,295	1,878

Despite the research limitations discussed, one can glean that the ratio of counselor to students at SBVC is still bereft when compared to seven community colleges in Region 9. As stated

earlier in the section on pattern of service, the status quo ratio of 1: 3,295 is far flung from the 1:900 counselor to student ratio as recommended by the Statewide Academic Senate (Program Efficacy Report on Counseling, 2008, p. 13; Senate Minutes, April, 2010). Moreover, the needs and demographics of our student population are markedly different from populations like those of Chaffey College and Mt. SAC.

According to the Office of Research and Planning, Student Services does not use the WSCH/FTES score report as efficiency yardstick unlike instructional divisions. Operationally, the Counseling Department uses its number of student contacts within the framework of number of full time counselors
and adjunct hours.

The following chart shows considerable number of student contact across the academic years with the caveat that higher number of student contacts is expected at the end of 2011-12 academic year. Data were taken from SARS and the student contacts do not include the online orientation participants shown elsewhere in this report. Also, while most students receive counseling more than once in a year, some other students may not have used the counseling service as frequently and only obtain service at their terminal semester or when there are holds on their registration.
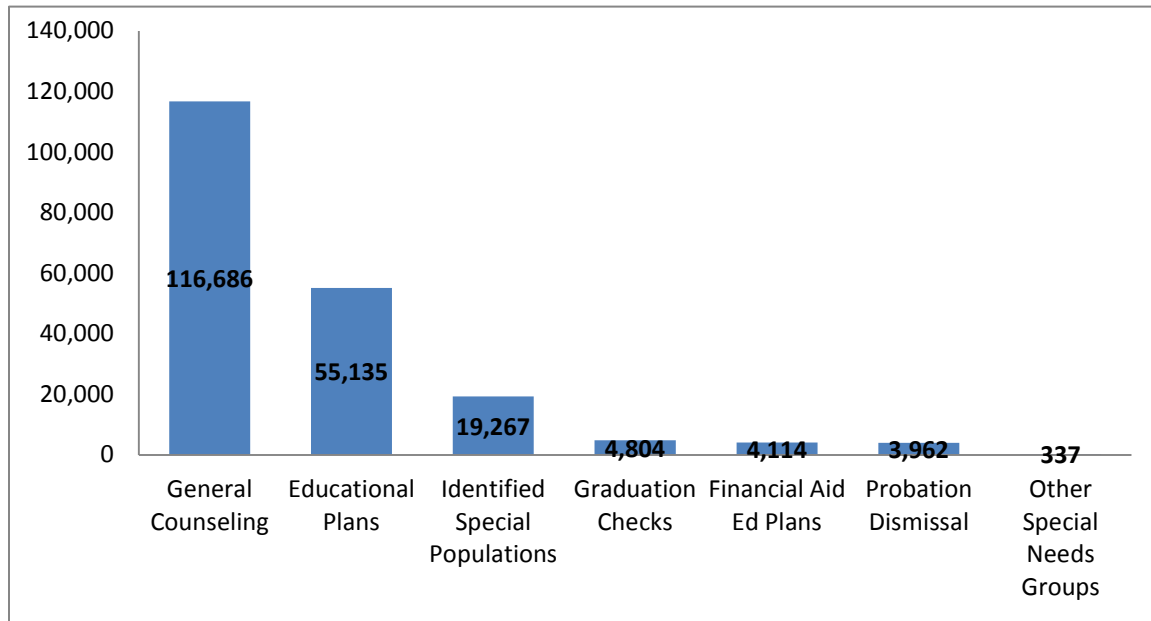
Unduplicated Count of Counseling Recipients and Number of Student Contacts Rendered

Data Elements	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012 Feb
Unduplicated Student Count	14, 361	14,317	14,932	11,031
Number of Student Contacts	22,682	22,999	23,331	15,078

Within the backdrop of the disproportionate ratio of faculty to students, the Counseling Department faculty has delivered services to the utmost. When compared to the previous efficacy report, the current data on the number of student contacts depict an amplified number compared to the periods of 2004 through 2007 academic years. To wit, the following were reported previously – 16, 098 in 2004; 16,800 in 2005; 17,966 in 2006 and 10,592 in 2007. The upward trend during this present review cycle may be attributed to the implementation of group advising/ counseling, online counseling, streamlined office processes, and additional sources of funding for more adjunct hours such as the Basic Skills, and for this semester, additional funding from the Office of the President.

The next table depicts an aggregate of highly utilized services from 2008 to February 2012. Cross referencing the highly utilized services with the previous studies on greater retention, completion and success of students associated with counseling, it can be gleaned that the counseling services are producing positive impact on the college's goal for student achievement.

Highly Utilized Counseling Services During 2008 – 12 Academic Years

Service	Count
General Counseling	116,686
Educational Plans	55,135
Identified Special Populations	19,267
Graduation Checks	4,804
Financial Aid Ed Plans	4,114
Probation Dismissal	3,962
Other Special Needs Groups	337

Again, there is considerable increase in number when compared to the data found on the EMP Departmental Summary.

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

In the area of faculty and staff morale, anecdotal reports and observations are used to follow union guidelines. Per anecdotal reports, faculty members have expressed satisfaction in the changes effected, vis-à-vis, triaging of students, revamps and streamlines in office processes and procedures, and additional adjunct hours put in place where funding was available. Requests for additional funding were done to augment adjunctive hours and will be done continuously to advocate for more counselors. As far as student satisfaction of services is concerned, a survey is planned next academic year to give ample time for students to get adjusted to the new processes. Again, due considerations to union guidelines will be followed so that feedback about faculty and staff are addressed via the contractual evaluation process.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets

	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.	*The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.*

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy (Indicate Not Applicable if program does not have courses and curriculum).

SDEV courses offered by the Counseling Department are current. In the most recent content review cycle last fall 2011, SDEV 102 and 103 were approved by the Curriculum Committee for the next six years. Likewise, the articulation of SDEV 102 and SDEV 103 as part of CSU's General Breadth requirement in Area E – Lifelong Learning and Self-Development has been secured. Also, SDEV 103 Career Exploration and Life Planning as a transferable course to UC have been maintained.

Worthy to note is that SDEV 102 has a course-to-course articulation with CSULA and Humboldt State University. Likewise, SDEV 103 has a course-to-course articulation with CSU Fullerton, CSU, and Long Beach.

Review the information about your program on the campus website. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?
Follow the link below and review the last college catalog data. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?

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

All information found in the College Catalog, Schedule of Classes, web site and counseling related announcements in Counseling Department offices including those in the Orientation Room are current and congruent with all published information. All sources of information are continuously updated.

IV Planning

Strategic Initiative: Planning	**Institutional Expectations**	
	Does Not Meet	**Meets**
	The program does not identify major trends, or the plans are not supported by the data and information provided.	*The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.*

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

Several trends affect the Counseling Department. These are-- the newly resumed practice of probation and dismissal holds; the persistent economic condition; implementation of the EAP by the CSU's; abolition of the Ability to Benefit; impending mandates for education plans for all students; and establishment of mandatory orientation and assessment;

At SBVC, three- years work in GPA verification of probation/dismissal students by DCS resulted in the resumption of notification of academic status starting the later part of Spring 2011. For several years, probation and dismissal notifications were put on hold temporarily to allow for DCS' and Student Services faculty's work of both campuses to ensure accuracy of GPA in its migration from UNISYS/CARS system to DATATEL and to DATATEL Live18. The work also involved an examination of consistency of practices in both campuses concerning student notifications. By the end of Spring 2011 semester, students who receive notification must receive counseling before registration holds are lifted or before reinstatement. Added to this is the new limitation on course repeatability starting this July. Students will need to be redirected to another college for course repetition.

The overall national and state economic situation poses dire implications and trickle effect on the matriculation process within the framework of enrolment, services utilization, and adequacy of faculty and staff. It is an external trend that impact student services utilization with consequential effect on program planning.

CSU's Early Assessment Program (EAP) for high schools throughout the state will contribute to the further influx of students who will be directed to community colleges. EAP scores are assessment results in English and Mathematics stemming from mandatory state assessments for high school students. We are the viable alternative to students who have been denied admission or are referred to us by the CSU and UC institutions. Consequently, services utilization on assessment, orientation, and counseling services will increase exponentially. Moreover, the use of EAP score for English and math in lieu of local assessments will impinge upon the time needed for prerequisite clearances and advisement. In fall 2012, Valley College will embark on accepting the EAP assessed college level English and math to our Math 095 and English 015 courses as appropriate placements. A collaborative effort for validity studies, follow-up of students, and the like, will involve Counseling, Research and Planning, and Math and English divisions.

With increased tuition cost amidst the backdrop of Inland Empire high schools charting the lowest high school graduation and college going rates, SBVC continues to remain as a viable option for education the moment students reach 18 years of age. Moreover, approximately, 85% of this group assesses into basic skills courses. Students' inadequate preparedness for college has ramifications on the overutilization of services on admissions, assessment, orientation, counseling and follow-up services, not to mention the equivalent demand for foundational courses and academic support. In the horizon is the much talked about closures of a number of adult schools with implication on burgeoning number of students opting for college despite under preparedness for college education.

Discussions at the state level regarding the use of a common assessment instrument and database poses numerous charges in the establishment of local norms, reliability and validity of

results for our unique population, processes to be established in the migration from current to the prospective state assessment instrument when approved, and time investment of faculty in the dialogs and preparation of students, to name a few.

The current economy and job trends necessitate the need for individuals to enhance/specialize job skills to maintain or seek new jobs and subsequently return to college for re-training and/or career change. This will also impact admissions, assessment, orientation, and counseling services. An attendant condition for increased utilization of services is the need for additional faculty and staff. Already, we have seen an influx of students interested in the nursing program. Career counseling is much needed for this group since clearly not everyone will be accepted into the program if not qualified for admission requirements. The impaction of wait listed students will mean students seeking counseling for other career options.

With mandatory assessment and orientation, a hold on registration is instituted. This new policy has directly affected the Counseling Department's planning in that in instituting such a policy, exemption criteria have to be given to those who qualified as mandated by Title 5 regulations again adding another segment of students to be assisted.

Another trend that will be directly impacting planning in the Counseling Department is the anticipated mandatory advisement and educational plans. Currently, mandatory advisement is not required; however, it is imminent. When educational plans and advisement become mandatory, there will be an increased need for additional full-time counselors. With the budget situation, we are not able to fill vacant positions crucial to the level and delivery of services to adequately meet the needs of our student population.

The Board of Governor's Fee Waiver criteria changing where students must complete either a high school diploma or GED to receive aid beginning July 1, 2012. In the past, students could take the Ability to Benefit (ATB) test if they did not have a high school diploma or GED, However, the ATB test will no longer be permissible starting this July. It is anticipated that the Counseling Department with have students referred somewhere else and nearby Adult Schools have closed or will be closed due to budget cuts. Also, there are discussions at SBVC about offering noncredit GED courses.

Another trend is the institutionalization of mandatory orientation and assessment. SBVC has already been able to implement the practice starting this semester. One implication is the research that needs to be conducted on the variables of assessment, orientation, success, and graduation velocity.

The availability of Web Advisor to students promises a lot of potential in the use of course completion and graduation checks. It is foreseen that further work on access and dissemination of information related to other functions of Web Advisor will impact Counseling the Department.

The burgeoning demands posed by these trends necessitate careful planning, not to mention continued advocacy for more full time counseling faculty.

Accomplishments and Strengths

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not incorporate accomplishments and strengths into planning.	*The program incorporates substantial accomplishments and strengths into planning.*

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

Weaknesses

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not incorporate weaknesses and challenges into planning.	*The program incorporates weaknesses and challenges into planning.*

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

Several considerations can be highlighted from the EMP Summary in tandem with the statistics and efforts made within the past three years. First, students' access to services is greatly impinged without augmentation of faculty. Unmet increased demand for counseling creates negative consequences on students' graduation velocity, not to mention success and course completion. Counseling is essential to student success and most demanded for a student population such as ours.

The main sources for additional monies, Matriculation and Basic Skills funding are unpredictable at best, subject to budget cuts. Contrastively, erstwhile sources of funding as in Financial Aid funding for students on financial aid appeals have never been restored since 2008. Financial aid appellants need assistance for rigorous academic, career, and personal counseling, as well as, a thorough consideration of courses taken from other colleges. These appellants receive additional counseling interventions for study, learning, behavior modification, and success skills and a complete education plan to ensure a more focused approach to program completion.

Monies from Basic Skills Funding have been continuously cut since its inception from $40,000 to approximately $23,000 currently. This leaves the department less hours of adjunctive work for our population in which approximately 85% assess into at least one of the basic skills courses. This segment of our population is five per cent higher compared to the pattern observed state wide according to the Research and Planning Office (October, 2010). In addition, cuts from DSPS created a ripple effect that added more consumers of counseling services. With the burgeoning demand from the general population including financial aid appellants, special needs students, basic skills, and underprepared students, continued funding for adjunct hours is imperative. The EMP Key Findings on pages 121-135 delineate the dire need for additional counselors in order to support program and institutional goals despite the current funding depletion.

With regard to student's long wait time as stated in the EMP Summary Sheet, the department has implemented a "same day appointment on a first come, first served basis. This procedure allows students to either call or come in person to make a same day appointment. Appointments are not made in advance unless the student is on financial aid dismissal. The department has found that students are more likely to keep and attend their appointments if they are made on a same day basis, thereby, decreasing the number of "no-shows" and cancellations. However, allowances are still made to see students on drop-in basis when occasional "no-shows" occur and depending on the needed presented by the student, such as crisis, referral, loss and grief, and the like.

While the implementation of Web Advisor which provides greater access to all students for on-line counseling, it also poses another challenge to the Department to undertake regular electronic communication with students. The use of the Webb Advisor ed plan has already started. Degree Audit needs to be institutionalized; hence, training on its use will have to be conducted next academic year.

From goals to action plans and the consequential achievement of goals, we see other subsets of goals and series of actions that will define and inform the formulation of goals for the next three year cycle. The main points discussed will characterize and define some adjustments needed to accommodate mandates and find other modalities of services using the best and highest use of our resources. Needless to say, advocacy in all levels of the college sector will be sought for more counseling hours to students affected because of the trends described in the previous section. It cannot be overemphasized that needs deplete the resources. Without additional

counselors, we will not be in step with the trends. Meticulous planning will not be effective without the much needed resource of faculty.

Accomplishments and Strengths

We recognize the following outcomes as the Department's strengths:

- Increased number of student contacts including student appointments, drop-ins, emails, phone calls, group advisements and orientations as evidenced by SARS report;

- Successful management of student traffic via the implementation of increased appointments and decreased drop-ins and Streamlined office processes and implemented a new and efficient method for service delivery to ameliorate student's wait time

- Successful implementation of group advisement for first semester educational plans, unit overloads, prerequisite clearances and matriculation exemptions

- Rigorous enforcement of matriculation processes through mandatory orientation and assessment

- Incorporation of electronic "sign-in" and "sign-out" procedure at in person orientations with improved DATATEL programming to initiate the sequential steps to enrolment

- Increased classroom presentations as outreach effort ancillary to orientation information

- Onsite counseling and ed planning in feeder high schools

- Creation of student guides and resources (e.g. Student checklists for new, returning and continuing students, and many more) including enhanced online resources

- Implementation of online probation and dismissal interventions designed for each of the three different levels of academic and progress probation as well as dismissal status

- Individual counseling intervention as follow-up for students on probation and dismissal completed Phase II of the Enhanced On-line Orientation making the presentation more student friendly, appealing, and interactive

- Establishment of a High School Connection Program providing a continuous communication network with representatives from the feeder high schools, namely, principals, high school counselors, career technicians

- Promoted student success for Latino students through the Puente Program as acknowledged by an award given under the auspices of the Hispanic Employees Alliance of San Bernardino County as well as being recognized by the State as one of the longest-running Puente programs in the State

- Fostered access and success through rendered student contacts during the academic year on 34 different counseling services under the umbrella of academic, transfer, career,

personal counseling, student development, and student success for the general population including special populations in athletics, Eisenhower College Academy, international students, veterans, Puente Project and Tumaini Program

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

- Developed research measures and assessed service learning outcome /SLO's

- Enhanced content of course outlines and received approval from Curriculum Committee for the content review of SDEV, 010, 015 102 and 103

- Expanded and enhanced web site designed to educate students on counseling related information and other material pertinent to student success

- Broadened partnerships through the following --
  - High School Connection Program with feeder high schools
  - On-site counseling and educational planning for senior high school students from feeder schools
  - Recruitment of community leaders and professionals to mentor students in the Puente Project and Tumaini Program

  - Supervision of two University of Redlands master's degree interns

- Expanded technology training for faculty in the use of Web Advisor

Weaknesses

It bears repeating that the needs overburden the resources. We cannot continue to deliver quality services without additional counselors, and we will not be able to serve the entire student population.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.	*Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate	*Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.*

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

The Department has addressed the areas of technology, campus climate, and partnerships. Training has been made available in the use of Web Advisor for two-year educational plans. Next month, training on degree audit via Web Advisor will occur.

Region 9 Counseling Website Analysis
In a comparison of the Region 9 College Counseling departments' websites, it was noted that San Bernardino Valley College's Counseling web page has all the major highlights common to the Region 9 community colleges. In addition, our web page contains unique coverage deemed important for our population to make user-friendly information readily available. The web page features the following information:

- Major Sheets
- Prior Year Catalogs
- Downloadable Forms
- Counseling Services and their Availability
- Student Success Workshops
- Question and Answer Engines/FAQ
- Counseling Course Information and Course Descriptions
- Learning Community Information
- Online Counseling
- Online Orientation
- Matriculation and Assessment information including assessment scheduled and link to ACCUPLACER for practice tests
- Athletics Counseling description and link to NCAA and other pertinent web resources
- International Students counseling and admissions policy including links to SBVC International Students web site, United States Citizenship and Immigration Services, and other pertinent online resources
- Link to Math Department's pre-assessment workshops

In the recent climate survey reported during the in-service meeting by the Office of Research and Planning, students expressed a greater need to see a personal link between their knowledge of student support services and their success. In response, the Department has instituted for the past two years, presentations to a considerable number of basic skills classes to connect the students to a counselor and to explain the ramifications of counseling services to their educational life.

Partnerships
Partnerships have been actively given attention through the following activities --
- The High School Connection Program
  The Counseling Department made ongoing commitment in partnership with 19 local high schools. These are -
        AB Miller
        Arroyo Valley
        Bloomington
        Cajon
        Citrus Continuation
        Eisenhower

Eric Birch Continuation
Fontana
Milor Continuation
Pacific
Rialto
San Andreas Alternative
San Bernardino San Gorgonio
Sierra Continuation
Slover Mountain
Summit
Washington Alternative
Wilmer Amina Carter

The goals of this partnership are - to foster constant communication and informational meetings with principals, counselors, and career technicians; conduct meetings with prospective Valley students for dissemination of SBVC information related to counseling in general, including provision of academic advising and career counseling, nurture better informed prospective students about Valley College; and developing heightened awareness among prospective students about basic success strategies.

An assigned counselor whose special assignment conducts regular visits during September through December and February through May in the identified high schools in the hopes of cultivating relationships with stakeholders, informing administrators, teachers, and staff about Valley College's programs, support services, and thrusts and developing enhanced communication loop among the respective stakeholders. This April the department is hosting a High School Counselors' and Career Technicians Conference highlighting some banner programs of SBVC, changes in the matriculation process, tour to our new buildings, and SBVC's 85 year of existence as a formidable leader in the education of students in the inland Empire.

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