IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

DATE:	2/24/2014

DEPARTMENT/PROGRAM:	District Counseling

PREPARED BY:	Trinidad J. Argüelles Name	*[signature]* Signature
AREA DEAN/DIRECTOR:	Ted Ceasar Name	*[signature]* Signature
AREA VICE PRESIDENT:	Todd Finell Name	*[signature]* Signature

IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.

IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

I. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

The mission of the Imperial Valley College Counseling Department is to provide counseling, instruction, and services which assist individuals in attaining their educational, occupational, and personal/life goals.

The Counseling Department promotes and supports diversity of culture and learning and, as an integral part of the educational community, seeks to enhance the lives of those who participate in our programs and enroll in our courses.

In order to accomplish the mission of the IVC counseling department in providing essential support to its students via a set of core functions through individual and group interactions, as well as classroom interaction. While differences in student populations and institutional priorities may affect the resources dedicated to these functions within the counseling department, nevertheless, these functions are so fundamental to the mission of the IVC counseling department that every program, whether general or categorical, or aimed at specific populations, should perform them. These functions are derived from Title 5 Regulations and from materials from the American Counseling Association.

The functions are:

1. Academic counseling
2. Career counseling
3. Personal counseling
4. Crisis intervention
5. Outreach to students and community
6. Participation in college governance
7. Improve counseling programs and services to improve effectiveness
8. Training and professional development

Funding source: General District funds.

II. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

1. Outcome: To increase the efficiency of the Hector L. Lopez Student Services building
   a. Methods: A 5-year observation of the number of students that are serviced either a regular appointment or "drop-in" appointment by the Counseling Department.
   b. Implementation: The SARS Software, utilized by Imperial Valley College for scheduling counseling appointments, produces statistical reports of students in hourly, daily, weekly, and annually formats.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Full Academic Year

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Drop-in's	1609	2436	2296	2977	2954
Appointments	3681	4470	4199	4191	4023
Total Drop-ins and Student Appointments	**5290**	**6906**	**6495**	**7168**	**6977**
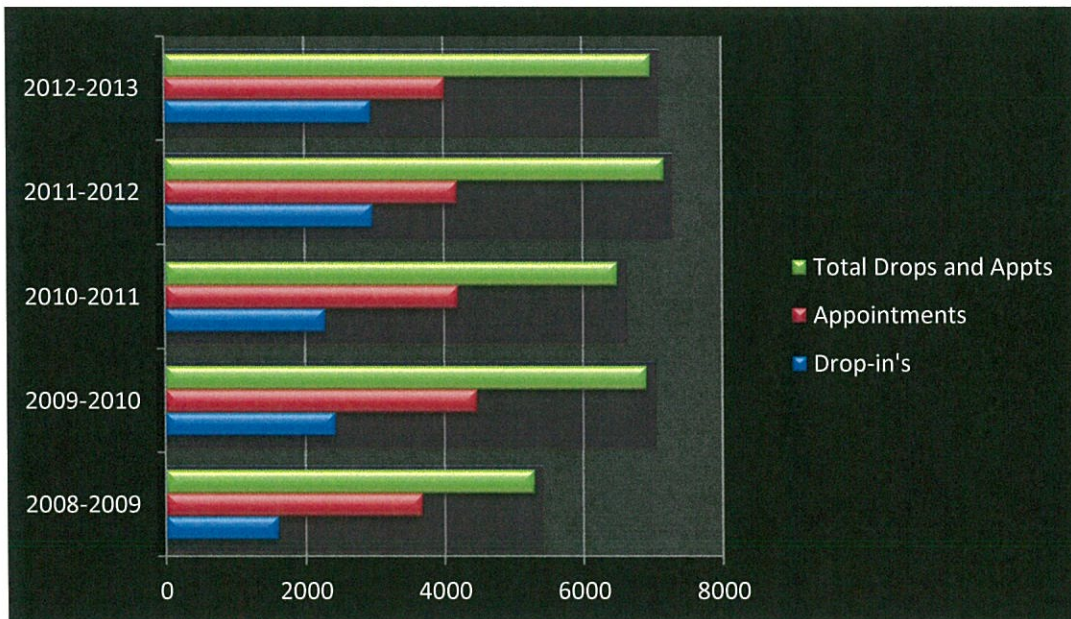
IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

The strength of the IVC Counseling Department is derived from the collaboration between counseling programs, general and categorical, to better and efficiently serve students that include counseling faculty and staff. Every member has the opportunity to express their ideas freely with the confidence that their suggestion will be discussed and considered without prejudice.

The high caliber of professionalism facilitates the sharing of resources to assist each other in times of need due to low resources to effectively and efficiently serve student's needs in academic. Moreover, it promotes networking and camaraderie among counselors and staff.

The graph above shows the fluctuation of appointments seen from year-to-year. There were a total of 6,977 drop-ins that were serviced by seven (7) counselors; 997 students if divided equally per counselor during the 2012-13 academic year. However, the influx of students usually occurs during registration and late registration. During late registration some students have to be turned away due to a limited amount of students that can be seen during regular office hours. The below-mentioned were measures taken to serve students efficiently.

The challenge: Over the years, the functions Counseling Departments perform have increased significantly, further exacerbating the ever-present pressure to serve more students in cost-effective ways. As a result of the expansion of services, absent the resources, to ensure the provision of such services, counseling faculty and staff must be proactive and prepare contingency plans for further changes in the dynamics of student services, specifically the Counseling Department.

After a 5-year analysis of the amount of students served by the Counseling Department, it was determined that the following changes must occur to accommodate students that visit the building that houses the Counseling Department.

1. Modify the design of the waiting area by separating the financial aid department from the Counseling Department, which in turn would reduce congestion by diverting the students to two different locations within the building.
2. Move multiple file cabinets into a secured file room to allow for additional space for student seating. Bolt all cabinet to the walls as a safety precaution, taking into consideration the frequency of earthquakes in Imperial County.
3. Have a computer terminal installed in the file room that expedites file retrieval for all appointments; increases efficiency during the Counseling Department's busiest times.
4. The placement of round tables accompanied with sufficient seating during late registration and other hectic periods for financial aid and Counseling Departments. The tables will be removed to allow for additional seating and space as needed.
5. Three (3) self-serve computer kiosks installed in the waiting area with printing capabilities, which includes one for the physically limited.
6. Install a student accessible printer/copier to print from each of the three computers and/or make copies manually.
7. Implement a number system to track the amount of "drop-in" appointments during late registration and other periods that counselors will take such appointments.

8. Increase the frequency of "drop-in" appointment availability and not limiting that type of appointment solely for late registration.
9. Create a one-hour appointment block reserved for time-consuming form completion during a "drop-in" period to decrease the wait time of other students that may have a simple question.

The collection of data regarding the amount of students that make both regular appointments and "drop-in" appointments is continuous. The data is collected during the beginning of each term and will be continuous in order to ensure prompt and efficient service to all students. The Counseling Department will share ideas to adapt to the increase or decrease of enrollment.

V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

Below are the findings of the above-mentioned nine changes made during the 2013-2014 academic year.

1. The division of the counseling and financial aid reception counter to opposite sides of the waiting area has proven to be an effective measure to expedite student services.
2. The relocation of the file cabinets from behind the reception desk to a room now designated as a file room; it has a lockable entry door.
3. A computer in the new file room has increased the efficient retrieval of student files by eliminating the need to go back and forth from the reception area. The securing of the file cabinets to the wall ensures safety in case of an earthquake and other unexpected mishap.
4. The removal of the round tables during the busiest periods of the semester (i.e. late registration) was instrumental in increasing the amount of seating availability and reduced the amount of students standing in line or standing near the exit.
5. The three (3) self-serve computer kiosks expedite services to students by allowing them computer access to print forms needed by financial aid and/or counseling prior to their appointments. Moreover, students can access their WebStar account to enroll in courses or pay their fees without a long wait.
6. A printer/copy is now located in the student waiting area of the student services center. This is a cost-effective measure for the college in copy/ink cartridge costs.
7. The development of a numbering system by reception staff ensured that the amount of students matched the number of academic counselors on walk-in appointment duty. The numbering system reduced complaints regarding the waiting time to see an academic counselor.
8. Historically, the counselors would see drop-in appointments during the first two weeks of each semester. Extending that period with two additional weeks prior to the beginning of the semester reduced the amount of students waiting to see a counselor once the semester begins. Hence, less complaints and reduced stress level of counselors and staff.

9. A counselor will assist students in the completion of financial aid forms. Each day a different counselor will assist students with this task.

VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached "Process Improvement Opportunities" form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)

Each of the three items below consists of processes for improvement, which includes work efficiency, cost reductions, and contributions to student enrollment and success.

1. Historically, a student would be able to make an appointment two weeks in advance and drop-in appointments occurred during late registration each semester. When the two weeks are booked, a student would have to call at opening each day to secure an appointment with a counselor. Students that call later that day would need to call back the next day for an appointment. This caused frustration and students would become irate toward receptionists and student workers.

   Improvement: Develop a year-round (academic year) rotation of counselors to provide academic counseling to unexpected drop-in appointments. There will be a 30-minute limit during the appointment; each day there will be a different counselor available. This service will provide immediate accessibility to an academic counselor as soon as a student walks into the counseling department. Fourteen appointment slots will be available daily and on a first-come-first-served basis that day.

2. Historically, five counselors would provide academic advising to local high school seniors and provide them with a list of suggested courses for their first semester at Imperial Valley College. The lead counselor would coordinate with the seven high schools and send five counselors to provide academic advising to over 2,000 students (combined) over the course of two months; one school would take up to ten days to complete. IVC students that urgently needed to see their counselors had to wait weeks, which justified students' complaints. The counselors used their personal vehicles to transport themselves.

   Improvement: Redesign high school senior outreach efforts by developing an on-campus program that will provide students with orientation, academic counseling, exposure to on-campus resources, and tours. By the end of the event, all students will possess an Abbreviated Educational plan as per Student Success Act and ready for their first year college experience.

3. Historically, separate screens and programs (i.e. Banner, Degree Works, etc.) were used to obtain information that would supplement academic counseling, which sometimes included telephone calls.

   Improvement: Imperial Valley College recently purchased a program provided by the Starfish Retention Solutions advising program that will steam line different screens into one that will provide counselors with a holistic view of a student. Starfish will help in retaining students by using its early alert type program to identify students' academic difficulty.

SERVICE AREA PROGRAM REVIEW
PROCESS IMPROVEMENT OPPORTUNITIES

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: District Counseling
Opportunities for:
PROCESS #1: Offer Daily Drop-In Availability
Work efficiencies: Reduce the amount of students making appointments with academic counselors to obtain answers to simple questions and/or services (i.e. graduation applications)
Cost reductions: There is no cost increase or decrease
Contributions to student enrollment &/or success: Availability of drop-in appointments to accommodate a students' busy academic and/or work schedule.
Supports Institutional Goal and Objectives: EMP Goals 1.1 and 2.3
PROCESS #2: Redesign High School Outreach
Work efficiencies: The development of a weekend program for all local highs school seniors, which includes orientation, advisement, and tours, increases counselor accessibility to students currently enrolled at Imperial Valley College Students.
Cost reductions: There is no cost increase or reduction.
Contributions to student enrollment &/or success: This will reduce the amount of time counselors are off-campus advising high school seniors. The event will be a consorted effort to provide a comprehensive orientation to prospective students; the event will take place on the Imperial Valley College campus. Accessibility to IVC counselors increases exponentially due to less time spent at high schools.
Supports Institutional Goal and Objectives: EMP Goals 1.1 and 2.3
PROCESS #3: Starfish Implementation
Work efficiencies: Due to a complete student profile that Starfish provides, students will experience no delay due to contacting others on-campus sources to obtain information.
Cost reductions: No cost reduction or increase.
Contributions to student enrollment &/or success: To have a complete student profile of a student at a glance will produce immediate results in the efficient delivery of services by counselors.
Supports Institutional Goal and Objectives: EMP 1.1, 2.3

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
1	**Identify Program Goal from Last Program Review:** Increase the frequency of "drop-in" appointment availability and not limiting that type of appointment solely for late registration. ☒ Met ☐ Partially Met ☐ Not Met 1. Provide detail on any improvements/effectiveness and detail status on those not fully met:	☒ 1 ☒ 2 ☐ 3 ☐ 4

		INSTITUTIONAL GOAL(S)

2 PAST PROGRAM GOAL #2

Identify Program Goal from Last Program Review: The collection of data regarding the amount of students that make both regular appointments and "drop-in" appointments is continuous. The data is collected during the beginning of each term and will be continuous in order to ensure prompt and efficient service to all students. The Counseling Department will share ideas to adapt to the increase or decrease of enrollment.

☒ 1
☒ 2
☐ 3
☐ 4

☒ Met   ☐ Partially Met   ☐ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:

		INSTITUTIONAL GOAL(S)

3 PAST PROGRAM GOAL #3

Identify Program Goal from Last Program Review: Three (3) self-serve computer kiosks installed in the waiting area with printing capabilities, which includes one for the physically limited.

☒ 1
☒ 2
☐ 3
☐ 4

☒ Met   ☐ Partially Met   ☐ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:
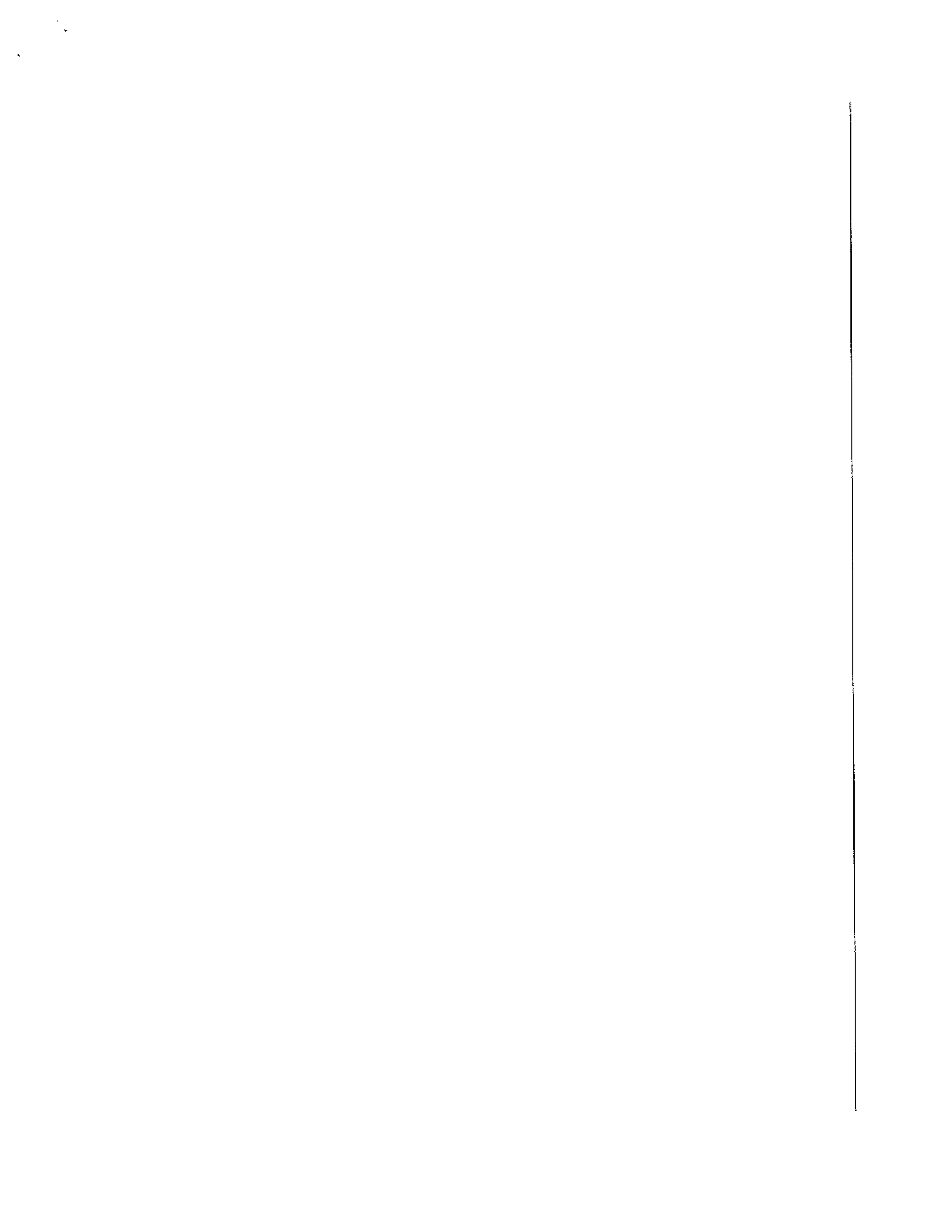
Comments:

FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS

(Describe future program goals. List in order of budget priority.)

	FUTURE PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
1	Budget Priority #1	(Check all that apply.)

Identify Goal: Offer Daily Drop-In Availability

Objective: Reduce the amount of students making appointments with academic counselors to obtain answers to simple questions and/or services (i.e. graduation applications). A different counselor will be assigned daily to advise a limited amount of students on a drop-in basis

INSTITUTIONAL GOAL(S)
- ☒ 1
- ☒ 2
- ☐ 3
- ☐ 4

Task(s): Develop a daily rotation of district-funded counselors.

Timeline: Spring 2014

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify: ☐ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$0

2 FUTURE PROGRAM GOAL #2

Budget Priority #2

			INSTITUTIONAL GOAL(S)
Identify Goal: Redesign High School Outreach			☒ 1
Objective: The development of a weekend program for all local highs school seniors, which includes orientation, advisement, and tours, increases counselor accessibility to students currently enrolled at Imperial Valley College Students.			☒ 2 ☐ 3 ☐ 4
Task(s): Collaboration with local high school administrators and their lead counselors for a successful launch of this annual event.			

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify: ☐ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$0

Timeline: Spring 2014

3	FUTURE PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)

Budget Priority #3

Identify Goal: Starfish Implementation

☒ 1
☒ 2
☐ 3
☐ 4

Objective: To have a complete student profile of a student at a glance will produce immediate results in the efficient delivery of services by counselors. Effective training is essential to the successful use of this new innovative software.

Task(s):

Timeline: Fully implemented by Fall 2014

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify: ☐ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$0

	TOTAL BUDGET REQUEST	$0

1. How will your enhanced budget request improve student success?

Comments:

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

	SERVICE AREA OUTCOMES (Describe learning outcomes.)	ISLO(S) [Link SAO to appropriate ISLO(s).]
SAO **1**	**SERVICE AREA OUTCOME #1**	**ISLO(S)**
	Identify Outcome: After a 5-year analysis of the amount of students served by the Counseling Department, it was determined that the following changes must occur to accommodate students that visit the building that houses the Counseling Department.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Although there was a decrease in the amount of students serviced during the 2013-2014, creative and strategic measures were implemented to reduce the amount of students in the building during late registration in both the fall and spring term. The measures developed resulted from a collaborative effort by Dean of Counseling, counselors and clerical staff that work within the building.	
	There was a decrease in the amount of students seen on by appointment, but	

A number system was developed to realistically distribute drop-in daily appointment slots. The list is updated frequently to decrease the amount of students waiting and add students as time allows. Additionally, drop-in appointments are now scheduled two weeks before each late registration period.

Drop-in's	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	1609	2436	2296	2977	2954

☒ Met   ☐ Partially Met   ☐ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:

SERVICE AREA OUTCOME #2

SAO		ISLO(S)
2	**Identify Outcome:**	☐ ISLO 1
		☐ ISLO 2
		☐ ISLO 3
	Measurable Outcome Summary:	☐ ISLO 4
		☐ ISLO 5

☐ Met   ☐ Partially Met   ☐ Not Met

Provide detail on any improvements/effectiveness and detail status on those not fully met:

SERVICE AREA OUTCOME #3		ISLO(S)
SAO 3	Identify Outcome:	☐ ISLO 1
	Measurable Outcome Summary:	☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	☐ Met ☐ Partially Met ☐ Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:	