Program: Counseling

Division: Student Services

Date: 10/12/15

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

The counseling program continues to plan and implement services in line with the requirements and recommendations of the Student Success Act (3SP). As a result of a 2-day retreat in the early Fall, counselors have begun working on projects designed to improve the delivery of student orientation, increase the level of career counseling available to students, and address the varied needs of our at-risk student populations.

In order to effectively pursue the services in-line with 3SP, the counseling program must increase its faculty and staff. Last year's student to counselor ratio was 1:1300. While we gained counselors last year, we lost another to retirement at the end of the academic year. Furthermore,

more than 2.5 FTE counselors are reassigned to other duties (i.e. Puente, articulation, transfer coordination, student intervention), leaving the total student contact available far below program need. Administration has done its best to support counseling with the work of adjunct, but it has been insufficient and the wait time for counseling appointments has been as long as 4 weeks this fall semester.

The counseling program must hire additional adjunct and full-time counseling faculty to bring the student/counselor ratio in-line with state wide academic senate recommendations 1:800. Furthermore, non-instructional staff is needed to support our Career/Transfer program and the Coordination of 3SP. These support positions would allow the existing faculty to provide additional service to students where they are currently otherwise occupied.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Our main initiative detailed in the 2014 PPU was to have greater completion and enrollment rates for our Early Admissions Program Students. Using smaller and more regular program planning sessions, the counseling program. The EAP data shows a significant increase in enrollment numbers. They are as follows:

Spring 2014	Spring 2015
970 EAP applications	912 EAP applications
400 enrolled in courses	612 enrolled in courses
	545 completed all 3 components (before open enrollment)

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

One of the main obstacles facing the efficiency of our EAP program is that the early admissions deadlines have forced us to move the program into the earlier part of spring, a time at which some high school students may not yet be thinking about college, and when those who are thinking about college are yet to make up their mind about attending baccalaureate institutions. These factors contribute to difficulties in targeting the appropriate incoming students and to the loss of those who are targeted initially.

D. What are your most important plans (either new or continuing) for next year?

As stated in section A, counselors are working to implement programs and service that support 3SP.

Orientation: Counselors are working to develop a more comprehensive 1-day orientation, incorporating additional information into the traditional student educational planning process. Counselors are considering including presentations by financial aid, tutoring, student government, the health center, the library and other campus resources, along with offering campus tours. Early admissions registration deadlines prohibit the ability to implement such an orientation this spring, but the target date for implementation is Spring 2017.

Beyond the 1-day orientation, counselors are developing a college success/college survival skills themed workshops to be offered at the end of summer to supplement the early summer orientation. They are also researching parent orientations and discipline specific orientations.

Career Counseling: Counselors are discussing ways to more effectively address the needs of students whose career/educational goal is undecided. The initial plan is for counseling faculty to arrange for professional development opportunities for the faculty to engage with the Myers

Briggs/Strong Interest Inventory/ Eureka and other career development tools. Counselors are also investigating ways to utilize data on undecided students to target and market career services.

Counselors are investigating offering career services more regularly (similar to the existing transfer center model) and are also developing career centered workshops (e.g. resume writing, choosing a major, interviewing, internships, etc.) Several community colleges offer workshops that may serve as a guide for the initial phase of the workshops offered at LPC.

Student Success: Counselors are also looking to better serve at-risk students. Some of the proposed interventions include improving upon our existing early alert system, developing a student handbook to include student success resources, and improving the community resources available to counselors for student referral.

A workgroup has already come together to develop the student handbook. Some of the resources being included in the handbook include the academic calendar, admission and records dates and deadlines, career counseling resources, time management tips, study skills, etc. The workgroup hopes to have the handbooks developed by Spring 2016 and ready to distribute to students during the early admissions program planning sessions.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

> *Planning Priorities for 2015-16*
> - *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
> - *Provide necessary institutional support for curriculum development and maintenance*
> - *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*

Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.

Accreditation Standard 2B1 states that *"The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution."* The goals of the counseling program are integral to increase the quality of the service provided to students and those of the utmost importance to Institutional Planning Priority #1. The college's mission of being a "learning-centered institution" begins with the counselling contact at the start of students' journey at Las Positas, and the quality of that contact is integral to student achievement, completion, etc.

F. N/A

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

The Counseling program has made significant efforts to reach out to the Latino community, and as a result of these efforts had brought the Latino population on campus to the required 25% mark for applying for Hispanic Serving Institution Grant. This fall the campus was granted a $2.3 million HSI grant which will support counseling and academic faculty in the promotion of student success in the STEM programs.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

The Counseling department assessed 3 SAOs in the spring of 2015, each regarding the strength of counseling services received in students counseling appointments. The SAOs strived to see an increase in students having clearly defined academic goals, knowing the required course work for those goals and being able to articulate of an exact timeline (i.e. semester) towards completion. These SAOs are in line with the college's mission and in line with research that suggests that students who do these things are more likely to be successful in achieving their goals.

The following are the percentage of students that achieved each aforementioned SAO:
Clearly Defined Goals: **95%**
Articulated Timeline: **87%**
Knowledge of Coursework: **95%**

The high percentage of students with clearly articulated academic goals and a sounds understanding of the coursework required demonstrates the commitment of the counseling faculty to career counseling when necessary to assist students with the selection of a major. These high percentages also speak to the quality of work that is being done in the counseling sessions.

B. Discuss assessment results that indicate a need for improvement.

Having less than 90% of students with a clearly articulated timeline towards completion of their academic goals, suggests that the counseling faculty have room to improve on this SAO.

C. Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

The faculty have discussed the desire for comprehensive SEPs to clearly indicate the major dates and deadlines for students to both apply for and complete their educational goals. While some students may still face ambiguity as a result of the varied pathways one might take to complete a goal, this data should help the counseling faculty improve this outcome.

D. N/A

E. Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

The counseling department initiated "E-counseling" to serve its online population last academic year and has begun promoting this service to all DE instructors to be shared with their students. No assessments have been done however so we have no data to compare this service to face-to-

face services.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES X   NO ☐

If yes, please explain.

Given that many students (5% of those assessed) leave counseling without a well-defined academic goal, the department has indicated a strong need to expand its career services beyond those offered individually in a 1-on-1 counseling session. The counseling program is looking for additional professional development regarding career assessment tools, additional funds to buy and stock career assessments and inventories and additional faculty and staff to design, offer, and promote regular career counselling service and assessment in the Career Center.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments

   - changing service hours

   - changing modes of service delivery

   > The counseling department continuously assess all SAOs. Changing pedagogy was a major goal which has led to the development and offering of a new course, PSCN 30/ College Success. This course takes a curricular approach to the achievement of our existing outcomes.

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES   NO X

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	All SAOs and PSCN 30
Estimated number of SAOs that will be written or revised:	

   a. What courses or SAOs will your program assess during this academic year (2015-16)?

   PSCN 30

   b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	
Spring 2016	