Part 2 – Comprehensive Program Review Fall 2011

Program Name: District/Matriculation Counseling - Trinidad J. Argüelles & Norma Nuñez

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11

1. List the objectives developed for this program during the last comprehensive program review.

The District/Matriculation counseling staff will provide increased access and information of counseling services for students and potential students on how to reach their educational and career goals.

PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

The District/Matriculation counseling staff will provide increased access and information of counseling services for students and potential students on how to reach their educational and career goals.

Goal 1: To improve student success at Imperial Valley College

Objective 1: To increase the number of eligible ASPIRE applicants through high school outreach activities.

Strategy 1: Increase availability of assessments at the local high schools.

Assessment: In July of 2006 the college implemented ACCUPLACER, a computerized assessment instrument, for English and mathematics. Previously, the number of students who tested at the high schools ranged from 800-900. The computerized assessment test was fully implemented and used at eleven high schools in the Imperial Valley in the Spring of 2007. The number of students tested at the high schools went up to 984 in Spring 2007 and to 1,096 in Spring 2008, with an increase of 112 students tested. An increased benefit provided by the new assessment program is the ability to track all new high school students who attend IVC and test immediately upon their high school graduation. In Spring 2008, the total number of high school students who tested was 1,547. We expect to increase assessment numbers every year as more students are choosing to attend IVC before they transfer.

Strategy 2: Inform all high school counselors with names of students who are eligible for ASPIRE program.

Assessment: Seven out of nine high schools who had students with qualifying test scores for eligibility for the ASPIRE program were e-mailed the names of students to the high school counselor in charge of the senior class, this was in addition to the total list of students tested. The other 2 high schools were given a paper copy of all students tested.

Strategy 3: Attach ASPIRE application to individual assessment report and discuss during advising session.

Assessment: There were 161 high school students who qualified for the ASPIRE program and the students who attended their advising session were personally handed an application, had the program & services explained, and encouraged to participate in the ASPIRE program. We had 118 students apply of which 115 students were accepted for Fall 2008. There was an 88.5% increase in accepted ASPIRE applicants from the previous Fall 2007 which had only 61 students accepted.

High School Advising 2007

High School	Tested	Advised	ASPIRE Eligible	% advised	% ASPIRE
Aurora	44	35	1	80%	2%
Brawley	120	116	18	97%	15%
Calexico	309	292	37	94%	12%
Calipatria	55	51	7	93%	13%
Central	124	117	24	94%	19%
Desert Oasis	14	11	0	79%	0%
Desert Valley	23	15	0	65%	0%
Holtville	98	95	8	97%	8%
Imperial	75	69	12	92%	16%
Southwest	136	126	17	93%	13%
Vincent Memorial	29	27	2	93%	7%
Totals	**1,027**	**954**	**126**	**93%**	**13%**

High School Advising 2008

High School	Tested	CELSA	Advised	%advised	ASPIRE Eligible	% Aspire
Aurora	20		17	85%	1	5%
Brawley	143		132	92%	30	21%
Calexico	308	*18	311	95%	28	9%
Calipatria	65		62	95%	6	9%
Central	160		133	83%	27	17%
Desert Oasis	24		19	79%	0	N/A
Desert Valley	37		33	89%	0	N/A
Holtville	82		70	86%	14	17%
Imperial	67		51	76%	17	25%
Southwest	173		135	78%	32	18%
Vincent Memorial	29		29	100%	6	21%
Totals	**1,108**	**18**	**992**	**88%**	**161**	**15%**

*not included for ASPIRE

			2007	2008	% difference
ASPIRE Application accepted			61	115	88.5%

Student Learning Outcome 1: Students will complete and submit ASPIRE application by deadline date to take advantage of priority registration. (SLO 3: Personal Responsibility)

Assessment of SLO 1: There were 118 students that applied which are 73% of the total eligible group for Fall 2008 admission. For the Fall 2007 eligible group there was a 50% application submission rate where out of 126 eligible students only 63 applied.

Objective 2: To increase the academic success of student athletes

Strategy 1: To hire a fulltime athletic counselor to work exclusively with all the student athletes at Imperial Valley College.

Assessment: Upon presenting, the necessary data to support the hiring of the athletic counselor to the appropriate committees on campus an athletic counselor will hire for the 2009-2010 academic year.

Student Learning Outcome: Student athletes will be more knowledgeable of the NCAA regulations and will be able to monitor their academic progress by developing their Student Educational Plan with the counselor's assistance and access student support services in a timely manner.

Assessment of SLO: End of semester grades for the term in which athletes received intensive counseling.

Goal 2: To increase retention of Imperial Valley College students.

Objective 1: To create and conduct financial aid probation workshops in English and Spanish for financial aid probation 1 (SAP) students.

Strategy 1: Create power point presentations in English and Spanish outlining the financial aid probation policy and introducing students to available support services available to assist them in becoming successful college students.

Assessment 1: In Fall 2007 counseling staff met and created a power point presentation in both English and Spanish. Several training sessions were conducted for counselors to ensure standardization of information presented to financial aid probation students. All counselors were provided a script to follow and were provided with instructions on how to use the laptop and equipment in room 2131. A total of 22 counselors participated in providing SAP 1 workshops.

Strategy 2: Schedule weekly probation workshops in English and Spanish.

Assessment 2: The Counseling department scheduled 34 workshops in English and 11 in Spanish for a total of 45 for Spring 2008. The workshops were offered during day and evening and at different times throughout the semester in an attempt to eliminate any day or time barrier.

Strategy 3: Have students sign up to attend SAP 1 workshop.

Assessment 3: The financial aid department notified all financial aid probation 1 students by mail beginning January 2008. Students were notified of their probationary status encouraged to sign up in the counseling office to attend an SAP 1 workshop. A list of all the available workshops was provided with a designation if it was going to be conducted in English or Spanish. There were a total of 1153 students who signed up to attend a workshop with 938 or 81% students attending.

Summary Totals		Spring 2008					
	Workshops	**Month**	**Enrolled**	**Attended**	**Percentage**	**No Show**	**Percentage**
		January	276	238	**86%**	38	**14%**
		February	461	362	**79%**	99	**21%**
		March	186	151	**81%**	35	**19%**
		April	147	120	**82%**	27	**18%**
		May	83	67	**81%**	16	**19%**
			1153	**938**	**81%**	**215**	**19%**
English	34		827	677	**82%**	150	**18%**
Spanish	11		326	261	**80%**	65	**20%**
Cancelled	6						
Total	**45**		**1153**	**938**	**81%**	**215**	**19%**

Student Learning Outcome: Students will demonstrate and understand the academic standards required for satisfactory academic standing at IVC in order to continue receiving financial aid. (SLO 2: Critical Thinking Skills & SLO 3: Personal Responsibility)

Assessment of SLO: There were 938 financial aid students who attended the SAP 1 workshops during Spring 2008. A report is pending to evaluate the number of who persisted to the next term and was academically successful under the financial aid policy guidelines.

Personal Development 100, Personal & Career Development, Program

Goal 1: The primary purpose of the Personal Development 100 (P.D. 100) program is to empower students to conduct in-depth career exploration and identify specific career interests that match students' personality, interests, and personal values.

Objective 1: Instructors will teach their students how to:

- Identify personal interests
- Research career and occupational interests
- Identify a college major based on extensive research
- Formulate realistic career goals

Strategy 1: Instructors will administer inventory assessments, such as the COPSystem, which is a tool that combines student interests, abilities, and values to formulate a list of occupational/career options.

Assessment: Instructors will administer the COPSystem assessments after the 2nd week of the semester to allow students sufficient time to identify occupations/careers of interest. Upon completion, the instructor will assist students in the tallying and graphing of the results on a grid showing their strong and weak points.

Strategy 2: Instructors will direct students to conduct in-depth research on the three careers/occupations listed under the career cluster that indicate strength(s) from the COPSystem assessments.

Assessment: The careers identified will be researched, which will evoke critical thinking and make realistic decisions (i.e. major and career) based on research and facts.

Student Learning Outcome: Students will demonstrate an understanding of in-depth research needed to make realistic decisions on specific careers and college majors based on their personal interests, abilities, values.

Assessment: Submission of in-depth research paper

Goal 2: To improve Personal Development 100 program effectiveness.

Objective 1: Instructors will improve communication and dissemination of information between each other at monthly meetings.

Strategy 1: The lead instructor will schedule monthly meetings during each semester with P.D. 100 instructors to discuss topics related to teaching and to encourage dissemination of career/occupational trends information.

Assessment: Ensure course content is progressive and in harmony with other P.D. 100 instructors.

Strategy 2: Develop a "pre-survey" at the beginning of the semester and a "post-survey" at the end to measure program effectiveness as a whole.

Assessment: Survey data will reveal both effective and ineffective course content.

Student Learning Outcome: Students will demonstrate an understanding of the constant progression in career/occupational trends in all P.D. 100 offerings.

Assessments: Submission of comprehensive research paper and declaration of college major.

Goal 3: To increase the retention of Personal Development 100 students.

Objective 1: Instructors will make every effort to retain students in their sections of P.D. 100.

Strategy 1: Instructors will update grades weekly to identify students that are earning substandard grades in a timely manner to allow students recover a higher grade.

Assessment: Retaining initial enrollment numbers is essential to the success P.D. 100 program and the implementation of safeguards will ensure students excel in a course designed to make life-altering decisions. Instructors will refer at-risk students to the "Early Alert" Project to avoid student withdrawal. The Early Alert Project offers academic support such as tutoring, counseling, and a college success class.

Strategy 2: Instructors will include office location, hours, and contact numbers clearly on the syllabus allowing time to meet with students.

Assessment: Access to instructors is essential in retaining students by allowing time to meet with them on a "one-to-one" basis to answer their questions and/or address their concerns. Moreover, it allows time to meet with students that are at-risk of earning a substandard grade and provide guidance.

Student Learning Outcome: Students will become knowledgeable of resources available to ensure college survival and success. Resources include, but not limited to, instructor access and the Early Alert Project.

Assessment: Reports tracking grade distribution and withdrawals for each P.D. 100 section at the end of each semester, which includes Early Alert Project referrals, via reports.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

The course titles below have changed over the last three (3) years; PD100 is now COUN100 and PD120 is now COUN120.

Program Review - PD/COUN100 and 120
Enrollment Count at Census

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
COUN100			280	280			238	238							518
PD100	290	290		580	259	234		493	32	44	76				1149
COUN120			103	103			73	73							176
PD120		90		90											90
Total	290	380	383	1053	259	234	311	804	32	44	76				1933

Number of Sections															
Course	Fall			Fall Total	Spr.			Spr. Total	Sum.		Sum. Total	Win.		Win. Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
COUN100			8	8			8	8							16
PD100	9	8		17	9	8		17	1	2	3				37
COUN120			2	2			2	2							4
PD120		2		2											2
Total	9	10	10	29	9	8	10	27	1	2	3	0	0	0	59

Student Success Rate															
Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
COUN100			67.5%	67.5%			71.0%	71.0%							69.3%
PD100	66.2%	71.0%		68.6%	66.8%	59.4%		63.1%	71.9%	88.6%	80.3%				70.7%
COUN120			82.5%	82.5%			65.8%	65.8%							74.1%
PD120		80.0%		80.0%											80.0%
Avg.	66.2%	75.5%	75.0%	74.7%	66.8%	59.4%	68.4%	66.6%	71.9%	88.6%	80.3%				73.5%

Student Retention Rate															
Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
COUN100			85.7%	85.7%			88.7%	88.7%							87.2%
PD100	81.4%	86.7%		84.0%	78.0%	79.5%		78.7%	87.5%	95.5%	91.5%				84.8%
COUN120			92.2%	92.2%			91.8%	91.8%							92.0%
PD120		90.0%		90.0%											90.0%
Avg.	81.5%	88.4%	89.0%	88.0%	78.0%	79.5%	90.3%	86.4%	87.5%	95.5%	91.5%				88.5%

Grade Distribution															
Course	Year	FWSS	A	B	C	D	F	CR	P	I	Other	W	Total	Success Rate	Retention Rate
COUN100	2010	Fall	79	73	37	28	23				0	40	280	67.5%	85.7%
COUN100	2011	Spr.	70	59	40	17	25				0	27	238	71.0%	88.7%
PD100	2008	Fall	75	61	56	17	27				0	54	290	66.2%	81.4%
PD100	2009	Spr.	68	64	41	12	17				0	57	259	66.8%	78.0%
PD100	2009	Sum.	11	8	4	3	2				0	4	32	71.9%	87.5%
PD100	2009	Fall	65	75	68	29	17				0	39	293	71.0%	86.7%
PD100	2010	Spr.	55	51	33	23	24				0	48	234	59.4%	79.5%
PD100	2010	Sum.	19	9	11	1	2				0	2	44	88.6%	95.5%
COUN120	2010	Fall	36	36	13	1	9				0	8	103	82.5%	92.2%
COUN120	2011	Spr.	19	20	9	11	8				0	6	73	65.8%	91.8%
PD120	2009	Fall	38	23	11	3	6				0	9	90	80.0%	90.0%

Full Time Equivalent Student (FTEs)															
Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
COUN 100			29.5	29.5			25.5	25.5							55.0
PD 100	30.1	30.3		60.5	27.0	24.4		51.5	3.4	4.8	8.2				120.1
COUN 120			10.9	10.9			7.7	7.7							18.5
PD 120		9.3		9.3											9.3
Total	30.1	39.7	40.4	110.2	27.0	24.4	33.1	84.6	3.4	4.8	8.2	0.0	0.0	0.0	202.9

Full Time Equivalent Faculty (FTEf)															
Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
COUN 100			1.6	1.6			1.6	1.6							3.2
PD 100	1.8	1.6		3.4	1.8	1.6		3.4	0.2	0.4	0.6				7.4
COUN 120			0.4	0.4			0.4	0.4							0.8
PD 120		0.4		0.4											0.4
Total	1.8	2.0	2.0	5.8	1.8	1.6	2.0	5.4	0.2	0.4	0.6	0.0	0.0	0.0	11.8

FTEs per FTEf															
Course	Fall			Fall Avg	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Avg.
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
COUN 100			18.4	18.4			15.9	15.9							17.2
PD 100	16.7	19.0		17.8	15.0	15.3		15.1	16.8	12.0	13.6				16.2
COUN 120			27.2	27.2			19.2	19.2							23.2
PD 120		23.3		23.3											23.3
Avg.	16.7	19.8	20.2	19.0	15.0	15.3	16.6	15.7	16.8	12.0	13.6				17.2

b. For non-teaching programs this data should include the following: TBD

The intent of the 1st STEP program is to provide an integrated comprehensive approach to assist new students in utilizing the registration process in a timely manner, understand graduation/transfer requirements, and become familiar with all of the academic & social support programs that exist on campus to complete their goal satisfactorily. This is an early access program (EAP) for first-time IVC students. It is designed to help them understand the college culture and introduce them to the tools to succeed in college. Students who complete all four (4) components of the 1st STEP Program will receive advanced enrollment priority for their first academic year.

The eligibility for acceptance will be the timely completion of the 4 STEPS.

- (1st STEP) Complete assessment tests,
- (2nd STEP) IVC counseling appointment,
- (3rd STEP) Complete on-line orientation – http://orientation.imperial.edu,
- (4th STEP) Complete admissions application – www.imperial.edu/apply-now.

Since its introduction as a "pilot" program in 2009, it has gained in popularity with high school seniors that are preparing to transfer to Imperial Valley College and was limited to 500 students. In Fall 2011 the program was institutionalized and as of Spring 2012 the program was made available to ALL incoming freshmen and the number that will be accepted will be limitless. The program is no longer exclusive to recent high school graduates.

The numbers below reflect only the statistics for the pilot version of the program:

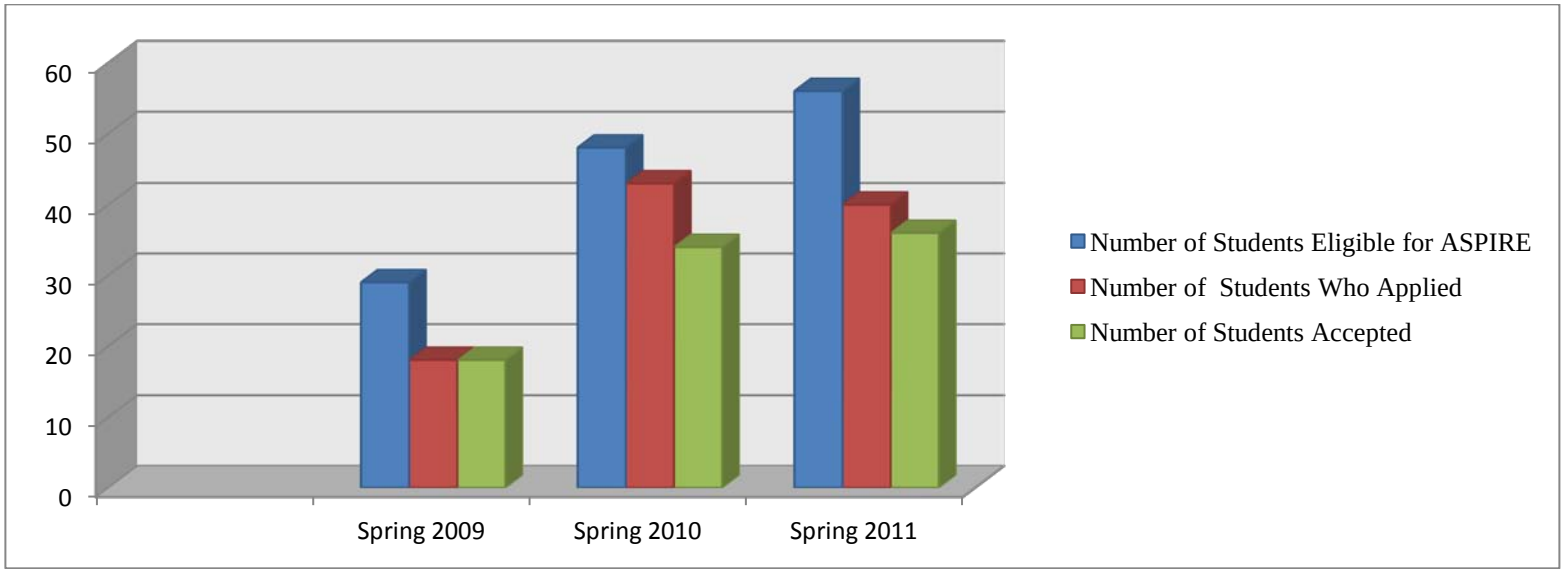
Term/Year	Number of participating students
Spring 2009	326
Spring 2010	354
Spring 2011	412

Please note that the data regarding retention and success rate was not available, but will be included in the annual program review in 2013.

ASPIRE:

The following are the numbers for the ASPIRE program from 2009-10. The numbers show a 50% increase in the amount of students that have applied and accepted into the ASPIRE program from 2009 to 2010. Similarly, the number of students that have applied increased 45% from 2009-10 and the number of students eligible for ASPIRE has increased 52%.

Term	Number of Students Eligible for ASPIRE	Number of Students Who Applied	Number of Students Accepted
Spring 2009	29	18	18
Spring 2010	48	43	34
Spring 2011	56	40	36



3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

COUN 100 - Personal & Career Development, Program

Goal 1: The primary purpose of the Counseling 100 (COUN100) program is to empower students to conduct in-depth career exploration and identify specific career interests that match students' personality, interests, and personal values.

Objective 1: Instructors will teach their students how to:

- Identify personal interests
- Research career and occupational interests
- Identify a college major based on extensive research
- Formulate realistic career goals

Strategy 1: Instructors will administer inventory assessments, such as the COPSystem, which is a tool that combines student interests, abilities, and values to formulate a list of occupational/career options.

Assessment: Instructors will administer the COPSystem assessments after the 2nd week of the semester to allow students sufficient time to identify occupations or careers of interest. Upon completion, the instructor will assist students in the tallying and graphing of the results on a grid showing their strong and weak points.

Outcome: The COPSystem has become an integral part of COUN100 as a student interest inventory that provides occupational information in the form of a detailed description of their interest and a list of occupations that match their interest. This goal is <u>on-going</u> since it is a tool that students can access after the course has been completed.

Strategy 2: Instructors will direct students to conduct in-depth research on the three careers/occupations listed under the career cluster that indicate strength(s) from the COPSystem assessments.

Assessment: The careers identified will be researched, which will evoke critical thinking and make realistic decisions (i.e. major and career) based on research and facts.

Outcome: Students will demonstrate an understanding of in-depth research needed to make realistic decisions on specific careers and college majors based on their personal interests, abilities, values.

Assessment: Submission of in-depth research paper

Outcome: The research component has become a powerful tool when used in combination with the COPSystem. It allows the students to discover not only what careers match their interests, but how their personality factors into their overall decision-making process.

Goal 2: To improve Counseling (COUN 100) program effectiveness.

Objective 1: Instructors will improve communication and dissemination of information between each other at monthly meetings.

Strategy 1: The lead instructor will schedule monthly meetings during each semester with COUN 100 instructors to discuss topics related to teaching and to encourage dissemination of career/occupational trends information.

Assessment: Ensure course content is progressive and in harmony with other COUN 100 instructors.

Outcome: This goal needs to be revisited and modified due to the conflicting schedules of part-time instructors. It is difficult to find a common time to meet. The best option may be to meet with the instructors in a small group and others on a one-to-one basis.

Strategy 2: Develop a “pre-survey” at the beginning of the semester and a “post-survey” at the end to measure program effectiveness as a whole.

Assessment: Survey data will reveal both effective and ineffective course content.

Student Learning Outcome: Students will demonstrate an understanding of the constant progression in career/occupational trends in all COUN 100 offerings.

Assessments: Submission of comprehensive research paper and declaration of college major.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

The following tables contain related information pertaining to the retention/persistence rate of students enrolled at Imperial Valley College. The number of students enrolled at Imperial Valley College has declined due to factors related to the California budget crisis. However, with the implementation of both the ASPIRE and 1st STEP students were able to get a motivational boost during their first semester (first step) of the college experience. Both programs provided students to obtain priority registration by meeting academic criteria and/or by fulfilling the application requirements, instead of being placed in the second lowest priority without any options of increasing their priority.

The tables provide a better picture of the overall makeup of the student population and those the statistics that earned a spot in either ASPIRE of 1st STEP.

Age Range	# of Students								Spr.11 %
	Fall 07	Spr. 08	Fall 08	Spr. 09	Fall 09	Spr. 10	Fall 10	Spr. 11	
Under 17	10	7	7	11	14	1	5	5	0.1%
17-19	2190	1743	1673	1229	2533	240	2151	2360	26.2%
20-24	3068	3044	3605	3800	3418	4838	3949	3647	40.5%
25-29	1081	1080	1113	1204	1104	1384	1167	1061	11.9%
30-49	1786	1656	1786	1703	1591	1767	1590	1583	17.7%
>49	331	300	350	315	301	369	311	320	3.6%
Total	8466	7830	8534	8262	8961	8599	9173	8976	100.0%

# of Units	# of Students								Spr.11 %
	Fall 07	Spr. 08	Fall 08	Spr. 09	Fall 09	Spr. 10	Fall 10	Spr. 11	
< 6	1992	1851	1831	1795	1854	1711	1734	1708	19.1%
6 to 11.5	3131	2985	3022	3139	2985	3032	4332	4190	46.6%
12 or more	3343	2994	3681	3328	4122	3856	3107	3078	34.3%
Total	8466	7830	8534	8262	8961	8599	9173	8976	100.0%

Persistence Rate (Fall 2008)				
# of Students in Fall 2008	Fall 08 to Spr. 09		Fall 08 to Fall 09	
	# of Students	%	# of Students	%
8534	6091	71.4%	4850	56.9%

Persistence Rate (Fall 2009)				
# of Students in Fall 2009	Fall 09 to Spr. 10		Fall 09 to Fall 10	
	# of Students	%	# of Students	%
8961	6546	73.1%	5178	57.8%

Persistence Rate (Fall 2010)				
# of Students in Fall 2010	Fall 10 to Spr 11		Fall 10 to Fall 11	
	# of Students	%	# of Students	%
9173	6796	74.1%	4926	53.7%

# of Degrees and Certificates Issued				
Degree/Cert.	AA	AS	CERT	Total
2007-08	309	230	190	729
2008-09	244	231	158	633
2009-10	322	255	185	762
2010-11	305	252	289	846
Total	1180	968	822	2970

Degree/Certificate Recipients by Gender								
Degree/Cert. Recipients by Gender		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Cert. Recip.	Female	138	132	105	78	107	137	697
	Male	59	83	80	80	77	148	527
	Undeclared	1	5	5		1	4	16
# of Cert. Recipient		198	220	190	158	185	289	1240
Degree Recip.	Female	345	322	361	321	387	342	2078
	Male	145	154	174	149	188	205	1015
	Undeclared	6	4	4	4	3	9	30
# of Degr. Recipients		496	480	539	474	578	556	3123
Total # of Recipients		694	700	729	632	763	845	4363

Degree/Certificate Recipients by Ethnicity								
Degree/Cert. Recipients by Ethnicity		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Certificate recipients	Asian	3	5	1	3	2	5	19
	Black	5	1	6	3	4	2	21
	Hispanic	126	141	129	111	148	236	891
	Native Am.		1					1
	White	21	15	12	11	14	21	94
	Other	9	15	10	6	5	12	57
# of Cert. Recipient		164	178	158	134	173	276	1083
Degree recipients	Asian	5	6	6	7	10	11	45
	Black	10	8	13	4	6	7	48
	Hispanic	383	342	362	337	400	386	2210
	Native Am.				2	2	1	5
	White	32	49	54	39	47	41	262
	Other	24	32	27	22	19	19	143
# of Degr. Recipients		454	437	462	411	484	465	2713
Total # of Recipients		618	615	620	545	657	741	3796

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   The college's reduction of sections has left the COUN100 program with only seven (7) sections offered each semester, which is a decrease of two (2) sections over the course of two years due to budget deficit. In 2005, this program offered eleven (11) sections; it was the most sections offered in the history of the program. However, the number of sections for COUN120 has been consistent with two (2) sections per term since it is a fairly new course, but it has the potential to increase in enrollment and fill-rate, which may in turn justify additional sections.

History of **COUN 100** sections available:

	2005	2006	2007	2008	2009	2010	2011	2012
Fall Semester	11	9	9	9	8	8	7	n/a
Spring Semester	6	9	8	9	9	8	8	7
Summer Semester	0	0	1	1	1	2	2	n/a

Staffing consists of full-time counselors and part-time faculty that possess a Masters Degree in Counseling or a related field. Most are assigned to teach one section per term, but there have been occasions that an individual teaches up to three (3) sections. Due to the budget deficit, the number of sections per instructor will be limited to one (1) per instructor to allow for future trouble-free reduction of sections with minimal impact on the program and to avoid needing multiple last-minute part-time hires.

From Fall 2011 term to Spring 2012 term Imperial Valley College experienced a 20% reduction in students. This had an obvious impact on the fill-rate. In fact, Spring term of 2008 was the last time that the fill-rate was low.

The current student enrollments for the **COUN 100** are:

Fall 2011			
Sections	**Enrollment**	**Cap**	
1	38	25	
2	33	25	
3	33	25	
4	30	25	
5	30	25	
6	27	25	
7	22	25	
	213	175	**38**

Spring 2012			
Sections	**Enrollment**	**Cap**	
1	23	25	
2	24	25	
3	29	25	
4	27	25	
5	31	25	
6	19	25	
7	23	25	
	176	175	**1**

The current student enrollments for the **COUN 120** are:

Fall 2010			
Sections	**Enrollment**	**Max**	
1	51	40	
2	52	40	
	103	80	**23**

Fall 2011			
Sections	**Enrollment**	**Cap**	
1	39	40	
2	48	40	
	87	80	**7**

Spring 2011			
Sections	**Enrollment**	**Max**	
1	38	25	
2	35	25	
	73	50	**23**

Spring 2012			
Sections	**Enrollment**	**Cap**	
1	20	40	
2	29	40	
	49	80	**-31**

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   The external factors that have affected this program are: the increase of tuition and fees, the implementation of the new policy regarding automatic withdrawal from enrolled students due to non-payment of fees, misinformation regarding that students would not be allowed to add courses (aka. crashing) during the first two weeks of the term, partnership with the California Highway Patrol to check and report out-of-state license to the college so that in-state residency can be verified; out-of-state tuition collected from non-residents, reduction of sections “across-the-board” in all courses including core courses, increasingly strict financial aid guidelines, and the enforcement of academic/lack-of-progress dismissal policy.

3. List any significant issues or problems that the program is immediately facing.

   At this point, state budget uncertainty is the main concern for this program. As cuts are proposed each fiscal year, programs such as COUN100 and COUN120 will be the first on the list of cuts. However, both programs provide consistent FTES to the college but budget cuts may force the program to reduce the number of sections offered again or we may lose them all together. Additionally, the lack of a comprehensive career center with a dedicated career counselor will hinder students from conducting research locally and speak with a well-trained individual in employment development.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

    a. To improve on customer service provided by the counseling department by utilizing point of service surveys per counseling program.
    b. Institutionalize 1st STEP
    c. Continue to identify eligible ASPIRE students for priority registration.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.
    a. The point of service surveys will be fully utilized by all counseling programs separately and report their findings to provide data of each program instead of report as a whole.
    b. By institutionalizing 1st STEP and modifying its eligibility to include all students that are new students to IVC will expand our efforts of the recruitment of all students without limitations.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Position	Justification
Athletic Counselor	In the Spring of 2004, the Pacific Coast Conference Program Review Committee submitted an Athletic Program Review Report to the Commission on Athletics and Imperial Valley College which stated under Standard Six-Citizenship recommendations: "Hire an athletic counselor for athletes." This person's duties and responsibilities would include such items as; establishing "a formal orientation program centered on planning and transfer requirements…, establishing…"academic assessment programs for each sport's team", developing a program for tutoring and… a process for evaluating coursework, grade point averages, retention rates and degree/certification completion for student athletes at Imperial Valley College". And …"have access to ongoing legislation pertaining to NCAA transfer and general education requirements". • Imperial Valley College funded a new counselor position and hired a full time Athletic Counselor for 2004-2005. • Position was vacated in 2005-2006 but a hiring freeze was imposed and this position has remained unfilled. There are currently 9 Intercollegiate Sports at Imperial Valley College with an additional 2 Women's Sports to be added to meet Title IX regulations due to our female student enrollment. The need is only increasing and must be addressed.

District Counselor Replacement

The position is critical to maintain/improve the graduation/transfer rate of Imperial Valley College and to maintain the Counseling Center's ability to meet the needs of students. Without this position, the ongoing operation and stability of counseling services would be jeopardized.

Under administrative leadership, it is the responsibility of the district counselor to participate in the planning, development, implementation and evaluation of counseling and student development that will result in educational, personal and vocational development of students and support advancement of the visions, missions, and values of the colleges and District.

After the retirement of a second counselor in two years, only seven counselors will remain available to service students that are not part of a specialized counseling program such as EOPS, SSS, DSPS, and Transfer Center. The current population is 7,111 students and over 6,000 students are serviced by five (5) district counselors; two of the counselors, veteran and lead counselors, are limited in the amount of students that they can assist, which divide into over 1,000 students per counselor throughout each academic year.

Each counselor assists their students with the development of a semester-by-semester educational plan in addition to career, academic, vocational, and personal counseling. District counselors are readily available to meet with any student that needs the above-mentioned counseling services, including those that have been dropped from specialized counseling programs on a walk-in and/or appointment basis. In addition, District counselors provide advising to high school seniors each spring to suggest courses for the following fall term.

The table below shows the statistics from July 1, 2010 to June 30, 2011:

Appointment Status	Individual	Group
Appointments - Attended	5,430	
Drop-ins	2,849	

Transfer Center Director	Transfer Center Counseling Director is a critical position necessary to assist students to plan their courses to meet transfer requirements and for the college to maintain and improve transfer and graduation rates. Ensure coordination of Transfer Center activities and programs. Provide oversight of budgets and staffing of Transfer Center. Prepare annual transfer reports for College and Chancellor's Office. Work with campus faculty to ensure transfer services are supported as primary missions of the College. Encourage and participate in the development of transfer agreements with four-year institutions. Complete final review and sign off on Transfer Admissions Agreements. Assist in providing regular counselor in-service training and information to the counseling staff on requirements and programs. Oversee marketing efforts regarding transfer opportunities. Attend on- and off-campus meetings as necessary. Chair Transfer Advisory Committee and schedule quarterly advisory meetings. Encourage and participate in campus efforts to identify and remove barriers to underrepresented student retention and transfer. Develop and implement methods of evaluation for transfer and career activities. <u>Other areas of responsibility include</u>: Under direction of the Dean of Counseling, provide services to transfer students and the general student population through direct counseling as well as development and teaching of transfer and other counseling classes and workshops. Assist students in making decisions and plans relevant to their educational, career, personal and social needs and provide interpretation of assessment results. Participate in the implementation of the district-wide matriculation plan, including admissions, assessment, orientation, counseling and follow-up components. Refer students to appropriate campus and community resources and services. Standard duties expected of all faculty, include development and evaluation of curricula, attending department and division meetings, and pursuing professional growth activities.

Personal & Career Development Instructor

The COUN 100, Personal & Career Development courses have always been taught by Counselors at Imperial Valley College and are the only courses available to students that emphasizes personal and career development. COUN 100 comprehensive curriculum requires career research and interest inventories.

The need for a full-time instructor is due to the level of dedication needed to continue a program that has become an integral part of student services. The individual would be required to make the necessary modifications to the program that would better serve the students and maintain a small career center.

The COUN 100 program has been offered at Imperial Valley College for over 30 years with multiple changes to the course name and has survived due to its reputation of being an all encompassing and comprehensive self-evaluation and career research tool. From Fall 2007 to Spring 2012 the program has exceeded 100% fill rate. In 2007-2008 it was projected that the potential need to create a full time teaching position if the fill rate stays above 89% for the next 2 years; it has exceeded that projection for the last five years.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Slots Available	275	225	225	225	200	200	200	n/a
Slots Taken	204	216	252	290	293	280	213	n/a

	SPR '05	SPR '06	SPR '07	SPR '08	SPR '09	SPR '10	SPR '11	SPR '12
Slots Available	160	125	200	225	225	200	200	176
Slots Taken	139	149	168	227	266	234	241	175

	SUM '05	SUM '07	SUM '08	SUM '09	SUM '10	SUM '11	SUM '12
Slots Available	0	0	25	25	25	50	n/a
Slots Taken	0	0	17	23	32	44	n/a

In 2009-2010 the COUN 100 program budget was moved from the Behavioral and Social Science Department to the Student Services Department's cost center with its own working stand-alone budget.

Imperial Valley University Partnership (IVUP) Part-Time Counselor	Improving access to higher education is one of the most significant challenges we face. Nationally some 27 percent of adult Americans hold a bachelor's degree or higher, but here in the Imperial Valley the figure is little more than 10 percent. Moreover, data suggest that students currently in the educational pipeline will earn the bachelor's degree at an almost identical rate, meaning there will be little improvement as additional cohorts move through the system and take their place in the workforce. The need for a part-time counselor for the Imperial Valley University Partnership (IVUP) is due to the retirement of a full-time counselor that dedicated numerous personal hours to this new program. The part-time position will be 100% dedicated to the IVUP program to ensure that it will continue without interruption, which will disrupt years of planning and organization by both Imperial Valley College and San Diego State University. The Partnership will build on the successes of SDSU-IV's existing Freshman Program, a pilot program with a proven record of success in academic performance, student retention, and graduation rates. The Partnership will by design retain the Freshman Program's most desirable features, among them a cohort structure, guaranteed access to classes, an introductory seminar, student and parent orientations, and a powerful emphasis on student advising and mentoring. The initiative involves joint admission of students to both IVC and SDSU-IV. This is not a traditional "2 + 2" relationship between a community college and a university, but rather a program where students are initially admitted to both institutions, allowing for an absolutely seamless transition between the first two years of their undergraduate education and the final two years. The Partnership will offer students not only accessible, affordable, high quality education, but an enriched educational experience. All participating students will have full access to the facilities, the faculty and staff, the libraries, the scholarship opportunities, the cultural events and student activities, and all the other resources of both institutions. Finally and most important as we look toward the future, the Partnership will more than double the number of students currently participating in the Freshman Program, directly and purposely addressing our need for expanded access to higher education. And with more college graduates among us, the way is clear for the economic development the Imperial Valley urgently needs and an improved quality of life for all its citizens. We will be seeking scholarship support to be certain all eligible students, regardless of their financial circumstances, will be able to benefit from this innovative program, and we hope that the support of the community will follow us in making this important educational initiative a reality.

Part-Time Veterans Counselor's Office Clerk	The veterans' counselor has many duties in the capacity of a counselor, but it is difficult for her to be readily available to students due the large amount of clerical work that needs to be completed per the Veterans' Administration. A large majority of her time is spent on duties that are not within her job description. The clerical component prepares and maintains Veterans' student folders; keeps current and accurate record of schedules, transcripts, and course planners for VA students; updates drops/adds; reports changes to the VA; oversees VA work-study students; maintains veteran-related forms and contracts; and evaluates military transcripts and posts units on the appropriate system. In order for the veterans' counselor to perform her advising duties, a new classified position is needed as soon as possible.
Part-time Counselor	Matriculation funding has been drastically cut, had to let go of four part-time counselors. Need at least two part-time counselors funded by the District to assist in testing at the high schools in order to meet title 5 Matriculation mandates.
Part-time Assessment Technician	Assessment is an integral part of the college, every single student who wants to take an English and math class must be assessed. With the reduction in funds for Matriculation, it can no longer sustain this position which is vital to the college.

4. Identify any outside factors that might influence your program during the next three years.

   The external factors that have affected this program are: the increase of tuition and fees, the implementation of the new policy regarding automatic withdrawal from enrolled students due to non-payment of fees, misinformation regarding that students would not be allowed to add courses (aka. crashing) during the first two weeks of the term, partnership with the California Highway Patrol to check and report out-of-state license to the college so that in-state residency can be verified; out-of-state tuition collected from non-residents, reduction of sections "across-the-board" in all courses including core courses, increasingly strict financial aid guidelines, and the enforcement of academic/lack-of-progress dismissal policy.