2026-27 Comprehensive Program Review

Program: Counseling

Division: Student Services

Writers: Jared Howard / Gabriela Discua / Kim Burks

SLO/SAO Point-Person: Jared Howard (SAO only)

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Collection of "NO SEP" data for new students: In the fall 25 and spring 26 semesters, the counseling front desk initiated a call campaign, contacting new students who had not worked with a counselor to create a comprehensive student education plan.
- Reached over 90% completion rate of comprehensive student education plans for students in the following affinity groups: student athletes, Cal-Works, EOPS, Puente, Umoja, Movement, and Veterans.
- Recorded record number of comprehensive student education plans for new incoming students to Las Positas College (61% completion of comprehensive student education plans for new incoming fall 2025 and spring 2026 students – around 1525 students served with a minimum of one comprehensive student education plan)
- In Fall 2025, the Counseling Office requested two positions to the Faculty Hiring Prioritization Committee, of which one position (Counselor / Learning Disability Specialist DSPS) was granted.
- The Counseling Department has continued to utilize ConexEd as the virtual counseling platform to help provide equitable services to LPC's DE/Hybrid students. This will facilitate more student meetings in this continuously sought after modality.
- Per the Faculty contract, full-time counselors were granted 2.5 hours of proactive follow-up time that allowed for work in the areas of denied degrees, working with students with no comprehensive student education plans, and general work in pathways.

- More First Semester Planning Sessions (formerly known as Program Planning Sessions) for new students provided during peak enrollment times, streamlining the process for new students to enroll at the college.
- Hosted annual New Hawk Day event in April 2026, orienting and enrolling around 500 new incoming students to Las Positas College.
- Transfer Counselor integrated an ADT verification process for students applying to CSU's who have noted on their transfer applications that they would be receiving an Associate Degree for Transfer.
- During the 2025–2026 academic year, Counseling faculty explored practical applications of artificial intelligence (AI) to enhance counseling services. This included sharing strategies for using AI to support career exploration, develop individualized educational and career pathways, research transfer and academic requirements, and create student-friendly advising resources.
- Worked closely with Guided Pathways, ITS, and PRMG to integrate global messages to all students at Las Positas College around welcoming students to their pathway. Additional global messages reaching all students at LPC continue to be created.
- Migrated the Online Orientation tool to the college2success platform, aligning software with Chabot College. Worked with departments to revamp all content in hopes of streamlining material, providing timely information, and help students complete the onboarding process.
- Assigned all full-time and part-time general counselors to individual Career and Academic Pathways. Counselors have started to work with their cohorts of students, utilizing proactive/ follow-up time to reach out to students with specific needs (ex.Sought Degree project, CSEP project).
- Interventions Counselor worked to update campus processes around probation and dismissal, reintegrating the Readmitted Student Contact for students previously placed on dismissal status, working to update language around "probation" and "dismissal" in accordance with state recommendation, and actively contacting students one-on-one to ensure our high need population has access to counseling and resources needed to get back on track.
- Supervised one Counseling Intern in a year-long training program.
- Supported High School Counselor Retreats to establish and develop collaborative relationships with local high schools in our service area.

2. Please describe your most important **challenges** in year 25-26

- With the legislative mandates (see memorandum from the California Community College Chancellor's Office – September 25, 2023 – see below) requiring all students to have a comprehensive educational plan, there are simply not enough appointment slots available to provide meaningful student interactions (including a comprehensive student education plan) for every student attending Las Positas College. The need for additional full-time and part-time hours is critical in meeting the legislative

mandates as well as the demand from students. This is particularly true during the summer term, where counseling demand far exceeds supply.

Enforcing the use of an SEP. The Student Equity and Achievement Act (SEA, Education Code 78222) requires Student Education Plans (SEPs) for all enrolled California Community College (CCC) students. As part of the matriculation process students must visit with a counselor at least once and develop some version of a SEP. If this is not accomplished, per local protocols at the earliest by the census date, or at the latest when the 15-unit requirement would be triggered (Title 5 §55530), a hold would be placed on the student's enrollment process. ---- Memorandum – CCCO – 9/25/23

- Academic year 2025-2026, LPC served 8,957 students in the fall semester and 8,567 student in the spring (per IR Data packet) with only 7.5 full-time equivalent full-time counselors in General counseling to serve that need. While some of the 8,957 students are being served by counselors in special programs (i.e. Veterans, EOPS/CARE, CalWORKs, and DSPS, Puente, Umoja, MESA – an estimated total of around 1000 students), the remainder are left to be served by a General Counseling team that is also limited through alternate assignments to various campus initiatives (including Guided Pathways, Transfer, Faculty Association) and PCN instructional responsibilities. This represents a General Counselor-to-student ratio of ~1:1,194 when based on annual student headcount (from fall 2025). This ratio proves unrealistic, putting the Counseling department at a disadvantage, affecting our ability to equitably serve students, and assisting students in meeting their goals. With the enrollment trend on the rise, the counseling department needs to be adequately staffed to accommodate our current enrollment in addition to future growth.
- The need for a designated Puente Counselor position – because the Puente State Office requires that colleges maintain a full-time Puente Counselor assigned to the program, the LPC counseling office has not had sufficient resources available to meet this standard. A stop-gap solution (employing a full-time Veterans Counselor to be assigned to that role above load) bridged the gap for the 25-26 academic year, but there is a strong need to hire this role in the future.
- One desired outcome was the intention to implement the CRM Advise system, which would provide streamlined, direct student-targeted services by pathway. Progress with this system has been limited. There is a desire for continued progress to provide counselors with access to relevant and accurate data to be used for proactive services and its communication tool.
- Counseling Faculty continue to need professional development and training opportunities to support student success as we are constantly moving forward with new transfer programs and services (updates to common course numbering, campus departmental changes to degrees and processes, CPL, etc.), while navigating the limited time to do so.

- Counseling needs to highly consider adopting student self-scheduling. Without this service, we are likely losing students who tend to book appointments after hours and weekends, to meet current student trends and needs.
- There is a need for additional office space to accommodate full and part-time counseling faculty in the 1600 building in order to grow the counseling program in response to enrollment increase and student demand.
- Ongoing need to establish strong articulation between Las Positas and other intersegmental partners, particularly high-demand campuses from outside the local area (i.e. San Diego State)

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Continued focus on new students who have not completed a comprehensive student education plan through outreach efforts and dedicated counseling appointments.
- Request for two new counseling positions, one with a 50% focus on the Puente Learning Community (and 50% general) and one with a focus on developing new comprehensive student education plans for new students in accordance with the legislative mandate.
- Collection of "NO SEP" data for new students: For the 2026-2027 academic year, the intention is again to contact new students who have not completed a comprehensive SEPs, beginning with our disproportionately impacted students. This work will also be organized by pathway, where pathway counselors can provide additional support in the process.
- Exploration of the creation of draft Student Education Plans for students who do not show up for their scheduled appointments, when appropriate.
- Finding innovative ways to support summer counseling availability, as demand far exceeds supply.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- The Counseling department established the following for our SAO assessment: As a result of attending a program planning session, students will articulate an initial education goal (i.e., Certificate, Degree, Transfer).

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Assessment results showed the following (n = 76):
  - 48 students responded "very clearly"
  - 26 students responded "somewhat clearly"
  - 1 student responded "uncertain"
  - 1 student responded "not clearly at all"
- This is a 97% result showing moderate to strong understanding of one's educational goal. Results showed high levels of success when seeking student feedback on their ability to articulate an initial educational goal.

3. Explain potential plans to improve student outcomes and close equity gaps.

- Given the small sample size from our previous survey, there is interest in obtaining more data to confirm the findings from the previous year's assessment. Utilizing New Hawk Day to obtain survey data from new students, we hope to get concrete data that supports our previous findings.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- Obtaining survey data was difficult to obtain on New Hawk Day 2026, given the total number of students and the demands placed on the day. This will be further discussed in future planning meetings for New Hawk Day.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- The General Counseling department does not have an RPIE data packet available.
- Transfer Data and Success Rate Dashboard data also does not display content for the 2025-2026 academic year.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- Data was not provided for the General Counseling Area

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- The General Counseling Department has made impressive strides in working toward all new incoming students having a comprehensive student education plan within the first year. This aligns with the mission of the college as it supports students work toward completion of academic and career goals.
- Updated the Probation and Dismissal process ensure that our highest at-risk population of students receive proactive services and resources to help them get back on track.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.

	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speed grader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Write responses here*
- *Add or remove bullets as needed*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu