

**Student Services
2008-09 Program Review
Instrument**

Department or program: Counseling Center

Name and title of preparer(s): Vicky Moreno, Counseling Chair

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

- I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program’s mission.

The Counseling and Advising Center serves enrolled students, prospective students, former students, faculty, staff, parents, and public agencies. It is the central and primary provider of the following services: new and continuing student counseling and advising, unofficial transcript evaluations, placement test interpretation, certificate, and degree applications, probation/disqualified student petitions and follow-up, exceeding maximum unit petitions, personal counseling, crisis counseling, career counseling, and other specialized counseling services such as university and job application preparation, time management and study skills workshops, petitions to the academic council, as well as liaison support to instructional divisions.

The Counseling Department’s mission is to assist the student with decisions, which affect educational, vocational, and personal goals, and to provide appropriate support and instruction, which will enable the student to implement these decisions. The Counseling Department strives to accomplish this mission through a comprehensive range of services including individual counseling and advising sessions, group discussions on various topics such as college success, career planning, human sexuality, and stress management. Bilingual services in Spanish, Vietnamese, Mandarin, Tagalog and Cantonese are available.

- II. **Retention and Growth.**

- A. How has the program responded to the institutional goal of increased access, growth And retention?

The Counseling Center is the driving force in the institutions goals of increased access, growth and retention. It is the central and primary provider of academic counseling and advising, career counseling, personal counseling, and crisis intervention for the campus community. The Counseling Center has responded admirably considering drastic cuts in our operating budget. We continue to develop partnerships with local area feeder schools for outreach and recruitment and access for first time students through our orientation to college courses, as well as

Parents/Students Night. We additionally collaborate with instructional divisions to assist with retention efforts in the Math Performance Success (MPS), Sankofa Scholars, First Year Experience, Puente and Linc Programs and with the educationally disadvantaged student population. We continue to offer large numbers of Human Development and Counseling related courses, in an effort to provide more student access to some of the most popular courses offered at De Anza College. The Counseling Center is sensitive to the needs of a diverse student population, and supports the college's diversity efforts by providing direct services to our students participating in retention programs, International student population, and students with special educational needs.

The Counseling Center has developed an Early Alert program to identify, track and assist students with significant academic problems. A full time counselor has been assigned to work closely with this population. The Counseling Center has also developed and implemented probation strategies to address those students who are on Academic and/or Progress Probation. Depending on the severity of the level of probation, a series of interventions are performed by Counselors and Academic Advisors. The goal is to introduce the student to support services that will provide the necessary support and guidance to all student populations, with special attention given to under served and underrepresented students. Referrals to SSRS (Student Success and Retention Services), Puente, Sankofa Scholars, MPS, and Financial Aid are common practice.

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities?

As per the mission of the Counseling and Advising Center, it is our goal to assist African Ancestry, Latino/a, and Filipino/a students to achieve their goals whether it be educational, vocational, or personal. The counseling staff is aware of the unique and important factors affecting achievement in how students engage in the teaching and learning environment. Counseling and Advising has a responsibility to provide support and instruction to assist students in realizing their goals. Cultural Competence is a primary intervention that when utilized can positively impact the achievement of the targeted populations. Counselors and Advisors with specific skills in a second language and or training are assigned to work closely with these student populations.

- III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

The principal function of the Counseling and Advising Center is to assist students in preparing and executing a program of study that is suited to the student's interest, potential, and motivation. We strive to provide accurate information in the development of Educational Plans. We are sensitive to the needs of a diverse student population, maintaining an open and flexible approach in responding to the concerns and needs of under served and underrepresented students and other student groups. The Counseling and Advising Center supports the college's diversity efforts by offering direct services to students participating in campus wide retention and developmental programs. Due to lack of funding, the Counseling and Advising Center has fallen

behind in its achievements of meeting the goals of our Student Equity Plan. Some activities which have not been implemented due to the budget shortfall are: the development of workshops that support a multicultural student population and targets first generation students and their parents, new marketing strategies and tools to attract non-traditional students, and staff development training that addresses cultural perceptions of counseling services; interpersonal and cross cultural communication and counseling skills.

- IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

The Counseling and Advising Center has embarked on a mission to provide Cultural Competency Training to all staff in the Counseling and Matriculation Division. A full day of in-service training was offered on May 22, 2008. Dr. Thomas Parham, past president of the Multicultural Counseling Association, was the Keynote Speaker. The full day in-service titled, "Managing Student Crises: The Necessity of Consultation and Collaboration in Addressing Student Needs", included topics in "Dimensions in Diversity", "What is Culture?", and "Building Blocks of Cultural Competence". The training inspired many and encouraged others to continue their education in this field of multicultural counseling. On September 20, 2008, a half day of Cultural Competency Training was also provided. Numerous activities were presented by several faculty and staff members, to bring awareness of the cultural differences and the affects of insensitivity to these differences may have on our students. Due to the lack of funds, the Counseling Center has been unable to provide more training from professionals in the field of Multicultural Counseling. As the number of De Anza students from diverse backgrounds continue to increase, we as a staff may not be adequately trained to handle the special needs of this very diverse student population. It is critical for our Counseling staff to continue to be trained and educated in order to better serve our student population. We will however, continue to utilize the resources and knowledge from our own Counseling Center staff.

- V. **Budget limitations.** (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if The program does not receive these resources?

The Counseling department has lost one full time counselor and will lose two additional counselors at the end of 08/09 academic year. This will have a direct impact on the number of students we can effectively serve. This may in turn affect the number of Counseling 100, Orientation to College courses taught in the summer of 2009. With three fewer Counselors we may have to reduce the number of sections offered. With the increase in student enrollment and fewer Counselors serving students, the length of time students must wait to meet with Counselors and Advisors has increased. We have had to turn students away and asked them to return, either later in the day, or the following day. As a result of State funding, the number of freshman attending the UC's and CSU's will decrease, which means more high school graduates will be attending community colleges than in prior years. De Anza College will see a significant increase in enrollment as a result. If we are unable to replace our three counselors and continue

to increase our counselor/advisor student ratio, students will have an even greater challenge in meeting with a Counselor or Academic Advisor. The number of Human Development and Orientation to College courses will also be affected by not replacing and increasing our Counseling Faculty. With the economy in a serious crisis and State funding shortfalls, we are headed in a new direction that is unfamiliar and uncertain. It is imperative that we maintain the integrity of the Counseling and Advising staff and augment funding to support the increase in student enrollment and the needs associated with these students.

- B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

Funding for in-services and training has been suspended. This in turn, has reduced the quality and quantity of professional development activities for faculty and staff. Because of the diversity of our student population, it is imperative that we continue to provide training for our faculty and staff, to better serve our diverse student population.

- C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

The Counseling Center provided services to 23,742 students for the 2007/2008 Academic Year (Data provided by SARS). The largest number of students served by Counselors and Advisors was for course selection, educational planning, AA/AS Degrees and Certificates, general education requirements, transfer and major requirements. Counselors and Advisors were available for appointments, drop in, e-mail, telephone counseling and advising. Over 17,000 students took advantage of our drop in counseling services. Counselors provided Personal Counseling to students in crisis and students in need of counseling and guidance. Counselors also assisted students requesting Veteran Educational Plans, Financial Aid Extensions, Probation and Career Counseling (Data provided by SARS). In addition to student contacts in General Counseling, Counselors provided counseling and advising services to programs such as the Enable Math Program and the LinC Program. Counselors interpreted College Student Inventory (CSI's) along with individual follow up counseling and advising appointments for the Enable Math Program, 1409 students were served. For the LinC Program, Counselors presented workshops on Note Taking, Test Taking and College/Transfer information, as well as follow up individual appointments, a total of 889 students were served. In addition to Enable Math and the LinC programs, Counselors provided services to the Math Performance Success Program as well. The program included 6 sections of MPS courses for a total of 396 students. Of those enrolled in the courses an additional 288 students were seen individually for counseling and advising.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

Always of concern is State Funding and how this impacts the work we as Counselors and Advisors do. We need to be cognizant of how the State Funding will impact not only De Anza College, but the CSU's and the UC's. The reduction in the number of students admitted to the two other educational systems has a direct correlation to the enrollment at De Anza College. We need to anticipate and be prepared for a large increase in student enrollment and the demand on counseling and advising services that will be necessary to meet student's needs. Also, due to the down turn in the economy those employees who have lost their jobs will return to the community college to continue their education or retrain for a different career.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.
- **State and Federal mandates.** What State or Federal mandates impact the work you do?
- **Trends.** Describe any positive and/or negative trends in the program.
- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

What lies at the core of the strength of the Counseling and Advising Center is our capacity to facilitate the ability for every student to enroll, participate, learn and succeed through individualized attention. The Counseling and Advising Center is aware of the comprehensive developmental education literature review conducted by the Research & Planning Group of the California Community Colleges. This review indicates that instructional and student support services that are highly integrated have successfully been meeting the request of several instructional entities in an attempt to implement culturally responsive teaching strategies and practices. This in turn creates successful programs characterized by counseling support that is accessible and integrated with academic courses which addresses the holistic development of all aspects of the student. Math Performance Success (MPS), The Puente Project, First Year Experience (FYE) and the Sankofa Scholars programs combine instructor, counselor, and tutorial support in expanded lab classes.

B. Provide a summary of the program's main areas for improvement.

The Counseling and Advising center needs to find more efficient ways to meet the counseling needs of our students. Counselors are seeing more and more students with mental health concerns and stress related issues due to the down turn in the economy, as well as the housing crisis. We need to reduce the time students have to wait to be seen by a Counselor or Advisor. Another area of improvement is the need for more training opportunities for Counselors and

Advisors. This is necessary in order for us to keep current on changes in various counseling and advising techniques and strategies which directly affects the retention and persistence of students and in particular our non-traditional students. This however has much to do with the lack of funding to pay for such training.

IX. Suggestions for campus-wide change.

- A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

The only changes suggested were programmatic changes within the organizational construct of the Counseling Center. These changes were simply implementing and streamlining services to efficiently serve the anticipated influx of students. This included but was not limited to comments of the implementation of quick service stations and defining "walk-in" and "drop-in" functions which are currently dictated by divisional MOU's.

- B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

N/A

Dimension	Actual			Projections		
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Enrollment/Grades (Fiscal Year)	679	565	506	511	516	521
WSCH (Fiscal Year)	1,567	1,202	1,077	1,088	1,099	1,110
Productivity (Fiscal Year)	275	231	207			
Retention % (Fiscal Year)	83%	77%	89%	90 %	91 %	92 %
Success % (Fiscal Year)	70%	69%	77%	78%	79%	80%
Classroom Teaching FTEF (Academic Yr)						
Full-time FTEF	1.45	1.55	1.47	Projection Methodology Enrollment and WSCH projections based on 1% annual increases from the last actual year. Retention and Success rate projections are one percentage point increases from the last actual year, unless the last actual year is greater than 90% in which case there is no change.		
PT/Overload FTEF	0.44	0.18	0.27			
Total FTEF	1.90	1.73	1.73			
Percent Full-time	77%	90%	85%			
Reassigned FTEF	0.00	0.00	0.00			
Number of Sections (Fiscal Yr)	31	29	30			
% Not Vocational	100%	100%	100%			
% Not Transferable	100%	100%	100%			
% Not Degree Applicable	100%	100%	100%			
% Not Basic Skills	3%					

Success Rates, Fiscal Year 2007-08

Definitions

Dimension	Distribution		Non-			Percent		
	Count	Col %	Success	success	Withdraw	Percent Success	Non-success	Percent Withdraw
Ethnicity								
Asian	46	9	40	4	2	87	9	4
Black	66	13	42	12	12	64	18	18
Filipino	18	4	13	2	3	72	11	17
Hispanic	124	25	96	11	17	77	9	14
Native Am	7	1	6	1	0	86	14	0
Pac Islander	4	1	4	0	0	100	0	0
White	200	40	157	23	20	79	12	10
Other	8	2	6	2	0	75	25	0
Unrecorded	33	7	28	2	3	85	6	9
Total	506	100	392	57	57	77	11	11
Gender								
Female	253	50	198	29	26	78	11	10
Male	252	50	193	28	31	77	11	12
Unrecorded	1	0	1	0	0	100	0	0
Total	506	100	392	57	57	77	11	11
Age								
19 or less	118	23	89	15	14	75	13	12
20 - 24	152	30	114	20	18	75	13	12
25 - 29	57	11	44	4	9	77	7	16
30 - 34	27	5	21	2	4	78	7	15
35 - 39	58	11	44	7	7	76	12	12
40 - 49	67	13	57	9	1	85	13	1
50 +	27	5	23	0	4	85	0	15
Total	506	100	392	57	57	77	11	11

Enrollment/Grades:
Sum of end-of-term grade count including Ws.

WSCH:
Sum of quarterly End-of-Term Weekly Student Contact Hours.

Retention %:
Number of students receiving a successful or non-successful grade / total number of students receiving a grade.

Success %:
Number of students receiving an A,B,C or CR grade / total number of students receiving a grade.

FTEF:
Sum of teaching load factors for Fall, Winter, and Spring quarters by assignment type, excluding reassignments.

Productivity:
Four-term total WSCH / four-term total FTEF, excluding reassignments.

Reassigned FTEF:
Sum of load in 994, 995, 998, and 999 courses.

Distribution and Success by Targeted Group

Year/Demographic	Count	Col %	Non-		Percent		Percent		Percent Retained
			Success	success	Success	Non-success	Withdraw		
Fiscal Year 2007-08									
Targeted	208	41	151	25	32	73	12	15	85
Not Targeted	298	59	241	32	25	81	11	8	92
Total	506	100	392	57	57	77	11	11	89
Fiscal Year 2006-07									
Targeted	226	40	161	18	47	71	8	21	79
Not Targeted	339	60	228	29	82	67	9	24	76
Total	565	100	389	47	129	69	8	23	77
Fiscal Year 2005-06									
Targeted	274	40	195	32	47	71	12	17	83
Not Targeted	405	60	280	54	71	69	13	18	82
Total	679	100	475	86	118	70	13	17	83

Targeted groups = Hispanic, Black, Filipino

Distribution and Success by Ethnicity

Year/Demographic	Count	Col %	Non-		Percent		Percent		Percent Retained
			Success	success	Success	Non-success	Withdraw		
Fiscal Year 2007-08									
Asian	46	9	40	4	2	87	9	4	96
Black	66	13	42	12	12	64	18	18	82
Filipino	18	4	13	2	3	72	11	17	83
Hispanic	124	25	96	11	17	77	9	14	86
Native Am	7	1	6	1	0	86	14	0	100
Pac Islander	4	1	4	0	0	100	0	0	100
White	200	40	157	23	20	79	12	10	90
Other	8	2	6	2	0	75	25	0	100
Unrecorded	33	7	28	2	3	85	6	9	91
Total	506	100	392	57	57	77	11	11	89
Fiscal Year 2006-07									
Asian	69	12	46	7	16	67	10	23	77
Black	61	11	44	4	13	72	7	21	79
Filipino	24	4	16	1	7	67	4	29	71
Hispanic	141	25	101	13	27	72	9	19	81
Native Am	16	3	13	2	1	81	13	6	94
Pac Islander	17	3	7	0	10	41	0	59	41
White	163	29	115	17	31	71	10	19	81
Other	16	3	10	1	5	63	6	31	69
Unrecorded	58	10	37	2	19	64	3	33	67
Total	565	100	389	47	129	69	8	23	77
Fiscal Year 2005-06									
Asian	50	7	40	1	9	80	2	18	82
Black	80	12	50	14	16	63	18	20	80
Filipino	33	5	26	4	3	79	12	9	91
Hispanic	161	24	119	14	28	74	9	17	83
Native Am	21	3	5	6	10	24	29	48	52
Pac Islander	5	1	1	2	2	20	40	40	60
White	259	38	180	38	41	69	15	16	84
Other	6	1	5	0	1	83	0	17	83
Unrecorded	64	9	49	7	8	77	11	13	88
Total	679	100	475	86	118	70	13	17	83