

Program Mission Statement

1. Please enter your mission statement here.

Our mission is to empower students in their educational journey by building upon their diverse strengths. We advocate on behalf of learners to overcome institutional barriers while providing academic, career, transfer, personal counseling and instruction. We value the worth and dignity of each individual as they positively contribute to their communities and global society.

Our mission statement was made before the newest campus mission statement, however the team feels the two mission statements align.

Program Level Student Area Outcomes

2. Please list the program-level student area outcomes.

1. The counseling department will contact summer 2023 enrollment days participants twice each quarter during the 2023-24 academic year. This communication will include upcoming registration dates/deadlines, reminders to make a counseling appointment, and a list of basic needs/tutoring/foothill connect resources.
2. The counseling department will increase general counseling appointments with Pacific Islander, Native American, Filipinx, and Black students by 10% (per group) by the end of the 2023-24 academic year by incorporating proactive counseling practices.
3. The counseling department will provide an allied health program focused educational plan workshop each quarter during the 2023-24 academic year.

Services Offered

3. Explain the services this program offers to students.

Counseling faculty support students and the college in a variety of ways; which include: providing services and strategies to aid enrollment and retention, increasing students' sense of belonging (thereby supporting persistence and retention), assisting students with selecting a major, collaborating with students to create educational plans that guide their coursework, and providing leadership for key areas of the college.

Counseling Services

21 Full-time and 3 part-time counselors provide academic, career, personal, and transfer counseling to over 13,000 students. The department guides students in navigating the higher education landscape by creating educational plans, answering questions, and providing referrals to necessary support services. Appointments and quick questions offer various modalities: zoom, in-person, telephone, and email. It is important to note that not all full-time counselors are available to see students for 1:1 counseling appointments due to various other campus responsibilities (Guided Pathways, Academic Senate). Additionally, ten counselors have release time for Guided Pathways, Academic Senate, Honors and Learning Communities (MPS, EPS, MESA, Puente, Umoja, Humanities Mellon Scholars).

Enrollment & Retention

Summer 2023 Counseling played a key role in increasing enrollment for the college through four enrollment day events. Counselors met with students individually and in groups to create abbreviated educational plans as well as explain the registration process.

In 2020, counselors piloted a Black Lives Matter counseling cohort as a way to be intentional about retaining students who have seen disproportionately impacted equity rates. This effort reflects our division's commitment to equity and decreasing equity gaps. Additionally, equity-centered counseling department goals (SAO #2) include

our focus on increasing counseling appointments (thereby supporting student success and retention) for Pacific Islander, Native American, Filipinx, and Black populations.

Sense of Belonging

Research literature demonstrates that when students feel they belong on the college campus, they are more likely to persist. Counselors create an environment in our counseling sessions and learning communities that fosters a sense of belonging for students.

B. Counseling Student Contacts

The table below shows the total number of student contacts by modality for the Counseling Center, Athletic Counseling, and Sunnyvale Center.

	2018-19	2019-20	2020-21	2021-22	2022-23
In-person*	7021	5148	N/A	2,608	1664
Online Zoom*	291	1520	3843	4764	4400
Telephone*	1755	3576	5734	4543	4083
Quick Questions (Drop-in)	4314	3997	4130	3785	4322
Live Chat	N/A	N/A	4902	6152	6049
Sunnyvale Center	48	N/A	N/A	N/A	89
Total	13,457	14,347	18,713	21,982	20,617

*Indicate Counseling appointments

This table shows the total number of staffing for the program.

	2018-19	2019-20	2020-21	2021-22	2022-23
Number of FT Faculty	21	21	21	21	21
Number of PT Faculty	0	0	0	0	3

4. What do you observe in the data? What do you want the college to understand about your program?

Counseling student contacts steadily increased from '18-'19 academic year (AY) to '21-'22AY, despite the college-wide FTES decline during Covid. This shows that even with less FTES, counseling services remained a vital need for student support.

Beginning March 2020, all counselors learned to use Zoom and we've seen an increase in Zoom and telephone appointments that remain the preferred modality into the 23-24AY.

Of note, the department had a dip of over 1,300 student contacts for the 22-23AY year. That dip may be accounted for by a decrease in counselor availability due to reassigned time and not backfilling that difference in counselor availability.

During the 22-23AY, more counselors worked on campus with additional in-person appointments, however, students preferred virtual appointments. Perhaps we are in the early stages of a readjustment of student behavior. The department will continue to monitor student appointment modality preference.

It's clear there were more in person appointments pre-pandemic, but one must remember we mostly only had in person appointments pre-pandemic. One could argue that because there was so much use of in person appointments before the pandemic, we should strive to reach those numbers of modality again. However, we are in a different situation now where students have the option to book virtual appointments, which was not widely available pre-pandemic. We will continue to try to best learn what current student counseling modality needs exist.

Overall, student contact numbers are trending up and counseling needs additional resources to meet this demand.

The department understands there could be concern that Quick Questions could undermine counseling appointments. QQs were never intended to replace full appointments. However, per current department capacity, at times, it feels like the only option students have to see a counselor (though we only book up one week in advance).

We are hopeful that with our new counseling hires that capacity will go up and substantially allow for increased appointment capacity, lessening any potential undermining by QQs.

5. Describe the proposed actions or next steps to maintain or improve the data by student group.

The department understands the administration is concerned that students are not able to access counselors as quickly as they would like. Counselors are also eager for students to get the help they need and are experimenting with ways to increase access to counselors. With an increasing demand for counseling services/contacts, and due to the upcoming departure of our current MPS counselor, the counseling department will submit for a replacement of the MPS counselor position, as well as the hire of a general counseling position.

Appointment modality: Students need flexibility when they are juggling school, work, and family. Zoom and telephone appointments allow students to meet during times that work best for them. The department plans to maintain virtual counseling availability while consistently monitoring student usage of the in-person modality.

Enrollment Days: The department plans to incorporate Enrollment Days quarterly.

Targeted in-reach: Using Foothill Connect, the counseling department can proactively reach out to disproportionately impacted students and provide counseling services.

6. What does your program need to execute this action plan?

Technology: Identifying technological solutions that are dynamic and allow for more functionality. For example, Jabber isn't always reliable. It has spotty service. A phone system that can send text messages and can do functions with a quick click would increase employee efficiency.

The department needs support finding an appointment system that allows the division to have more control over running reports and accessing student data. An efficient system may allow us to implement creative and time-saving solutions such as "auto awarding" degrees.

Capacity: Hiring counselors would have a direct positive impact on counselor availability for students. The department hears the constant message from students and colleagues across campus that counselor appointments can be hard to come by. In addition to a general counselor, since the MPS counselor is moving to De Anza, the department would also need to refill that position to continue providing the MPS program counseling component.

C. Student Contact by Student Demographic

The chart below shows the rate of student contact by ethnicity.

	2018-19	2019-20	2020-21	2021-22	2022-23	College Total 2022-23
Black	385	431	371	401	370	5%
Asian	2,056	2,310	2,096	1,952	1,702	26%
Filipinx	360	392	409	411	366	5%
Latinx	2,170	2,456	2,303	2,644	2,489	31%
Native American	29	41	34	24	39	1%
Pacific Islander	95	102	99	96	91	1%
White	1,719	1,994	1,972	1,959	1,647	27%
Unknown	111	159	160	203	272	4%
Total	6,925	7,885	7,444	7,690	6,976	100%

The chart below shows the rate of student contact by gender.

	2018-19	2019-20	2020-21	2021-22	2022-23	College Total 2022-23
Female	3,775	4,504	4,429	4,451	4,037	48%
Male	3,115	3,309	2,926	3,142	2,789	50%
Non-binary						0%
Unknown	35	72	89	97	150	2%
Total	6,925	7,885	7,444	7,690	6,976	100%

7. What do you observe in the data? What do you want the college to understand about your program?

Counseling services are available to everyone. The department educates students on our services through New Student Orientation, the Counseling Website, Departmental websites, and through Outreach. Specific student groups need additional support. The department trains counselors with specific expertise in areas such as Honors, International, Allied Health, and Learning Communities to provide additional support for students who need it.

In the data, the department notes Asian, Latinx, and White student populations make up the highest counselor contact numbers. The department is unsure of this reason. The department also notes that between '19-'20 and

'22-'23 Asian student contacts significantly dropped (by approximately 600). This may be related to a drop in international student enrollments during/since the pandemic. The reasons for other fluctuations in the data are unclear.

Female contact rates were higher than college enrollment rates.

Male contact rates seem consistent with college enrollment rates for '19-20 to '21-'22. However, male contact rates were lower than college enrollment rates in '18-'19 and '22-'23 by 6% and 10% respectively. The department wants to explore this area.

8. Describe the proposed actions or next steps to maintain or improve the data by student group.

Why do some groups see counselors more than other groups? What can counseling do to increase student visits from disproportionately impacted (DI) groups? How can counseling best serve students who need us most? These are a few guiding questions the department considers when looking at the data. Proposed next steps are:

- Increase professional development centered around multicultural counseling and delivery of services to create an environment where DI groups can feel safe and supported
- Develop a plan to increase general counseling appointments with Pacific Islander, Native American, Filipinx, and Black students. The goal is to increase each group by 10% by the end of the 2023-24.
- Explore delivering counseling services in locations with diverse student populations: The Village; BIPOC center; student clubs. Counseling successfully delivered services in the Student Council chambers.
- Examine student contact modalities (in-person, zoom, or phone) with disaggregated ethnicity data. Are there trends?
- Implement in-reach to DI students not receiving services.

9. What does your program need to execute this action plan?

The department will need support from Institutional Research to run various counseling contact demographic/modality reports as well as focus groups or other surveys to determine how we are doing with the students we see. Time and monetary resources may be necessary to plan for and implement multicultural counseling-centered professional development.

In support of ongoing multicultural counseling professional development, access to the following publications would be valuable:

- Community College Journal of Research and Practice (not an FH library resource)
- NACADA (National Academic Advising Association) Journal (not an FH library resource)

An additional general counseling position would aid in counselor availability to support the department's goal/ability to increase appointment availability for targeted student groups. Hiring additional male counselors may create an environment that can increase the number of male students who come in for Counseling.

The department supports the continued presence of the Counseling dean, Counseling Chair, and Office of Retention Program Coordinator at the on-campus men of color group.

D. Navigating Entry & Course Selection

Outcome: Upon completion of the New Student Online Orientation, students will be able to:

1. Find registration dates and deadlines, the final exam schedule, and college event information.
2. How to get priority enrollment/ registration.
3. Understand what course prerequisites and corequisites are, and which classes require them.

This chart below shows the percentage of students passing the Getting Started & Registration Quiz.

	2018-19	2019-20	2020-21	2021-22	2022-23
Getting Started Quiz	N/A	98%	98.2%	97.6%	77%
Registration Quiz	N/A	78.2%	78.8%	77.9%	92%

10. What do you observe in the data? What do you want the college to understand about your program?

The 19-20AY is our baseline because in 18-19AY we used go2orientation and were unable to retrieve data. Moreover, go2orientation was a standardized orientation that did not allow customization for Counseling to assess what is unique on our campus. After the 18-19AY, the Guided Pathways Onboarding team led by Counselor Dokesha Meacham and English Professor Hilda Fernandez, consulted with the Office of Online Learning to create an onboarding assessment using our Canvas course management system. The team knew the onboarding material would need ongoing revision to keep up with whatever changes the college experienced.

In the initial years of the assessment, students could retake the quiz until they passed. In 22-23, the team was interested in learning how much of this information a student retained so they eliminated the retake option. Of note, student rates of completion for the "Getting Started Quiz" dropped 12% from 98% in 2019-2020 to 77% in 22-23.

11. Describe the proposed actions or next steps to maintain or improve the data by student group.

The NSO (New Student Orientation) guides students on beginning their college journey. They are not expected to memorize all the content. They are meant to become familiar with resources and how to access those resources. Students can continue with the orientation even if they do not pass the "Getting Started Quiz" because we do not want to block a student from earning Priority Enrollment.

Despite high completion rates for the registration quiz in the NSO, we want to do more. Specifically, we plan to expand our modalities. Understanding there is digital divide, we will provide students with in-person orientation options. To provide support for students who need more flexibility due to family or work demands, we plan to offer synchronous Zoom orientations. Lastly, we want to leverage the existing infrastructure, such as the in-person New Student Orientation led by Student Affairs, and link those students to Counseling in real-time.

12. What does your program need to execute this action plan?

Guided Pathways funding is coming to an end so processes that were led by GP leaders need to become institutionalized within existing departments and processes. Counseling has offered to partner with Admissions & Records to continue to lead Onboarding under counselor Dokesha Meacham. The GP team has met with VP SS Dr. Laurie Scolari and Counseling Dean Dr. Roosevelt Charles and identified the ongoing work needed to maintain an accurate and student-centered Onboarding process and New Student Orientation.

The department will work closely with Student Affairs to align our orientation efforts.

E. Understanding Degreeworks

Outcome: Upon viewing the DegreeWorks video, students will have a better understanding of what DW does and know where to access their education plan.

The chart below shows the percentage of students passing the Meet with the Counselor Quiz.

	2018-19	2019-20	2020-21	2021-22	2022-23
Meet with the Counselor Quiz		79.4%	82%	80%	81%

13. What do you observe in the data? What do you want the college to understand about your program?

The question most commonly asked by students is "What classes do I need?" Student educational plans guide students with course selection for registration, and these educational plans are housed in Degreeworks.

To ensure students can successfully access their educational plans on Degreeworks, we measured if students know how to access DW. The "Meet with the Counselor" quiz from the New Student Orientation (NSO) asks students if they know how to access their Student Educational Plan (SEP). 81% percent of students who completed the orientation **do know** how to access their SEP/s on DW. This means the majority of students who complete the NSO know where their educational plan/s are housed.

For students who didn't learn how to access DW or do not have an Educational Plan on DW, counselors will teach them how to access their SEPs during an appointment or Quick Question (QQ) session. Counselors will also create an abbreviated Ed Plan during QQ.

14. Describe the proposed actions or next steps to maintain or improve the data by student group.

The Degreeworks section in the NSO has two instruction videos. One is 45 seconds long and the other is 1 minute and 16 seconds. After watching those two videos, students are asked to answer two questions.

We are pleased to see a high percentage of students passing the quiz, indicating they know how to access DegreeWorks and the SEP they created in conjunction with their counselor. Additionally, the passing rates have been consistent over time.

We plan to review the orientation yearly and make updates as needed.

15. What does your program need to execute this action plan?

An assigned counselor is responsible for updates to the new student orientation.

F. Articulation

The chart below shows the number of submitted and approved curriculum for UC transfer, CSUGE, and/or IGETC.

	2017-18	2018-19	2019-20	2020-21	2021-22
UC transfer Submissions	41	12	14	77	28
UC transfer Approvals	39	5	14	76	27
CSUGE Submissions	28	14	13	13	84
CSUGE Approvals	23	12	1	12	75
IGETC Submissions	25	8	3	12	63
IGETC Approvals	21	8	1	11	56

16. What do you observe in the data? What do you want the college to understand about your program?

The data represents how the number of proposals can vary due to the different types of articulation proposals. For AY 2017-18 & AY 2018-19, submissions made during those AYs were counted as such. In 2019, there was a change to the procedure of submitting courses for CSUGE/IGETC where any course submitted during that AY would be put into the following AY. For example, any course proposed in December 2019 for CSUGE/IGETC would be under the 2020-21 AY in the ASSIST system. As we look at the data for CSUGE/IGETC submissions for 2019, we had 13 submissions for CSUGE and 1 approval. 12 courses were submitted under the 2019-20 AY and had to be withdrawn in order to be submitted under the following AY. Technically for the 2019-20 AY, we had one CSUGE submission that was approved. UC TCA/IGETC/CSUGE proposals are one of various detailed-oriented tasks the Articulation Officer completes.

17. Describe the proposed actions or next steps to maintain or improve the data by student group.

Course approvals for UC transferability, CSUGE and IGETC affect all student groups. If courses are not articulated as UC transferable or having IGETC or CSUGE status, then there will be no benefit to transfer students to take these courses.

Currently the Articulation Officer provides individual meetings to faculty and delivers an articulation orientation at CCC. In order to maintain and improve the data, the Articulation Officer intends to keep their current practices and to continuously update faculty resources page on the articulation website. The faculty resources page is currently up to date however, it is not known how many individuals refer to this website for information. The Articulation Officer also plans to offer an "Articulation Basics" workshop throughout the year to help faculty with a general understanding of articulation and the important submission deadlines.

18. What does your program need to execute this action plan?

Overall the articulation office needs help. The landscape of articulation keeps changing and state mandates are increasing the workload for the Articulation Officers. Currently, one of the many things the Articulation Officer is preparing for is the new singular transfer GE pattern (Cal-GETC) which will have new expectations in some areas of transfer general education. Having support staff like an articulation specialist to help with the review of these

submissions and other articulation-related duties, for example updating the articulation website on a consistent basis, would be an excellent addition to the articulation office at Foothill College.

G. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Laurie Scolari clarified that this section is the same as section A2 above. We are including our same SAOs from above but will fill out G2 and G3 below per the said SAOs

1. The counseling department will contact summer 2023 enrollment days participants twice each quarter during the 2023-24 academic year. This communication will include upcoming registration dates/deadlines, reminders to make a counseling appointment, and a list of basic needs/tutoring/foothill connect resources.
2. The counseling department will increase general counseling appointments with Pacific Islander, Native American, Filipinx, and Black students by 10% (per group) by the end of the 2023-24 academic year by incorporating proactive counseling practices.
3. The counseling department will provide an allied health program focused educational plan workshop each quarter during the 2023-24 academic year.

2. What is your implementation plan for the above-mentioned objectives?

SAO/Objective 1: The counseling department will utilize the Summer 2023 enrollment day student contact list to communicate with this group of students. An email contact list of this student group will be created to facilitate the process of these informative messages.

SAO/Objective 2: With support as needed/available from the front desk and office of retention, the department will call and/or email students of Pacific Islander, Native American, Filipinx, and Black descent. Students will be offered the opportunity to schedule a counseling appointment, and will also receive communication regarding how counseling can support their academic goals by addressing questions/concerns of an academic/career/personal nature.

SAO/Objective 3: Once counselors who will plan and implement these workshops are identified, they will plan the dates and times of these workshops, as well as plan out the details of what information will be covered in the workshops and how. Communication with various allied health departments will also be initiated in order to market these workshops. Both in-person and virtual modalities will be considered for these allied health focused educational plans.

3. What barriers has the program faced in implementing improvements?

SAO/Objective 1: The counseling department may need support from the office of the VP of Student Services to create an email contact list of summer enrollment day participants.

SAO/Objective 2: The counseling department will need CWIDs or a contact list of students that identify with this SAOs ethnicities.

SAO/Objective 3: The counseling department could use help in marketing the allied health focused educational planning workshops. This support could come from the allied health programs, as well as the marketing office.

H. Enrollment Trends

Enrollment Variables and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,182	973	1,012	1,021	1,037	-12.3%
Enrollment	1,381	1,199	1,234	1,273	1,365	-1.2%
Sections	47	45	51	50	52	10.6%
WSCH	1,063	939	977	1,062	1,102	3.7%
FTES (end of term)	70	62	65	71	74	5.7%
FTEF (end of term)	2.4	2.1	2.4	2.5	2.5	3.6%
Productivity (WSCH/FTEF)	443	452	409	429	444	0.1%

FTES

1. What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

In line with campus trends, counseling course enrollment decreased during the pandemic. Now, in AY 2022-23, enrollment is almost at 2018-19 AY levels. The department is aware that there must be a balance between instructional time and counseling availability for students. We will continue to monitor both counseling course scheduling needs as well as counseling services needs (separate from instruction).

Over the years, the Counseling Division has settled into a routine of offering classes and number of sections that faculty want to teach and that provide the maximum productivity. This summer, after our pilot Enrollment Day (Taco party!), we heard feedback from students that they wanted to understand more about how the college functions and receive help with next steps. We have a class for that!

CNSL 5 used to be a mandatory class for priority enrollment. While we can no longer mandate the class, there is value in offering more sections.

2. What actions does your program plan to take in order to achieve your goals?

Counseling faculty teach and also provide counseling services. Counseling strives to balance the needs of increasing FTES for the College, as well as providing ample counseling availability to students; particularly as counseling is a key step in the onboarding and matriculation process.

After 6 successful Enrollment Day events (Summer 23, Fall 23) the counseling department is reminded that CNSL 5 is an effective way to orient students to the campus, thereby increasing student success, as well as increasing WSCH for the college. Increasing in-person CNSL 5 sections right after summer Enrollment Days would facilitate better student understanding and navigation of the college environment and provide warm handoffs when additional resources are needed. Equally important, Cnsl 5 students develop a relationship with their counselor/instructor, thus increasing the student's connection to the campus, which has been shown to improve retention.

We aim to provide 5 sections of in-person CNSL 5 summer '24.

3. What does your program need to execute this action plan?

The Counseling Department Dean has confirmed there is adequate funding to increase in-person CNSL 5 sections during summer 2024.

Classes fill when there is a marketing strategy that lets students know certain courses are offered. Counseling will use Enrollment Days to share the benefits of CNSL 5 with students. A potential strategy to ensure the Enrollment Day students have space available, may be to hold CNSL 5 sections specifically for Enrollment Day participants. There is a high likelihood that Enrollment Day students would want to take CNSL 5 since doing so would be the perfect opportunity to have a Counselor to address their ongoing needs/questions as new students.

Sections

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

The unduplicated headcount is similar to the 18-19AY, but there is a shift in who the students are and the courses they are enrolling in based on the enrollment data. Our increasing sections seem to be a result of dual enrollment.

The college's goal of increasing dual enrollment courses negatively impacts counselor appointment availability. The majority of dual enrollment sections are taught off-campus at various high school sites.

Anecdotally, it has been challenging to find instructors for dual enrollment sections. The following may be reasons this has been true: 1. Teaching high school students requires a specific skill set 2. some of the high school students feel "forced" to take the course and, therefore are not as engaged with the class 3. when courses are not on the Foothill campus, logistics arrangements are added to the faculty workload.

We support dual enrollment as an enrollment and equity strategy, however, implementation needs additional discussion.

5. What actions does your program plan to take in order to achieve your goals?

A goal of the Counseling department is to support students through the matriculation process. We have two actions. First, the department thinks increasing CNSL 5 sections would support this goal while fostering students' knowledge and skills in how to successfully navigate and complete their time at Foothill.

Second, we have not had a robust dual enrollment course discussion in our department. We have not created a way to monitor the Dual Enrollment courses. The course success seems to be counted with the courses that continuing students take. We have looked at Precision Campus but can't tell which courses were specifically for Dual Enrollment. Our action will be to work with Doreen to develop a process to review Dual Enrollment sections for productivity and student success.

6. What does your program need to execute this action plan?

We have the resources to offer increased Cnsl 5 sections in the summer. We also have faculty who are ready to teach the Face to Face sections.

We may need support from Doreen to help us disaggregate the Dual Enrollment sections. We need to fully understand our data to develop a beneficial and effective action plan.

Productivity

7. What do you observe in the data above in relation to your goals? What do you want the college to understand about productivity in your program?

Overall, Counseling course productivity has been steady over the last 5 years. There was a dip in productivity in 2020 that we attribute to the pandemic, but productivity numbers are back up to baseline and remain positive. In part, this is because the Counseling Division aims to run full classes by the start of the quarter. At a minimum, the division allows courses to run at 20 students enrolled out of the 30-seat count.

8. What actions does your program plan to take in order to achieve your goals?

The first point of action is to examine trends per course to identify if courses routinely run below the maximum seat count. The Division practice is to run courses that have at least 20 students enrolled out of the maximum 30, however, the division can identify if certain courses are continuously running at below the maximum, and if so, look into strategies to increase course enrollment.

The goal is to continue to offer courses students need as well as have a full seat count by the first day of instruction.

9. What does your program need to execute this action plan?

Counseling faculty understand we have access to productivity data. We will set aside in-service time to review each counseling department course and understand enrollment trends. For example, Fall CRLP 7 sections always fill even if this doesn't happen until late summer. The counseling division dean has allowed the department to wait for the class to fill, even if it takes waiting until after the deadline set by the VP because we understand our enrollment. The goal is to run courses at the maximum seat count.

The CRLP strategy mentioned above, may change now that the General Education patterns are changing and CRLP 7 no longer meets a CSU GE requirement. We will closely watch how this impacts enrollment. We may still use the strategy of waiting until late summer before cancelling a class, because CRLP 7 can be offered to students enrolling in the college late.

I. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Foothill College - Counseling and Matriculation

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	751	54%	652	54%	681	55%	658	52%	722	53%
Male	622	45%	523	44%	541	44%	588	46%	613	45%
Non-Binary	0	0%	2	0%	0	0%	0	0%	0	0%
Unknown gender	8	1%	22	2%	12	1%	27	2%	30	2%
Total	1,381	100%	1,199	100%	1,234	100%	1,273	100%	1,365	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	336	24%	202	17%	224	18%	211	17%	232	17%
Black	142	10%	107	9%	128	10%	136	11%	151	11%
Filipinx	45	3%	35	3%	29	2%	40	3%	46	3%
Latinx	527	38%	544	45%	507	41%	569	45%	575	42%
Native American	3	0%	8	1%	6	0%	2	0%	4	0%
Pacific Islander	22	2%	32	3%	35	3%	19	1%	28	2%
Unknown ethnicity	22	2%	54	5%	36	3%	44	3%	62	5%
White	284	21%	217	18%	269	22%	252	20%	267	20%
Total	1,381	100%	1,199	100%	1,234	100%	1,273	100%	1,365	100%

a. by Gender

10. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The enrollment distribution in our courses has remained steady over the last 5 years. In 22-23, we had 53% female and 45% male students. These rates align with the current campus gender percentages of female and male students.

The Counseling Division Dean, Counseling Department Chair, and Office of Retention Program Coordinator support the Men's Leadership Group on campus. Along with other goals of the program, the hope is that the

counseling male representative connection with the MLG will foster a positive association with the counseling department and its services.

11. What actions does your program plan to take in order to achieve your goals?

We will continue to support students of all genders. We have no immediate goals of trying to change the gender distribution of our courses.

12. What does your program need to execute this action plan?

Our focus is on increasing general counseling appointments with Pacific Islander, Native American, Filipinx, and Black students

b. by Ethnicity

13. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Latine/x enrollment at the College went up by 5% from 26% (18-19AY) to 31% (22-23AY). Consistent with college enrollment, in counseling classes, Latine/x enrollment also went up, however, our enrollment went up by a higher percentage. Counseling course enrollment for Latine/x students went up 9% from 33% in '18-'19 AY to 42% in '22-'23AY.

The department ruled out Puente and MPS as the reason why our Latine/x enrollment is increasing because it was noted that these courses have been around for some time. In addition, there is only one section (25-30 students) in Puente.

Black students make up 10% of students in counseling courses, compared to 5% of the college. This means the counseling division serves a higher percentage Black students in our CNSLR/CRLP classes compared to the overall college enrollment of Black students. This gives us a unique opportunity to develop retention and success strategies geared towards our Black students.

14. What actions does your program plan to take in order to achieve your goals?

It would be interesting to understand why the Latine/x enrollment in Counseling classes and attendance in Counseling appointments is higher than the college ratio of the same group. By better understanding the motivation or particular need that is being met through enrolling in CNSL courses and appointments, there could be a unique opportunity to increase this population's sense of belonging, retention, and ultimately success.

The department plans to meet with Doreen in Institutional Research to discuss the viability of focus groups for this purpose.

15. What does your program need to execute this action plan?

The satisfaction and sense of community created through learning communities have a lasting effect on the student. The counseling department would like additional funding to support a second Puente cohort, specifically because of the large Latine/x population our college serves.

J. Overall Student Course Success

Student Population Areas of Focus

Course Success
 Foothill College - Counseling and Matriculation

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,171	85%	966	81%	939	76%	981	77%	1,015	74%
Non Success	124	9%	139	12%	134	11%	145	11%	177	13%
Withdrew	86	6%	94	8%	156	13%	145	11%	172	13%
Total	1,381	100%	1,199	100%	1,229	100%	1,271	100%	1,364	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	573	80%	540	79%	484	73%	447	73%	439	71%
Non Success	89	12%	96	14%	84	13%	86	14%	95	15%
Withdrew	52	7%	50	7%	92	14%	76	12%	87	14%
Total	714	100%	686	100%	660	100%	609	100%	621	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	598	90%	426	83%	455	80%	534	81%	576	78%
Non Success	35	5%	43	8%	50	9%	59	9%	82	11%
Withdrew	34	5%	44	9%	64	11%	69	10%	85	11%
Total	667	100%	513	100%	569	100%	662	100%	743	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

16. What do you observe in the data? What do you want the college to understand about overall course success in your program?

We are concerned that course success rates for all students and especially disproportionately impacted students are on a downward trajectory. We are unsure why this downward trajectory is occurring and need to investigate. It looks like the increase in withdrawals during the Covid years pulled down the course success rates. Even considering course withdrawals, the success rate is not as high as '18-'19 and we need to explore why.

17. What actions does your program plan to take in order to achieve your goals?

The first course of action is to sit with this data and see if we can disaggregate the data by course. We looked at Precision Campus and can see course success by course, but we don't know which of those sections are dual enrollment or a learning community. Once we get this information, we can meet by class (ex: Dual Enrollment, CRLP, CNSL) to discuss what we think is happening with student success. At that point, we can create an action plan on improving Course Success rates.

Online instructors have the ability to get assessed each quarter. We will look at the assessments and use that information to create an action plan on how to move forward.

18. What does your program need to execute this action plan?

We need support from Institutional Research, separating the overall Student Course success by program.

K. Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

19. What do you observe in the data? What do you want the college to understand about course success by modality in your program?

The Counseling Division offers CNSL and CRLP classes quarterly and during summer session. Our classes range from 1.5 to 4.0 units.

CNSL

CNSL courses took a dip in enrollment during the Covid years (2020) but have recovered to slightly over our 2018-2019AY baseline. We see surprising data around course success. F2F success rate declined by 12% from '18-19AY. The synchronous course success rates are competitive, and in some years, higher than F2F.

CRLP

CRLP classes have had steady enrollment over the last 5 years. We offer 2-3 sections per quarter depending on faculty availability so we see a +/- of 40 enrolled students each year. The Covid factor substantially decreased our face to face offerings and increased the asynchronous sections.

The most jarring piece of the enrollment and course success data set is the disparity between F2F and asynchronous courses. The difference in success ranges from 12% to 26% (23-23AY).

20. What actions does your program plan to take in order to achieve your goals?

We need to find a way to duplicate what is working for the in-person classes to our asynchronous classes. In 2013, when we had a Career Director, the CRLP instructors would gather every two months to discuss pedagogy, curriculum, and student engagement. With the loss of the Career Center and administrative pressure to see as many students as possible, our CRLP meetings fell by the wayside. Faculty were still continuously trying to improve themselves on an individual basis but we believe more group course building is important.

Second, we recognize first-time students may not understand the level of independence needed to be successful in asynchronous courses. We would like to explore the idea of putting a "note" on the class schedule, explaining what is needed to be successful so students make an informed choice. Third, Foothill Connect is now open to all faculty and should be utilized.

21. What does your program need to execute this action plan?

The CRLP instructors will meet regularly beginning Winter '24 and share what works for them and develop a plan of action on how to improve course success.

We need time and technical support to create videos to make the online asynchronous courses more engaging. Perhaps individuals could create instructional videos that all faculty can use.

Seeing that our synchronous courses have high success rates, we will work on an action plan so that more counseling faculty feel comfortable with this modality. Lastly, our instructors have been encouraged to complete the POQR series. Some have, and as of this writing, additional counseling faculty have signed up.

L. Disproportionate Impact

Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompts below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/EctjgGNEurtMIb1n6ZQ5k3kBNTEjE9G_kGSHMhfM1tsrA?e=yDcC7c

22. Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

CRLP overall

Latine -10 percentage point gap / 21 additional successes

Male -13 percentage point gap / 30 additional successes

Low Income -14 percentage point gap / 28 additional successes

CNSL overall

Latine -8 percentage point gap / 28 additional successes

Low income -7 percentage point gap/ 30 additional successes

23. What do you observe in the data? What do you want the college to understand about disproportionate impact in your program?

As counselors we understand our low-income students in both CRLP and CNSL need additional support. This needs to come from the college itself, not just individual teachers. Having books ready for pick up in the library on time, book vouchers, free chrome books, will support these students in all classes.

In our one unit CRLP 73 & 74 classes, the Latine/x population has a disproportionate impact. However, in our four unit CRLP 7 courses, which are taught quarterly, we see that the Latine/x population *does not* have a statistically significant gap. In the CNSL courses, Latinx students have a gap. We have to understand who is taking these courses (continuing students, dual enrollment, learning communities). Once we make this determination, we can think about strategies to improve our success rates.

We also observe Males do not do as well as Females in our CRLP classes.

24. What actions does your program plan to take in order to achieve your goals?

Our first plan of action is to sit with the data and investigate sections as well as try and understand why the Latine population do well in certain courses under the Counseling umbrella but do not do as well in others. We do not have the ability to distinguish Dual Enrollment and learning community sections and we want to look at these sections separately to see what we can find.

We are curious if the lower male success rate is due to the Counselors being predominantly female? Might hiring more male Counselors encourage more men to enroll in our classes and perhaps increase their success rates?

25. What does your program need to execute this action plan?

We may need support from Doreen in Institutional Research to explore why the male students have such a percentage point gap.

M. Regular and Substantive Interaction

26. If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

Given the vast majority of the CNSL and CRLP classes are asynchronous, it is important that faculty provide regular and substantive interaction with students in our online classes.

A poll of the Counseling Faculty showed that faculty:

- Send weekly announcements
- Offer office hours. Some of the office hours are weekly at set times, some are offered 2x/ week, some are by appointment only
- Respond to messages within 48 hours
- Several of our faculty successfully completed the POQR course offered by the Office of Online Learning
- Engage weekly with students through discussion boards, Foothill Connect, or by providing written feedback on assignments.

N. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The ongoing counseling department's goal of serving the entire Foothill student population, while simultaneously addressing a changing statewide and local landscape is important for the reader to understand. Counselors are

regularly requested to support a multitude of campus goals as listed in this program review submission. The constant push and pull requires the department to often pivot counseling resources. Additionally, the counseling perspective on committees and services to departments/programs is critical. This perspective is unique and necessary in supporting informed and inclusive campus decisions. Additional faculty positions are needed to provide adequate appointments to meet student needs as well as support college-wide equity goals.

Staffing

Counselor total numbers reflect counselors that were on the roster for at least 2 quarters of the academic year. Counselors that were on the roster for any given year, but only for a quarter or less, were not counted as the counseling numbers template does not allow for multiple counts per year.

With the continued shift of the counseling department more often using a proactive counseling approach, it is expected that counseling contacts will rise. This is because, in addition to students who themselves make appointments to see counselors, the proactive counseling approach will additionally connect counselors with students who may not have otherwise initiated contact with counselors. Further, the total count of counselors does not tell the full story of counselor availability to see the general population of students. As noted above, we have two counselors fully reassigned/don't see students (academic senate president/guided pathways facilitator), and seven counselors assigned to student communities (EPS, MPS, Puente, Umoja, Honors, MESA, Mellon Scholars). This is an important nuance when considering the counseling department's workload, needs, and capacity to serve the campus student population as a whole.

Instruction

Upon discussions with counseling and career life planning instructors per program review items, it was noted that there hasn't been a formal effort to bring together instructors to discuss items like course success rates, disproportionate impact, and overall pedagogical experiences/best practices. With dean approval, the department chair will schedule meetings with all division instructors so that they don't feel they have to prepare for/teach/process student success in a vacuum. The feeling amongst instructors is that doing so would likely help address disproportionate impact and support student success as a whole.

Additionally, the department will explore adding a footnote on the course schedule for virtual/hybrid counseling/career life planning course sections. This footnote would inform students what strategies would be necessary to be successful in a virtual course environment.

Technology

To help make counseling processes more efficient, thereby freeing up counselor time for direct student contact, the following tech-related support/items would benefit the department:

- Degreeworks support. The department needs someone to update the back end with new courses/changes to degrees, as well as scribe onto degreeworks when a course substitution has been made. General degreeworks support is needed throughout the year as the program often has issues that need attention. Since we direct students to use the degreeworks tool, it is a high priority for the counseling department to have back-end support for this tool so that it works correctly. Incorrect/incomplete Degreeworks information could substantially hinder/negatively affect student success
- Tech/processes necessary to auto-award degrees/certificates for students
- Electronic process to easily/efficiently submit course substitutions to the appropriate instructional department, and return the completed request to the evaluations office
- Software (maybe AI powered) to take over notes/minutes taking for counseling in-services. At the moment we have counselors taking turns on a rotation basis, but this is a time-consuming and tedious process as it's not simply about recording every word that was said. Also, it takes time to clean up and organize the minutes taken. Zoom has this functionality, however it is not currently available for use. The district would need to enable this tool for employees.
- SARS support, as it is the tool we use to facilitate the majority of student contacts (quick question queues, appointments, running data reports, messaging students regarding appointments, etc). Of note, SARS often creates process issues when Amanda McCumbee works with/adjusts counselor schedules. Various issues happen in various situations, that cause for lots of extra effort. It may be beneficial for the counseling

Closing

It's been the counseling department's experience that though it also houses curriculum, its nuances, needs, and services provided are unique when compared to the instructional 'side' of the college. Without considering the nuances and details listed in this program review, comparing the counseling department/division with other instructional departments/divisions could lead to missing important pieces to the puzzle. The department hopes that its unique service and needs are considered when evaluating and considering resources for the college.

O. Rubric

Click on the link below to view the Counseling Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/EYtIVeUliBdFp5_UhpNmlZQBR0u6q7sN0pqjFLdtSAmsog?e=wS9Lud

This form is completed and ready for acceptance.
