

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Counseling Division

Division Name: Student Services

Please list all team members who participated in this Program Review:

NAME	DEPARTMENT	POSITION
Program Review Committee		
Fatima Jinnah	Counseling	Counselor
Leticia Delgado	Counseling	Counselor
Adrienne Hypolite	Counseling	Early Alert Program Coordinator
Maritza Jackson Sandoval	Counseling	Counselor
Evan Gilstrap	Counseling	Counselor
Hilary Bacon	Counseling	Counselor
Program Review Feedback and Review		
Anabel Arreola-Trigonis	Counseling	Counselor
Laurie Bertani	Counseling	Counselor
Chris Chavez	Counseling	Student Success Specialist
Tracee Cunningham	Counseling	Counselor
Cathy Denver	Counseling	Counselor
Isaac Escoto	Counseling	Counselor
Cleve Freeman	Counseling	Counselor
Eleazar (JR) Jimenez	Counseling	Counselor
Oksanna Kasoyan	Counseling	Administrative Assistant
Kimberly Lane	Counseling	Counselor
Andrew Lee	Counseling	Counselor
Debra Lew	Counseling	Counselor
Doksha Meacham	Counseling	Counselor
Tobias Nava	Counseling	Counselor
Elaine Piparo	Counseling	Counselor
Leticia Serna	Counseling	Counselor
Jue Thao	Counseling	Counselor
Francis Varela-Ramirez	Counseling	Division Administrative Assistant
Voltaire Villanueva	Counseling	Counselor
Tilly Wu	Counseling	Counselor

Number of Full Time Faculty: Number of Part Time Faculty:

Please list all existing Classified positions: *Example: Administrative Assistant I*

Division Administrative Assistant	Early Alert Program Coordinator
Administrative Assistant I	2 Student Success Specialists

List all departments covered by this review and indicate the appropriate program type.

Transfer Studies CSU GE	<input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Transfer Studies IGETC	<input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1.1: SERVICE AREA DATA

1.1A. Service Area Data:

	2014-2015	2015-2016	2016-2017
Number of Students Served- CNSL Services	14,678	18,449	22,530 *43,345 (Includes additional contacts)
Full-Time Load (FTEF)	1.5	1.5	1.3
Part-Time Load (FTEF)	0.1	0.0	0.0

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): Increase Steady/No Change Decrease

UNDUPLICATED COUNT & EDUCATIONAL PLANS 2016-2017

	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Total
Unduplicated Count of Student Appointments - Counseling	1,767	3,799	3,841	3,712	13,119
Unduplicated Count of Student Drop-In Counseling	1,890	422	429	306	3,047
Locked Abbreviated Educational Plans	739	2,476	2,856	2,243	8,314
Locked Comprehensive Educational Plans	724	3,553	3,692	2,885	10,854

EDUCATIONAL PLAN COMPARISON

	2014-2015	2015-2016	2016-2017
Abbreviated	3,396	9,316	8,314
Comprehensive	6,347	10,380	10,854
Total	9,743	19,696	19,168

STUDENTS SERVED 2016-2017

	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Total
Counseling Center Appointments	1,599	4,229	4,262	4,075	14,165
Counseling Center Drop In/Quick Questions	2,371	466	518	355	3,710
Athletic - Appointments	155	144	100	90	489
Athletics – Drop Ins	0	0	32	0	32
Sunnyvale Center Appointments	0	59	38	51	148
Sunnyvale Center Drop Ins	0	9	21	12	42
Counseling Center Additional Contacts	5,627	6,636	4,938	3,614	*20,815
Online Orientation (Go2Foothill)	412	1,084	536	537	2,569
Counseling Center Appointments- Winter Break 12/19/16 - 1/6/17	4				4
Counseling Center Drop Ins -Winter Break 12/19/16 - 1/6/17	305				305
Counseling Center Appointments Spring Break 4/3/17 - 4/7/17	11				11
Counseling Center Drop Ins Spring Break 4/3/17 - 4/7/17	116				116
Online Quick Questions Fresh Desk	657				657

SOAR Events	197	197
SOAR-on-the-Go	85	85
Total Student Contacts		43,345

Counseling services occur through a variety of formats: face-to-face, telephone, Zoom video conferencing, quick questions, international student drop-in, online advising and also via email. We are continuously assessing student demands and needs to help improve the quality of services offered.

The Counseling Division contacts have seen a dramatic increase over the last three years especially from last year to this year. We served a total of 43,345 students in 2016-2017 compared to 18,499 the year before (20,815 were from additional contacts). This has been due in part to how we account for the number of students served. In the previous years we did not count students served in the following areas:

- The Athletics department for 2015-2016
- The Sunnyvale Center (doors first opened to the public fall 2016)

Additional contacts increased from 1,343 students to 20,815 because of accurate and up-to-date systematic accounting from our administrative assistant. Finally, summer 2015 stats were reported in 2014-2015 Program Review.

Additional Contacts – Additional contacts include all students served by our administrative assistant, TEA, and student workers. These contacts include:

- Phone calls received
- Voice messages received and returned with response
- Face to face student drop in questions
- Faxes received and returned
- Documents handled and delivered
- Student questions about counseling services
- Student appointments

Students continuously walk into the Counseling office and have face-to-face contact with front desk staff where (aside from asking questions), students get help scheduling appointments, and dropping off documents that need to go to a Counselor, Admissions and Records, or Evaluations. The front desk staff also responds to faxes received (typically prerequisite clearances with unofficial transcripts attached, or course substitution petitions). While we have always tracked the number of students we see at the front desk, it has been difficult to get an accurate number of contacts without a permanent front desk staff covering all operating hours. The addition of a full-time administrative assistant to help oversee and manage the front counter has allowed us to be more meticulous in documenting student contacts, justifying the request for this classified position.

Live Video Counseling (Zoom)- In order to provide our online student population with comparable counseling services, the Counseling Division introduced an online video and webinar conferencing service through a platform called Zoom winter 2017. It was implemented as a test pilot with 5 counselors in winter 2017 and thus far has served over 60 students through spring 2017. Enrollment in fully online classes at Foothill College is 36% and Zoom will provide our online student population an additional avenue to have access to counselors. We expect our number of students served through Zoom to increase over the next academic year because the goal is to provide training to all counselors during winter and spring 2018 and then fully implement live video counseling by fall 2018.

Counselors and students alike are eagerly awaiting a full implementation of live video counseling, but we want to work out the technical kinks before our fall 2018 implementation goal. One of the technical kinks is that students currently have the option of setting up an appointment via:

- Main Campus
- Sunnyvale Center
- Transfer Center
- Live Video Counseling

Our goal is to streamline the way Zoom appointments are made. Currently, the way Zoom appointments are made on our website, does not allow our appointment system SARS to track Zoom specific appointments. We are working with ETS on this issue to improve and streamline online accessibility for Zoom appointments, which will also provide our Division with a more accurate account of students served.

Online Counseling (FreshDesk)- The Counseling Division also saw a dramatic increase of students being served through our online quick question platform called FreshDesk. Online counseling, implemented winter 2016, allows students to leave a question online and a counselor will respond to it within 2-3 business days. This year we served a total of 657 students, which was an 825% increase from the previous year of 71 students. We anticipated our numbers would increase given that online counseling was introduced late into the winter 2016 quarter as a test pilot. We are happy students are using this system and would like to find ways to market it more widely so that more students use the online counseling system.

Counseling at the Sunnyvale Campus- The above table also illustrates the number of students served through the Sunnyvale Campus, which opened its doors to the public fall 2016. We had one counselor available for appointments and drop-in's on Wednesdays from 2:00-7:00 pm and served a total of 190 students. A high percentage of students being served through the Sunnyvale campus are interested in Child Development or EMT/Paramedic as a major. We believe it is important to continue serving students at the Sunnyvale Center. This allows us to build connections and provide services to students who would otherwise not be served through our main campus.

Educational Plans- The State of California's Student Success and Support Program, generally

referred to as 3SP, mandates that all college students meet with a counselor to develop an abbreviated (1-2 quarters) and comprehensive (3 or more quarters) Student Educational Plan (SEP). To encourage students to meet with a counselor, priority registration is given for students who have a locked educational plan.

When this State mandate was implemented in fall 2014, we marketed to students that having an SEP on file would enable them to have priority registration. Unfortunately, we did not see a spike in student appointments. Priority enrollment was not a strong enough carrot for most students. In 2014-2015, we completed and locked 3,396 abbreviated educational plans and 6,347 comprehensive educational plans for a total of 9,743 SEPs. We identified students who had not completed an educational plan by asking the district institutional researcher for a list of these students. We have continued this process yearly and are able to provide priority registration to new students through purposefully identifying students who lack educational plans.

In 2015-2016, we locked 9,316 abbreviated educational plans and 10,380 comprehensive educational plans for a total of 19,696. In 2016-2017, we locked 8,314 abbreviated educational plans and 10,854 comprehensive educational plans for a total of 19,168.

Academic Year	Count			Percent Change		
	2014-2015	2015-2016	2016-2017	2014-15 to 2015-2016	2015-16 to 2016-17	2014-15 to 2016-2017
Abbreviated	3,396	9,316	8,314	174%	-11%	145%
Comprehensive	6,347	10,380	10,854	64%	5%	71%
Total	9,743	19,696	19,168	102%	-3%	97%

The difference in the number of educational plans from 2015-16 to 2016-2017 (11% down) may be the result of fewer unduplicated appointments compared to last year. Additionally, we saw a decrease of 883-student appointment attendance in counseling compared to last year. This decline is probably due to a combination of factors including district enrollment being down, two counselors with a reduced Counseling load of 50% to provide retention and support services to learning communities, and leaves (sabbatical, medical).

The SEP's are stored in an online system called DegreeWorks (DW), which the Division has used since winter 2012. DegreeWorks is a comprehensive academic planning tool, which allows students to track progress toward their educational goal. DegreeWorks is accessible to students through their student portal 24 hours a day. Like any other software educational program, DegreeWorks continually needs updates and customizations to meet our program needs. We are currently using the newest version of 4.1.6, which was implemented in winter 2017. For the academic year of 2016-2017, counselors helped create a total 8,314 abbreviated educational

plans and 10,854 comprehensive educational plans.

Edunav- Effective fall 2015 we began testing new academic planning software to capture student educational plans. Edunav is a student academic planner that offers students an optimized educational plan based on their academic goal, major and career path. It automatically aligns classes and generates a personalized, up-to-date plan for students. It takes into consideration course availability and allows student to enter certain parameters regarding their course preference, unit load and time restrictions. Unfortunately, there continues to be many glitches and problem areas in the following:

- Incorrect course sequencing for ENGL, ESLL, MATH
- Inaccuracy with GE patterns – AA/AS, CSU, IGETC
- Inaccuracy with GE and Major courses being recommended on the plan
- Random recommendation of courses not required for GE or Major
- Inaccurate course sequence for high unit majors with BIOL, CHEM, and PHYS courses
- Inaccurate transfer educational plans (ASSIST – 100 top majors)
- Inaccuracy with AA/AS and ADT majors
- Incorrect unit count

Our main goal and top priority in the Division is accuracy. While the goal was to pilot and launch Edunav Fall 2017, it is extremely important for us that Edunav produces accurate educational plans that are consistent with the student's educational goal. The Counseling Division will continue working with Edunav to correct these problem areas.

Orientation- The Division continues to provide students with three different formats for college orientation, which include: Student Orientation Assessment & Registration (SOAR), CNSL 5 classes, and Go2Foothill online orientation. In 2016-2017, we had 197 students complete an orientation through SOAR, 2,569 students complete a Go2Foothill online orientation, and 879 students enroll in CNSL 5 (771 students successfully passed, 79 did not pass, 29 withdrew).

We also provide on-site SOAR-on-the-Go events at local high schools. Representatives from Admissions and Records, Testing and Assessment, and Counseling attend these events. Based on data provided by the 3SP Coordinator, we served approximately 85 students at these events.

We saw an increase in students served through SOAR events and Go2Foothill online orientation from the previous year. SOAR was an SAO for our Division for this year. We studied our process from the year before and made improvements that enabled us to increase the number of students we served. For example, we switched from manually inputting SEP plans into Degree Works on the spot. Instead we created a NCR (carbonless copy) Ed Plan for so that we could write on paper the students educational plan, and give them a copy on the spot. This also allowed us to cut down on time students had to wait for SEP planning.

There was a decrease in the enrollment of CNSL 5 classes which impacted our abbreviated SEPs . We discussed this in last year's Program Review and still maintain that the decrease in CNSL 5 enrollment is largely due to a decrease in sections being offered because students are no longer

mandated to enroll in a CNSL 5 class during their first year of college.

In sum, we are pleased with the number of students we served, the various ways in which we served them, and counseling services provided for the 2016-2017 academic year.

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Female	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<25 Years Old	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
>25 Years Old	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.1D. Equity: One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

Overall, Counseling has either remained flat or has increased service provision for underrepresented groups with one exception; counseling services provided to males declined from 2014-15 to 2016-17. Additionally, the Counseling Division has taken a proactive, collaborative approach to providing programs and services that meet the unique needs of underrepresented students. We are committed to closing the performance gap for disproportionately impacted students and have three different programs specifically focused on the college’s goals around student equity.

I. Probation and Disqualification Counseling

Students at Foothill College must maintain good academic standing by earning a cumulative GPA of 2.0 or higher and passing more than 50% of their units attempted. Students who do not meet these standards are considered at risk of failing and not meeting their academic goals. Students are placed on probation when they have attempted a minimum of 18 quarter units, earned below a 2.0 GPA and/or completed less than 50% of their units attempted. There are two types (academic and progress) and five levels of probation—basic (level 1), moderate (level 2), severe (level 3), pre-dismissal (level 4) and dismissal (level 6). According to the 2015-2016 enrollment data, approximately 7% of total students enrolled in courses during

regular terms (fall, winter and spring) were placed on academic and/or progress probation due to their academic performance. This is an estimated average of 1,000 students per regular term (fall, winter and spring).

Data also showed that over 70% of students placed on probation were on the first two levels of probation—basic and moderate probation. In response to the high number of students on the first two levels of academic and/or progress probation, a more robust intervention program was created in fall 2015 with the goal to offer immediate and more intensive support to students on probation at the first level rather than the third (in past practices). This program was implemented in winter 2016. The intervention program is coordinated by three general counselors and interventions are implemented by all counselors campus wide. These efforts are in collaboration with Admissions and Records, Educational Technology Services, Online Learning, Marketing, Student Resource Center, Athletics and EOPS staff.

The immediate, short-term goal for students on probation is to improve their academic standing. This is the impetus for students to: 1) avoid future registration holds, 2) remain eligible for financial aid, 3) program participation on campus (i.e. athletics, honors program, EOPS, etc.), 4) graduation and 5) transfer.

In the 2015-2016 academic year, an average of 6.9% of the Foothill student population was placed on probation. After two academic years of providing more in-depth probation services and interventions, the number of students on probation decreased from an average of 6.9% at the end of 2015-16, to 5.8% at the end of the 2016-17 year. This decrease occurred despite an increase in college enrollment each quarter of the 2016-2017 year.

2015-2016 PROBATION DATA

Term	Total # of Students Enrolled at Foothill College	Total # of Students on Probation	% of Students on Probation
Fall 2015	15,753	1,121	7.1%
Winter 2016*	14,755	1,044	7.0%
Spring 2016	13,833	926	6.6%
2015-2016 Averages	14,780	1,030	6.9%

**Winter 2016 was the first quarter the new probation program was implemented.*

2016-2017 PROBATION DATA

Term	Total # of Students Enrolled at Foothill College	Total # of Students on Probation	% of Students on Probation
Fall 2016	15,974	908	5.6%
Winter 2017	15,518	919	5.9%
Spring 2017	14,793	889	6.0%
2016-2017 Averages	15,428	905	5.8%

Additionally, Foothill College MIS quarterly submission reports, the total number of students (CA residents) coming into the counseling center for probation services has increased by 48%. In 2015-2016, 1,308 California residents were served and in 2016-2017, 1,935 students were served. These statistics do not include students with other immigration statuses such as F-1, H1-B, etc.

Data from our research analyst showed that Latinx, African American, and Pacific Islander students were disproportionately more likely to be on academic probation. Latinx students made up 40% of academic probation students, but only 25% of the general population. African American students made up 10% of academic probation students but only 4% of the student population. Pacific Islander students made up 2% of academic probation students, but only 1% of the student population. In addition, the proportion of male students on academic probation was greater than their proportion of the student population.

By creating more robust interventions and strategies to serve students on academic probation (including but not limited to probation holds on all students instead of solely for those on levels 3-6, and specified interventions that could be accessed online via Canvas), the Counseling Division has been able to effectively increase the number of students served by some form of probation counseling, contributing to the overall decline of students on probation.

Probation services provide students with opportunities to learn about the process, identify circumstances and behaviors that led to their probation status, adjust behaviors, and learn skills which promote academic success; all while receiving continual support from counselors and staff in improving their academic standing. Of the 1,521 students served in 2016-2017, 45% did not go above level 1 probation over the year, according to our research analyst.

Our probation interventions are new yet we are pleased we are seeing positive results. Our next steps are to determine if and how we can fine tune interventions for Latinx, African Americans, Pacific Islanders, and males.

II. Counseling in Learning Communities

Foothill College provides three learning communities which serve underrepresented students—Puente, First Year Experience (FYE), and Umoja. Each of these learning communities has dedicated counseling services to support retention and student success. One general counselor per program serves students with 50% of their counseling time. Some of the activities of the general counselor serving learning community students include dedicated counseling hours to the learning community, class visits, student conferences, campus activities and university tours. For more in-depth reporting on these programs' services and activities, please refer to their individual program reviews.

A. Umoja

The Umoja community is a year-long learning community at Foothill College dedicated to enhancing the cultural and educational experiences of African-American students. The Umoja

community actively serves and promotes student success for its students through African-American centered courses in English, Communications, Math, Psychology and Personal Development.

Umoja preparation began in spring 2016 with program development, recruitment and training. The counselor attended the Umoja Summer Learning Institute (SLI) in June 2016 with two new Umoja coordinators. The counselor took an active role recruiting for Umoja at SOAR events and then collaborated with one of the Foothill College football coaches to recruit potential Umoja students during summer 2016. Many Foothill College athletes meet the student demographics to create the Umoja community.

The first Umoja cohort began in Fall 2016 with 53 students, but grew to 59 students when more students joined the program after the fall term. Of that group 76% were male and 24% (were female. 49% were African American, 25% were Latinx, 12% were South Pacific Islander, 7% were Filipinx, 3% Asian and 3% declining to state. 58% of Umoja students were between the ages of 20-24, 46% self-reported as low income and were student athletes (36%). Interestingly, only 34% of students in the first cohort identified as first generation college students. By the end of spring 2017, the cohort retained 31 students. Of those students, 24 were male and 7 were female. 16 students were African American, six were Latino/Latina, 6 were South Pacific Islander, 3 students reported "other" ethnicity.

In this first cohort that started courses in the fall, their persistence rate from fall to winter term was 68%, and from winter to spring 78%. 53% of the cohort that started in the fall were retained in the program to the spring 2017 term. The overall course success rate for students in Umoja was 72%, with males showing a slightly higher success rate than their female counterparts at 73% and 70%, respectively. Additionally, we see that African American and Latinx students in Umoja thrived, with course success rates of 75 and 70%.

The role of counselor is a critical position within the Umoja community. Currently, this position entails recruiting students to the program, providing counseling appointments and drop in hours in the Counseling center, and visiting students in Umoja classes. To continue to increase Umoja students' probability of success, beginning fall 2017, the Umoja counselor will teach CRLP 55--Life Long Learning Strategies, to institutionalize the way in which students are introduced to campus resources and help them develop self-efficacy as they transition from high school to college.

Umoja counselors provide high-touch counseling services, bonding with students during the recruitment process, and continuing to develop those relationships with frequent classroom visits. Once Umoja scholars are placed in the program, activities such as the Umoja Orientation, Opening Ceremony, the statewide Umoja conference and the End of the Year Ceremony help develop a learning/family community. Trust is established between the counselor and the student and the bond continues to be an important resource for the community.

The Umoja counselor and coordinators collaborate regularly to work on program development and student activities. Additional counseling related activities have included creating comprehensive educational plans and college campus tours to universities like UC Davis and UC Berkeley. The ability to participate in not only providing counseling services to students, but finding ways for counselors to integrate into the student community as mentors and supporters, upholds Foothill's Educational Master Plan goals of creating and sustaining a welcoming community. Furthermore, these activities expose Umoja students to different opportunities outside of the Foothill campus, challenging their personal development in a supportive and safe environment.

For more information on this learning community, please refer to the Umoja program review.

B. First Year Experience (FYE)

FYE is a learning community for, low-income, first-year college students. This learning community aims to connect students to a community of first-year friendly courses and faculty who will serve as partners in helping FYE students navigate the Foothill campus culture, build their academic foundation, and make a successful transition to Foothill. FYE provides a designated counselor who delivers high-touch counseling services and case management for students in the cohort, as well as program support and coordination services to increase retention rates and close the achievement gap. Program preparation began in the spring 2015 quarter. The program launched in summer 2015 and completed its second year in spring 2017. In 2015-16, the majority of the 2015-16 FYE cohort were age 19 or younger (84%), female (61%), and Latinx (73%). In the first year, just over half of the students (52%) were not first-generation college students. 84% applied for financial aid and 81% were awarded some type of aid. In 2016-17, 77% of the FYE student cohort were 19 or younger, 70% were female, 79% were Latinx, and 62% were the first in their families to attend college. Additionally, 90% applied for financial aid, and of that group, 95% were awarded some form of aid.

The first FYE cohort started with 44 students and retained 40 of those students into the second quarter of the program at a 91% persistence rate. Of this 2015-2016 cohort, 55% (24 students) completed the FYE program at end of spring 2016. In 2016-17 there was an overall decline in the persistence rate of students enrolled in any FYE section from the fall 2016 to the spring 2017 term with less than half of the cohort being retained at 45% compared to 55% the previous year. Fall to winter persistence rates were 76%, and winter to spring were 59%.

While course success rates started at an overall high of 72% in the 2015-16 academic year, there was a drop to 60% in the following 2016-17 year. This current rate, however, is still 3% points above the college's institutional set standard of 57%. The success rate of Latinx students in the cohort also decreased from 67% in the first year to 57% in its second year. For a more in-depth discussion around the challenges the program faced in its second year, and possible suggestions and solutions to address the decline, please refer to the FYE program review.

The impact of the counselor to the program has been echoed in student feedback. In a focus

group conducted in spring 2016, students expressed that the program environment was, “comfortable...and (they) got to know everyone (fellow students) throughout the program...familiar faces made it seem less lonely and scary (for their) first time in college”. Specifically, they noted an appreciation for the high-touch methodology of the counselor and the CNSL 5 course she taught. When asked if they felt the program prepared them for their second year, students in the focus group believed that it did, and wanted to continue the connection to the FYE counselor via once-per-quarter check-ins.

Like Umoja, the FYE counselor collaborates regularly with faculty coordinators on program development and activities for their students. They also have coordinated a campus tour (UC Davis), and have conducted 1 of 3 planned student retreats in Fall 2017 to help develop research skills and emphasize service learning in the FYE program. All of these activities serve to develop well-rounded students with a college mindset that will allow them to make connections to the campus and flourish beyond their first year at Foothill College.

For more information about this program, please refer to the FYE program review.

C. Puente

The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

For more information regarding the Puente program please refer to their separate program review.

III. Early Alert Interventions

Owl Scholars

In Fall 2015, Counseling launched the Early Alert program for early intervention in critical courses where institutional research identified some of the largest course completion gaps. Those courses were mainly basic skills courses in math, English and ESLL. By working directly with faculty teaching these classes, students presenting academic or personal issues in the class within the first few weeks of the quarter would be referred to a team member in the Early Alert program for intrusive case management/counseling. The Early Alert team (later rebranded as the Owl Scholars Program) consists of two student success specialists, a program coordinator and a counselor. The success specialists are responsible for triaging the faculty recommendations, referring students to appropriate resources while working directly with students to develop “action plans”—small achievable goals that will help move the student towards course completion. The affiliated counselor works with students on the more critical end of the spectrum. These more often include students: 1) who are on their last attempt in the course due to the district’s repeatability policy, 2) students in courses that have the lowest completion rates, 3) students on academic or progress probation, and 4) students with more extreme emotional issues. The coordinator assists with managing the influx of requests and meetings with students, building collaborations across campus with resources that would be of

use to referred students, conducting outreach around the program to faculty in participating departments, while representing the program and students' needs on different campus committees.

Since it's inception, 1,436 students have been referred for early alert intervention (unduplicated head count). In the 2015-16 academic year, that total was 1,037 students. In 2016-17, that count was 399 students. The large drop in head count for the 2016-17 AY is due to the program limiting services to students who had been referred to early alert by their instructors. Previously, any student wanting assistance could fill out an interest form to determine what kind of help they needed. However, these students (who came to be classified as self-identified early alert students) were more likely to not respond to follow up, were fairly self-motivated, and tended to complete the courses in which they were requesting help. Thus, the program decided to focus efforts on those students needing the most assistance.

Early Alert By Ethnicity, Gender, and Income

The following section provides demographic information about the students referred to early alert intervention. In these instances, there may be arguments made for or against being above, at, or below the college average. Instead, we will temper those arguments with understanding how the following data provides knowledge about the population of students referred to us. The data shown represents information about early alert students referred over the course of the 2015-16/ 2016-17 academic year.

In 2015-2016 Latinx students were significantly over-represented in Early Alert referrals (instructor and self-identified) when compared to the college population. Latinx students at Foothill represented approximately 23% of the college population, but averaged about 37% of the requests/referrals to Early Alert. While there was one quarter where gender representation was on par with the college average, in general, males were referred to Early Alert slightly more than females and/or those that declined to state a gender, but not to the extent where it was statistically significant. Additionally, in the 15-16 academic year the majority of students referred to Early Alert filed the FAFSA, a metric used by the college to determine whether a student requires financial assistance to pay for college. In this alone there are obvious issues, as it may not reflect undocumented students that have filed other paperwork for financial aid (such as the BOG fee waiver) granted by the state. What it does demonstrate is the large discrepancies between the number of students that have completed FAFSA, and those that actually received aid. This could be due in part to the limiting federal designation of "low-income" and the high, prohibitive cost of living in this area that excludes a lot of needy students in this area.

Embarking on the 2016-17 year and looking at this data from the first year, it is clear that the impact of these group representations in the Early Alert program may need to be understood in the context of the population in basic skills courses themselves. It seemed prudent to collect data on ethnicity, gender, and income for the basic skills classes to see if the trend still holds. Thus, information from the 2016-17 year was collected for the year (unduplicated head count, instructor referred only), and measured against students in comparable courses (basic skills

courses that were eligible for Owl Scholars services). The results are reflected in the chart below.

Table 1 Owl Scholar Students vs. All Students Enrolled in Program-Eligible Courses Academic Year (Fall 2016-Spring 2017)				
Student Group	Percent of All Students in Program-Eligible Courses*	Percent of Owl Scholar-Referred Students	Count of Owl Scholar-Referred Students	Difference: % All Students - % Owl Scholar
By Ethnicity				
African American	5%	8%	32	-3%
Asian	30%	27%	106	+3%
Filipinx	5%	5%	21	0%
Latinx	32%	35%	140	-3%
Native American	0%	1%	2	0%
Pacific Islander	2%	2%	8	0%
White	24%	19%	75	+5%
Ethnicity Not Stated	3%	4%	15	-1%
By Gender				
Female	51%	46%	183	+6%
Male	48%	53%	213	-5%
Gender Not Stated	1%	1%	3	0%
By Income				
Low Income (\$25,000 or less)	29%	33%	132	-4%
Not Low Income	71%	67%	267	+4%
By Age				
25 years or younger	79%	84%	337	-6%
26 years or older	21%	16%	62	+6%
Total	100%	100%	399	

When comparing against other students in basic skills courses (Owl Scholars eligible), both African-American and Latinx students were slightly more likely to be referred to Early Alert though that percentage difference drops from 14% in 2015-16 (when compared to the college population) to just 3% in 2016-17 for instructor referred students when compared against their peers in Owl Scholars eligible courses. However, male students were more likely to be referred to the Owl Scholars program in 2016-17 compared to the 2015-16 year where there was an even split of approximately 50% of female and male referrals (gender not stated representing about 1% of referrals each quarter). Furthermore, the trend of the likelihood of low-income students being referred to early alert intervention carried over into the second year of the program’s run, with a percentage point difference of 4%, when compared to their peers.

Course Completion

At times, the Owl Scholars program has seen significant jumps in course completion during particular quarters, but not enough of a sustained improvement to determine any patterns or rationale for those increases. On average, however, there have been small but incremental increases in course completion (from year one to year two) for those students that have been referred to early alert intervention.

Average Course Completion for Early Alert Students*		
2015-2017		
	2015-2016	2016-2017
Math	32%	34%
English	41%	45%
ESLL**	54%	55%

**Due to a phased rollout of early alert in certain departments, math remains the only department that has had six quarters of early alert intervention. Data does not include summer quarters.*

***ESLL tends to have lower number of referrals compared to English and Math.*

Math course completion has shown an improvement of two percentage points, whereas in the 5 quarters early alert intervention has operated in the English department, there has been a four percentage point increase in course completion.

We recognize that there is still much work to do around improving course success rates for students who are referred to our program. The biggest hurdle has continued to be that the majority of students referred do not respond to the early alert referrals, which may or may not have an impact on these success rates. Additionally, as we move forward, we are reminded about the need to have student input on how this process has been developed and will continue utilizing focus groups and surveying to that end.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

The assessment and reflection of Service Area Student Learning Outcomes has illuminated how important disaggregated data can be for analyzing the population we serve, thus enabling us to create programs and services tailored to the needs of specific groups. For example, we learned that certain populations are disproportionately more likely to be on academic probation. We also learned about the ethnic breakdown of students who “no-show” for Counseling appointments. We will spend this year thinking of interventions.

Nevertheless, over the last three years the Counseling Division SA-SLOs have been met. This is due to our SLO Coordinator carefully crafting SAOs that the Division can assess internally because we have had difficulty getting data from sources like SARS.

While our SA-SLOs have been met, the Counseling Division would like to go deeper in our

understanding and use of SA-SLOs to guide program changes. The SLO Coordinator, during Campus SLO meetings, has requested support to develop Student Services centered SAOs that would give us a robust understanding of how our current programs and services serve students. She has also emailed the ACCJC Vice President requesting they host a Student Services focused SA-SLO training after speaking with him in person at a CL-SLO training March 2016. As of 12/11/2017, we have not received a response.

Our main challenge in Counseling has been creating SAOs that can be measured. Now that we have an institutional researcher dedicated to 3SP, we are hopeful and excited about the possibilities of creating deep and meaningful Counseling SAOs.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

N/A

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.
 If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research’s website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2014-2015	2015-2016	2016-2017
IGETC UC	332	356	284
CSU GE	58	39	37
IGETC CSU	24	22	30

Associate Degree for Transfer

	2014-2015	2015-2016	2016-2017
AA-T	118	254	342
AS-T	22	101	149
Total	140	355	491

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2014-2015	2015-2016	2016-2017
N/A			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

N/A

1.2C. Department Level Data: CRLP

	2014-2015	2015-2016	2016-2017
Enrollment	477	443	405
Productivity	413	421	424
Course Success	70%	67%	73%
Full-Time Load (FTEF)	.5	.5	.4
Part-Time Load (FTEF)	0	0	0

Department Level Data: CNSL

	2014-2015	2015-2016	2016-2017
Enrollment	2,439	2,005	1,263
Productivity	424	414	422
Course Success	80%	82%	82%
Full-Time Load (FTEF)	3.4	3.0	2.0
Part-Time Load (FTEF)	0.1	0.0	0.0

1.2D. Enrollment Trend - CRLP:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

Enrollment Trend - CNSL:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1.2E. Course Success Trend – CRLP: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Course Success Trend
CNSL**

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2F. Course Success Demographics-CRLP: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: Above Level At Level Below Level
 Female: Above Level At Level Below Level
 <25 Years Old: Above Level At Level Below Level
 >25 Years Old: Above Level At Level Below Level

Course Success Demographics--CNSL: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: Above Level At Level Below Level
 Female: Above Level At Level Below Level
 <25 Years Old: Above Level At Level Below Level
 >25 Years Old: Above Level At Level Below Level

1.2G. Equity: One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

CRLP course success trends are below the overall college’s success trends in all areas with the exception of students who declined to state their ethnicity. Encouragingly, we have seen course success rates improve in the following student groups over the last three years: African American, Filipinx, Latinx, White and decline to state. Moreover, CRLP course success rates overall have increased by 3% since 2014-2015. We remain committed to increasing student success rates.

A large amount of students taking CRLP courses take them online. Generally, online courses have lower success rates than face-to-face courses. Our face-to-face CRLP course success rate of 82%, is higher than Foothill’s general course success rates. The CRLP online success rate is 66%, lower than the college success rate, but remains higher than the institutional standard.

Knowing that our focus needs to be and has been on online student success rates, faculty are looking into using VoiceThread and other tools that may increase online engagement and thus student success.

In addition, faculty take part in professional development activities, such as Black Minds Matter, that keep equity in the forefront of their minds. Through professional development, we learn about and small and incremental evidence based changes that we can implement in the classroom.

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

CNSL 5 is our Introduction to College course. Course enrollment decreased 37% over the past three years primarily because CNSL 5 is no longer mandatory for new students. After reviewing the course content, we decided to reduce CNSL 5 from 1.5 units back to its original 1.0 unit, beginning summer 2018. We hope this more condensed course will entice students to enroll in it, given it has essential information for every new student. We will work with Marketing to advertise this new class to students. There is also discussion about the possibility of adding CNSL 5 into the new California Guided Pathways Project.

CNSL 51 is our learning strategies for college students course. This course was a part of the Pass the Torch program. We no longer teach this course.

CNSL 53 is deactivated. This course was used to support our probation students. The face-to-face sections would not fill, but the online sections would fill. The online section course success rates were so low that we needed to develop a new plan to support probation students. We are pleased that we deactivated the course and created a Probation intervention. While only in its second year, the results have been heartening (please see section 1.1D for a more detailed analysis).

CRLP 7 enrollment in each course of is steady. Each section of the course, when offered, fills with online sections filling first. However, when looking at the three year pattern, enrollment has declined by approximately 20% because we are offering less sections. If the Division wanted to increase enrollment, we could offer more sections of CRLP 7, particularly during the summer as we are currently only offering half the summer sections we offered in the past. Because our summer classes are taught overload, the Counseling Division needs to balance increasing enrollment and faculty interest in overload assignment. We will need to recruit and train more faculty to teach this course.

CRLP 73 & CRLP 74 have not received sufficient enrollment during this review-period. The classes do not fill. We found this puzzling because students make Counseling appointments to discuss resumes and interviews so we believe there is a need and a desire for classes like these.

Our SLO Coordinator submitted Area VII GE requests for both courses Fall 2017. When approved, we think enrollment for CRLP 73 Effective Resume Writing and CRLP 74 Successful Interviewing techniques will increase because taking the class will count for GE rather than an "elective" course. We will continue offering the course in the evenings and outside of other peak class times to give students flexibility when choosing these classes. In addition, we may consider creating online versions of these classes because when the initial course author taught these classes, he is now retired, he taught them online and they filled.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease
 Program Productivity (Compared to College Goal): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

Although the College Productivity goal is 535, Counseling has historically never reached that level. Counseling classes are typically process-oriented and therefore, should not be more than 30 students. At a 30-level seat count, we cannot meet the college goal of 535.

The general productivity trend for Counseling classes is steady.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

For the 2017-2018 school year, we are closely monitoring sections for maximum productivity and will cancel sections that do not meet the minimum of 20 students per class.

1.1J. Institutional Standard -CRLP: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: Above Standard At Standard Below Standard
 Targeted Student Course Completion: Above Standard At Standard Below Standard
 Online Student Course Completion: Above Standard At Standard Below Standard
 In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

Institutional Standard -CNSL: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: Above Standard At Standard Below Standard
 Targeted Student Course Completion: Above Standard At Standard Below Standard
 Online Student Course Completion: Above Standard At Standard Below Standard
 In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal - CRLP: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: Above Standard At Standard Below Standard
 Targeted Student Course Completion: Above Standard At Standard Below Standard
 Online Student Course Completion: Above Standard At Standard Below Standard
 In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

Institutional Effectiveness (IEPI) Goal - CNSL: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: Above Standard At Standard Below Standard
 Targeted Student Course Completion: Above Standard At Standard Below Standard
 Online Student Course Completion: Above Standard At Standard Below Standard
 In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

Please comment on your program’s efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Counseling Faculty are committed to improving the course completion rates. Many of our classes have pre/post tests to measure SLOs and we use that data to refine our course content. For the classes which have class assignments as measures of SLOs, faculty meet quarterly to discuss course practices, lesson plans, and resources.

We see that online courses have lower success rates than face-to-face classes. We are paying special focus on increasing online success rates because enrollment in our online classes is high and there is a demand for online classes. Our online success rates for CRLP have increased by 1% since last year. While we would like to see our success rates improve at a faster rate, we are moving in the right direction. The online success rate of disproportionately impacted students in CRLP online courses is only 2% less than the overall course success rates.

Personalizing our online classes has been an effective strategy in improving student’s comfort and facilitating student connections in these classes. One way we do this is by calling students on the phone that did not check in during the first week of class or are not turning in assignments. Overall, the students have stated their appreciation for the extra effort to make sure they are engaged. We also know through trainings from the Online Learning Division, that personalizing courses can contribute to student success, especially amongst some of our disproportionately impacted populations.

As instructors get more familiar with Canvas, and go through trainings with the Dean of Online Learning and her team on improving technical aspects of our courses, we may be able to incorporate more strategies that can create a personal and engaging online classroom environment.

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

We are above the institutional standard and strive for even higher success rates.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program’s Student Learning Outcomes (SLOs)? Yes No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

N/A

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

All CNSL and CRLP course level SLOs have been met. The benefit of the CL-SLOs is the departmental discussions about each class. Through discussions that take place, instructors share teaching strategies, supplemental assignments, and classroom management techniques.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

N/A

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Improve student access to counselors, particularly online students, through technology by implementing live web counseling (Zoom) appointments	Fall 2017	<input checked="" type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Implement Starfish for the Owl Scholars Program (Early Alert)	Fall 2017	<input checked="" type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Expand the Owl Scholars Program to provide service to basic skills classes: English, Math, ESLL	Fall 2017	<input checked="" type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Support the coordination of the retention focused Learning Communities (Umoja, FYE, Puente)	Summer 2017	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal
Work with Institutional Research to disaggregate annual counseling data (SARS, FreshDesk, Probation, 3SP, MIS) for student	Summer 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

demographics to identify gaps in service, especially for disproportionately impacted groups.				
Review CNSL 5 curriculum from 1.5 unit to 1.0 unit (effective summer 2018)	Winter 2017	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Work with special programs (international, Umoja, Puente, FYE, STEM Core, Athletics) to enforce CNSL 5 (Orientation to College) as a mandatory class for new students admitted to the above programs	Summer 2017/ Fall 2017	<input checked="" type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Ongoing objectives that have educational technology at the core of that initiative will have the usual glitches that have to do with implementing technology and acclimating users to a new product. The solutions we have maintained have been to continually test the product and be open to revising and editing the process in consultation with those that will be using the system, as well as those that are maintaining the system, such as ETS.

Please provide rationale behind any objectives that are no longer a priority for the program.

Retention based programs like FYE and Umoja are funded through Equity. We understand that the college is considering a Program Coordinator to be housed through the Equity office. We are in support of that decision. We do believe a Program Coordinator who can manage the recruitment and coordination of retention-based programs could minimize duplication of efforts.

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
With the implementation of Starfish, continue to support the Early Alert/Owl Scholars Program as an important retention program for basic skills courses in English, Math and ESLL	On-Going	Increased faculty adoption and usage as well as student usage.
Using case management approach, create interventions	Winter 2018	Data on student response to counseling interventions and

and strategies aimed at reaching out to the disproportionately impacted student populations on academic probation: Latinx, African Americans, Pacific Islanders		decrease the disproportionately gap by 1% - 2%.
Expand Live Video Conferencing (Zoom) counseling appointments and implement drop-in Zoom counseling	Winter 2018	Increased Zoom availability and student usage compared to 2016-17.
Active participation and integral partners in the creation of Guided Pathways on campus	Fall 2018	Participation in Guided Pathways trainings, workgroup and work teams.
Implement proactive strategies to help with student enrollment by working with Institutional Research to obtain data on students who saw a counselor but never enrolled at FH or students who don't persist to the next quarter. Contact students during break time between the quarters.	Spring 2018	Data on numbers of students contacted and how many actually enroll as a result of Counseling contact.
To build pathways for HS students to FH, collaborate with Marketing to increase offerings of SOAR-on-the-Go (Student Orientation Assessment & Registration) at the high school/charter school sites.	Spring 2018	Increased numbers of school sites and students attended compared to last year's data.

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- Create of culture of equity that promotes student success, particularly for underserved students.
- Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

As mentioned in section 1.1D Equity, the Counseling department has implemented a host of programs with strategic interventions designed to help increase course completion and retention, with a particular focus on students who are disproportionately impacted in these areas. Counseling faculty and staff also help to uphold and build on the sense of community at Foothill College. Faculty and staff sit on a variety of shared governance workgroups and committees, participate in hiring and tenure committees, assist with student led events like heritage month activities, and mentor students through different leadership development opportunities in the form of workshops, conferences, and campus tours. Finally, the Counseling department endeavors to continue developing our practice of data-driven decision making to allow us to make decisions on the best way to prioritize important counseling activities such as completion of educational plans, expanding our reach to students through Quick Questions on the main quad, and the best times of operation that capture the most amount of students while also utilizing counselor time in the most strategic ways.

2D. Resource Requests: Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Fill vacant position - student success specialist for Owl Scholars Program	\$60,000	#1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

75% release time for 1 counselor: Isaac Escoto, Academic Senate President.

2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Over the past three years the following requests have been made by the Counseling department but were not granted through the Program Review process, but rather through 3SP categorical funding:

- Document readers/scanners for counselors
- Wireless headphones and adapters for Zoom web conferencing
- Two (2) Student Success Specialists (Owl Scholars Program)
- One (1) Program Coordinator II (Owl Scholars Program)

- Starfish: Early Alert Tracking System
- Six (6) Full-Time, Tenure Track Counselors
- One (1) Full-Time Administrative Assistant I (Counseling Office Front Desk)

The addition of these resources have allowed the Counseling department to: 1) Expand our reach to online students, thereby continuing our commitment to providing comparable and equitable services to our online student population; 2) Develop and implement a comprehensive early alert program for students in basic skills English, math and ESLL courses; 3) Meet the needs of Foothill students by increasing the amount of appointments offered through the hiring of full-time faculty, and 4) Provide full service to students visiting the office through staffing of the front desk, answering questions, and tracking the type of questions asked and the frequency of student visits.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Learning Communities Coordinator position.	Priority for this position has shifted to the Dean of Equity, which may be filled under this department. Currently UMOJA and FYE are being funded by Equity Funds.
Reducing the unit load for CNSL 5 from 1.5 units to 1 unit	Effective Summer 2018

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

In last year’s annual Program Review, we mentioned the Counseling Divisions four priorities:

- 1) Increase student access to counseling to meet our State mandate for educational SEPs
- 2) Focus on student equity through retention focused learning communities (First Year Experience, Umoja, Puente) and retention programs (Owl Scholars, Probation)
- 3) Adapt technology programs as it supports student services
- 4) Decrease the equity gap in Counseling (CNSL) and Career and Life Planning (CRLP) courses

Those priorities took us through 2015-2016 and the 2016-2017 academic years and we continue to work on them this academic year. We are proud that we have provided more ways for students to access counselors and as a result, this has played a role in helping to increase comprehensive Educational Plans each year. By the end of the 2017-2018 year, all the Counselors will have the tools to provide Live Online Counseling through Zoom, increasing access to our students with disabilities, distance education students, and students with transportation challenges.

Moreover, the increase in students earning Associate Degrees for Transfer (ADT) degree is primarily due to the guidance from Counselors. We email students letting them know if they are close to earning an Associate Degree and we invite them to make a counseling appointment to discuss their degree and transfer options. We inform students of the degree availability and the benefit they provide for CSU transfer. We alert students to the difference between the local and transfer degree and we encourage them to earn the Associate Degree for Transfer if they are close to earning the degree. We do this even if their plans do not include CSU transfer, but transfer overall because the ADT requirements generally mirror Assist.org transfer requirements. Many students feel special earning an Associate Degree. It marks their time here and they earn the opportunity to walk in the graduation ceremony.

We are encouraged by the anecdotal feedback we have received from students regarding the new programs FYE and Umoja. We are also excited that starting Fall 2017, CRLP 55 is linked to two learning communities, Umoja and First Year Experience. These partnerships will increase enrollment and will contribute to student success.

Most recently, the CRLP 71 course was taught as part of dual enrollment in spring 2017. This class achieved a 95% success rate. We attribute the high success rate to the strong collaboration between Foothill College and the high school as the course was taught at the high school eliminating transportation issues. In addition, the students were given time during their high school hours to complete assignments which decreased loss of points from not turning in homework. These students also received tutoring support from their high school teacher. As the demand for dual enrollment increases, we expect enrollment in this class to increase as well.

While we, like the campus as a whole, have not yet closed the achievement gap in our classes, we implement best practice strategies knowing that even one success will have a ripple effect for that student's family and community.

Most importantly, the culture of our Counseling Division is positive and united around the goal of student success, access, and equity. Improving the way we provide programs and services and how we teach our classes is at the forefront of every single person in the Counseling Division. Counseling is an integral part of equity and inclusion and our main objective is to advocate for students. We each feel empowered to share ideas and try new ways of doing things for the betterment of our students. We are a reflective division who take our work seriously. To this end, counselors and staff take a very active role in shared governance. Counselors are heavily involved and active participants in on-campus committees.

Counseling faculty provide a cohesive and holistic support skill set; we collaborate with other campus departments to ensure that policies implemented on campus support student success. We also work with other divisions on campus to improve access to students. We currently have a Full Time counselor housed in the Athletics division, 3 Full time counselors in the Disability Resource Center (DRC), 2 Full Time counselors in EOPS and 1 Full Time counselor (Wednesdays only) at the Sunnyvale Center. Counselors also work to support equity, student success and

retention through programs partnered through their role as counselor and instructor, liaisons or program coordinators. The programs include the following:

- Puente
- First Year Experience
- Umoja
- Honors
- Mellon Scholars
- Stem Core
- Dental Hygiene / Allied Health
- Family Engagement Institute (FEI). We provide Counseling presentations in Spanish.

Our reach is wide as we touch just about every student who walks through our campus doors. The Counseling Division is cognizant of responsibility and we work hard to ensure the success of every single Foothill College student and community member.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2015-2016 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

5A. Strengths and successes of the program as evidenced by the data and analysis:

I am very proud of the Counseling Division for the tremendous accomplishments over the past three years. Our successes are evidenced by that fact that all of the program objectives listed in last year's program review have been accomplished. Since the last comprehensive program review in 2014-15, it is clear that the faculty and classified professionals have done a tremendous job in being proactive, involved and reflective in providing quality and wide-ranging services to students while increasing student accessibility. With the funding from 3SP, the division has been able to create and implement new programs such as the learning communities, Early Alert/Owl Scholars Program, Academic Probation Program, and online counseling via FreshDesk and Zoom. The new funding has made it possible for Counseling to offer an array of services that support the life cycle of Foothill students, from matriculating students to the college, through retention and persistence, and to graduation and transfer. Much work has been done to provide a strong foundation for SLO/SAO work and program reviews that are grounded in data and outcomes. Over the past three years, the entire division has actively participated in building a shared vision, goals and objectives. Everyone has a voice in the process. As a result, the division has a strong teamwork and collaborative philosophy and practice.

The division has worked very hard to meet the 3SP mandate of providing new first time students orientation, assessment, abbreviated and comprehensive educational plans, follow up for at-risk students. Our success is documented in the MIS quarterly submission to the State from the District Institutional Research:

http://research.fhda.edu/mis_reports/mis_quarterly_submssion_report/

In the academic year of 2017-18, Foothill College received additional funding for 3SP. This is a result of the diligent attention and work in creating the educational plans for students. The numbers of educational plans that are created and locked by counselors have increased dramatically over the past three years. Working closely with Institutional Research and Education Technology Services has been instrumental in being more data driven and proactive in providing counseling services to students.

The division is very much engaged across the campus and always interested in collaboration with other programs and Instruction. The new baccalaureate degree in Dental Hygiene has resulted in much more complex and ever changing requirements that can be confusing to students. Counselors have worked diligently with the Dental Hygiene Director to ensure the information provided is consistent and clear. We have a group of counselors who are identified as working closely with Dental Hygiene. We are finalizing a memorandum of understanding between Dental Hygiene, Evaluations, and Counseling so that processes are in place and the information is clear to prospective students. The Owl Scholars/Early Alert team works hand-in-hand with classroom instructors in basic skills classes. With enrollment being low, during

slower periods of the quarter, counselors will station throughout the campus and in division offices to provide counseling Quick Questions to students and to encourage them to register for the appropriate classes the next quarter.

The Counseling Division is an integral partner with Instruction and other programs across the Foothill campus to outreach, matriculate, retain and support students to be successful in reaching their academic goal. With the new 3SP institutional researcher in place, we are excited to gather much needed data about the students we have been serving, and in turn, create new strategies and interventions that are more contemporary and effective to our student populations. Plans are in place to do student surveys and focus groups for our SAOs.

5B. Areas of concern, if any:

The student success specialist for the Early Alert/Owl Scholars Program was vacated in October 2017 when the former employee accepted another position in the district. This position is funded by Student Success & Support Program (3SP) funds. With only one student success specialist and a coordinator left, the Early Alert Program is in desperate need of filling the vacant position. Just when Starfish was implemented in Fall 2017, we lost one of the two success specialists. With the expansion of class coverage for Math, English and ESLL, the program is being negatively impacted with inadequate staffing. The Early Alert Program is a key retention program for basic skills students and the Foothill Integrated Plan, Equity, Basic Skills and 3SP. My concern is that since Starfish is just being implemented and new to the campus, the faculty adoption rate would be low as a result of lack of support and manpower from the Early Alert Team. The Starfish system is solely relied on basic skills faculty flagging enrolled students who need additional support to succeed in the class. This will consequently negatively impact the student success and retention rate for basic skills courses.

With budget reductions slated for the next three years, the most serious concern is to safeguard the continuation of the current existing programs, services and personnel as our many successes and outcomes demonstrate the quality of work that we do. The counselors are critical to the matriculation and retention success of the college. We are working hard to build partnerships with high schools, secondary high schools and adult education to offer Counseling and Career Life Planning courses at their campus. The division will also look at ways and ideas to be more effective and consolidate in order to stay nimble and maintain services to our students.

5C. Recommendations for improvement:

5D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle- In-Depth Review

This section is for the Vice President/President to provide feedback.

5E. Strengths and successes of the program as evidenced by the data and analysis:

The Counseling Department continues to do outstanding work supporting students, expanding opportunities, implementing innovative new programs and working together as a team. Their understanding of and commitment to creating more ed plans for students to reach their goals, resulted in being one of only 15 CCCs who received an INCREASE in 3SP funding for the year.

I appreciate the extra efforts the counselors make to support leaning communities and new co-cohort programs as they arise. I applaud their implementation of Zoom for online appointments as an equity measure to serve students who may have issues with getting to the college for in-person appointments.

I am impressed as well with their work on EduNav to help identify issues for resolution so that we can have an effective implementation.

5F. Areas of concern, if any:

I would like to assist with identifying and engaging an expert for SA-SLO review and updating as mentioned in section 1.1E. Service Area.

5G. Recommendations for improvement:

None.

5H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle- In-Depth Review

Reviewed: Denise Swett , VPSS 2/11/18

Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.