P.R.A.I.S.E.
REPORT
2008-2009

COUNSELING
DEPARTMENT
GUIDANCE COURSES

Submitted 3-7-08
DEPARTMENT FACULTY/STAFF INPUT

An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department both full-time and part-time sign below to acknowledge that they were consulted with during the process and were able to provide input.

**NOTE:** This signature does not indicate necessary approval of the data or the analysis or evaluation of the information contained inside this document. It is an indication that you had an opportunity to provide input in the process.

<table>
<thead>
<tr>
<th>Name of Faculty or Staff Member</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Kelly Beach</td>
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<td>Pam James</td>
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<td>David Miller</td>
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<td>Fernando Contreras</td>
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<td>Lucía Beek</td>
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<td>Eunice Johnson</td>
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<td>Juanita Churi</td>
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<td>Susan Tillman</td>
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<td>Sherri Pierce</td>
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<td>Peggy Mayer</td>
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<td>Fernando Sime</td>
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<td>Jessica Díaz</td>
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<td>Michael McCracken</td>
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PART I. ABSTRACT (EXECUTIVE SUMMARY)  In one page or less, summarize the major findings of the Program Review Report. List the key measurements of quality for your department and the results of the data. Provide a brief analysis/explanation of the data and the major future goals supported by the data.

Guidance Classes are an integral part of the student support services offered by the Counseling Department. These courses help to empower students with knowledge and skills which can contribute to their success both at VVC and in their future educational, career, and personal pursuits.

Courses and sections offered in the fall and spring semesters have been consistent with some growth in summer 2005 and greater growth in summer 2007.

FTEs are fairly consistent with fall remaining at a higher level than spring. It will be interesting to see the data from spring 2008 as we are offering additional Guidance 50 (College Success) sections.

The overall retention rate is high. The slight decline in summer 2007 is likely due to the two additional Guidance Courses (50 and 59) which were offered along with the Peer Advising Guidance 66 offered strictly for EOPS students. Guidance 66 lasts for two weeks and is mandatory for those who want to work as Peer Advisors reflected in the 100% retention from past summers.

Success rates have been fairly consistent with a welcome percentage rise in fall 2006.

Two Guidance Courses (50 and 59) were offered in winter 2008 for the first time.

As VVC’s population continues to grow or change due to employment trends, it would be beneficial to continue to provide Guidance Courses and to increase the number and sections of courses offered when necessary. Beginning fall 2008 we will be offering a new course, Guidance 101 First Year Experience. We are planning to offer two sections, one within a Learning Community.

PART II. KEY MEASUREMENTS OF QUALITY (KQMs)  Key quality measurements (KQMs) are a combination of college-wide data elements (provided to you in a separate report) plus elements that are of particular importance to each department. Please describe below department specific data you consider in preparing this report.

None

PART III: ANALYSIS OF KEY QUALITY MEASUREMENTS (KQMs)  Referring to the report of key quality measurements provided by the Office of Institutional Research at http://www.vvc.edu/PRAISE/, please provide your analysis of each indicator included in the report.

KQM 1 – Enrollment trend for the past 5 years:
Enrollment dropped from 02/03 to 03/04 and again from 03/04 to 04/05. It has been fairly consistent since that time. Since 2004 we have consistently offered the same number of courses and sections in fall and spring with an increase in summer offerings. Two full time counselors retired in 2004 and 2005 respectively which affected the number of courses and sections that could be offered while still providing effective counseling services. Those two counselors have yet to be replaced though the student population has continued to increase.

KQM2 – Enrollment projection for the next 3 years:

It is not clear why the projection for the next three years shows a small but steady decline.

This spring semester we offered four additional Guidance 50 sections. One was part of a Learning Community. To date only one of these courses has been canceled due to low enrollment.

In fall 2008, we will be offering two sections of a brand new course called First Year Experience(Guidance 101). One of these will be part of a Learning Community. We will offer two Guidance 50 sections (College Success) one of which will be part of a Learning Community. We will also be offering a second Guidance 59 (Self-esteem ) section.

It is the goal of the VVC Counseling Department to offer the type of courses, the number of courses and the number of sections that students need while maintaining effective counseling services. This is a challenge when we are working with a higher than recommended student to counselor ratio.

KQM 3 – Retention rate:

The overall retention rate for Guidance Courses is excellent. The practical nature of these courses and the relevance of subject matter to one’s personal and career goals are likely contributors to this rate.

KQM 4 – Persistence rate: NOT INCLUDED THIS YEAR

KQM 5 – Success rate:

The success rate for Guidance Courses is consistent though not as high overall as the department would like to see. There was a nice increase from fall 2005 to fall 2006.

Many students enroll in Guidance Courses because they need another unit or two for full-time status. Some are surprised to discover that there is a
A considerable amount of work involved in these courses. Many of these students have yet to develop effective study skills etc. and completing assignments and submitting them on time is a new experience for them. We believe these courses help to build a foundation for learning that will assist them in future classes.

KQM 6 – Job Market: OPTIONAL THIS YEAR. See these links for relevant data:

California Employment Development Department Employment Projections
http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/?PageID=145

Bureau of Labor Statistics Employment Projections
http://www.bls.gov/emp/home.htm

KQM 7 – Course Transferability: See reports available at VVC PRAISE website (http://www.vvc.edu/PRAISE/)

Guidance 100, 101, 105 and 107 are all transferable to the CSU system. This is not noted in the PRAISE data. Guidance 105 is cross-listed as Psychology 105 and that course is listed as transferable.

KQM 8 – WSCH/FTEF: NOT INCLUDED THIS YEAR

KQM 9 – Cost Effectiveness: NOT INCLUDED THIS YEAR

KQM 10 – Availability of resources: See Budget History reports available at VVC PRAISE website (http://www.vvc.edu/PRAISE/)

The budget for the Counseling Department is under BRIC funds. Guidance Courses do generate FTEs and should be allocated the supplemental funding offered to other departments. To date, this has not been the case.

Guidance 100 and 105 require costly testing instruments (Meyers Briggs, CAPS, COPS etc.). These should be supplemented as are requirements of other courses outside the Guidance area.

In fall and spring semesters, full-time generalist counselors teach Guidance Courses as part of load. Specialty counselors (EOPS/DSPS) teach outside load. In winter and summer sessions, all teaching is outside load.

The Budget Data provided does not make sense. Counseling and Guidance are not separate entities. We do not use a code 1100 for Teacher’s Salary –Regular.
PART IV: CONCLUSIONS FROM ANALYSIS OF KQMs

1. Enrollment dropped from 2002 to 2004 but has been fairly consistent since 2004/2005. The fall semesters have seen a small but steady decline since 2004/2005. The increase in summer enrollment reflects the increase of courses usually offered in that term from one to three.

2. The projected trend continues to show a steady decrease however, the Counseling Department plans to offer two sections of a new course Guidance 101 (First Year Experience) in fall 2008 along with an additional Guidance 59 (Self-esteem).

3. The retention rate has been consistently high.

4. The success rate is not as high as desired by the Counseling Department with the exception of the summer terms.

5. Four of the seven Guidance Courses do transfer to the CSU system as elective credits though this is not shown in the data provided.

6. With the retiring of two full-time counselors in 2004 and 2005 who have yet to be replaced, the Counseling Department has done its best to offer the number of courses and sections it can while maintaining effective counseling services for students.

PART V: STUDENT LEARNING OUTCOMES ASSESSMENT

"Student Learning Outcomes” are the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular course or program. “Assessment” is the documented process of measuring student achievement of intended learning outcomes, reviewing and analyzing the results, and using the results to plan for the improvement of teaching and learning.

A. Course-Level SLO Assessment – List below the number and title of each course offered by the department. Indicate for each course the department’s intended deadline for submission to the Curriculum Committee (CurricUNET) of an updated curriculum proposal including student learning outcomes (SLOs) and methods of assessment. For each course, indicate the term during which assessment data will be collected, reviewed, used for instructional improvement, and documented in a completed report (template to be provided). SLOs and assessments for all courses must be approved by
June 1, 2010. All courses must be assessed by Fall 2010. Note: Success in meeting the SLO approval, assessment, and reporting deadlines indicated here will be used to measure program quality in all future Program Reviews.

**B. Program-Level SLO Assessment** – List below the title of each certificate and degree conferred by the department. For each certificate or degree indicate the department's intended deadline for submission to the Curriculum Committee of an updated curriculum proposals that includes student learning outcomes (SLOs) and methods of assessment. Indicate the term during which program assessment data will be collected, reviewed, used for instructional improvement, and documented in a completed report (template to be provided). Identify the course(s) in which assessment of program SLOs will take place. SLOs and assessments for all programs must be approved by June 1, 2010. All programs must be assessed by Fall, 2010. Note: Success in meeting the SLO approval, assessment, and reporting deadlines indicated here will be used to measure program quality in all future Program Reviews.

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Submission Date of Course Outline w/ SLOs &amp; Assessments to Curriculum Committee</th>
<th>Intended Term for Assessment of SLOs</th>
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<tbody>
<tr>
<td>Guidance 50</td>
<td>June 1, 2008</td>
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<tr>
<td>Guidance 100</td>
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<tr>
<td>Guidance 101</td>
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<td>Guidance 105</td>
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<tr>
<td>Guidance 107</td>
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<td>Fall 2010</td>
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<tr>
<td>Guidance 51</td>
<td>June 1, 2008</td>
<td>Fall 2010</td>
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PART VI: ADDITIONAL EXPLANATIONS *Include any additional comments necessary to support your plans.*

PART VII: GOALS FOR DEPARTMENT *For each department goal requiring additional resources, please respond to all the questions below. (Cut and paste questions as needed for each additional priority).*

**Priority 1**
What is your goal for 2008-2009?

To get as many of the Guidance Courses as possible onto Curricunet when the bugs are ironed out and have them approved.

To which College-wide strategic goals *(see last page of this document)* is this related?

Goals #2 and #3

How will you know if the goal was successful (measurement)?

Guidance Courses will be successfully submitted via Curricunet and will be approved.

How will the goal be accomplished (key activities)?

Counselors are working together in clarifying SLOs and will assist each other in the Curricunet process.

What additional resources are you requesting?

- General Description – Replacement of the two full time counselors who retired.
- Projected Cost – Qualifying placement on the faculty pay scale.
- One-time or base increase? –
- Additional Comments – $1200 from supplemental instruction funds to meet the costs of the testing instruments used in Guidance 100 and 105.

**Priority 2**
What is your goal for 2007-2008?

To update the curriculum of Guidance 51 an orientation course, that was submitted in the early 1990s but has never been taught.
To which College-wide strategic goals (see last page of this document) is this related?
  Goals #2 and #3

How will you know if the goal was successful (measurement)?

  The course will be submitted on Curricunet or by paper copy if necessary and approved.

How will the goal be accomplished (key activities)?

  A counselor is working on this at the present time and is using Guidance 101 and 105 which have already been approved, as guides for developing SLOs.

What additional resources are you requesting?

  General Description – Replacements for the two full time counselors who retired in 2004 and 2005.
  Projected Cost – Qualifying placement on the faculty salary pay scale.
  One-time or base increase? –
  Additional Comments –
District-Adopted Goals

The goals of Victor Valley Community College are to:

- create sustainability and environmental stewardship for our colleagues, our students, and our community.

- become an agile learning organization consistent with the needs of students and the communities that the college serves.

- offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers.

- increase the number of students served through recruitment, persistence, and retention strategies.

- provide affordable and attractive options for members of the community seeking a post secondary education, which includes an environment in which diversity thrives.

- develop and deliver enriching courses for community members and businesses seeking additional training and development.
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The Counseling Department will not be offering Career Development courses as we stated in last year’s PRAISE Report. It is very probable that Co-Op Ed will reinstate these courses at some future date.

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DVST courses are an integral part of the Disabled Students Programs and Services (DSPS) department and will be addressed in that Department’s Program Review.

During the winter 2008 term, one DVST course was offered. This was the first time one of these courses had been offered during a winter term. A DVST course had not been offered since 2006 so this was significant.

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| PRAISE_InstructionalAreas_BlankTemplate_2008-09_Final | Page 2 of 6 |