

PROGRAM REVIEW UPDATE 2016-2017

Program: Counseling

Division: Student Services

Date: September 27, 2016

Writer(s): Christina Lee & Joel Gagnon

SLO/SAO Point-Person: Joel Gagnon

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.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's **Summaries**, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

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 "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
-

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 (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yIz>)

The counseling program continues to implement services in line with the requirements and recommendations of the Student Success Act (3SP) and the recommendations of the Accrediting Commission for Community and Junior Colleges (ACCJC). The counseling faculty have continued
--

the annual 3SP planning retreat to drive changes in services, and have developed workgroups to address specific projects along with the recommendations of ACCJC. Progress by the workgroups is slow, and should be supplemented with the support of additional classified staff.

The Counseling program hired new counselors and saw the reassignment of others. In an effort to meet the growing demands of counseling appointments and drop-in, five new adjunct counselors were hired and trained utilizing a newly designed adjunct counselor training program. Continued efforts to grow the counseling adjunct pool remains a priority.

In light of both hiring and reassignment, the General Counseling Program has a net loss of one FTEF. A 2015-2016 full-time retirement was filled, as was a full-time position lost to administration. However, one general counselor was reassigned to direct the HSI grant (5-year position), which accounts for the loss in FTEF.

Two full-time FTEF positions were hired to serve specific student populations (Veterans & HSI).

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.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

The Director of Student Equity and Success position (i.e. 3SP Coordinator) was vetted and Board approved (8/17/16).

The Transfer Center Coordinator position presented to the RAC (Oct. meeting) for the fourth consecutive year.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

In an effort to provide comparable counseling services to our DE students, counseling has completed its first full year of "e-counseling", which served more than 200 students. In addition, a counseling workgroup has been attending regular trainings for a DE counseling platform called Cranium Café. Counselor offices have been outfitted with microphones and webcams, and DE counseling is scheduled to enter its pilot phase in the Spring 2017 semester.

A 3SP workgroup developed a student handbook including student success strategies, the academic calendar, A&R dates and deadlines, study strategies, time management tips, and other student success resources. Two Thousand Five Hundred copies were printed and distributed to new incoming students, and were provided to current students during counseling imbedded workshops in basic skills English classes.

Counseling faculty participated in a 1-day Myers Briggs Type Indicator training to increase proficiency in career assessment and interpretation. The program was well received and counselors are utilizing the resulting career counseling strategies in their class and appointments.

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

Although the Director of Student Equity and Success position was approved, the position was presented to RAC as still “pending” (Sept meeting). This position is a priority for our department and is crucial in implementation of 3SP requirements.

The Counseling Department entered the 16-17 academic year without a Vice President of Student Services, and is working to achieve progress on departmental goals despite the void in leadership and the resulting strain this vacancy has placed on the Dean of Counseling. For true progress to occur, leadership is needed both from the Vice President’s office and from the new Director of Student Equity and Success.

As LPC grows in enrollment, there is an increased need for support for student orientation programs (College Day, HS Parent Night, Program Planning, Campus Orientation/tours) beyond Counseling. Coordination, planning, and execution of these programs should be supported by the college through the development and hiring of a full-time classified staff position.

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

One of the big projects being planned and implemented in the 16-17 academic year, is a restructured and redeveloped student orientation process. The 3SP workgroup is improving the student orientation model to make it more engaging, involve other departments (e.g. Student Life, Admissions and Records, etc.), and to increase retention of information throughout the orientation process. Portions of the reworked orientation will be implemented beginning with Sp’17 Early Admissions program.

As mentioned previously (area C) the counseling department is piloting a DE counseling platform to provide comparable services to DE students. This platform (Cranium Café) has been approved by OEI, purchased by LPC, and will be integrated with SARS in Sp’17.

The student handbook (developed in Sp’16) will be updated and made available to all students participating in the 2017 Early Admissions program.

Finally, Counseling is working to improve safety within the office. Counselors are considering the installation of alert buttons in each of the counseling offices, and plan to work with Campus Safety and the Facilities Committee to explore other ideas of how to provide the safest possible environment for faculty, staff, and students.

F. Instructional Programs: Detail your department’s plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

G. Do plans listed under Question E or Question F connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***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.*

The DE counseling initiative including the implementation of Cranium Cafe is in direct response to the ACCJC standards (planning priority #1).

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO:

As a result of attending a counseling appointment, students will be able to clearly identify and articulate their academic goals.

As a result of attending a counseling appointment, students will be able to identify course work required to complete their academic goals.

As a result of attending a counseling appointment, students will be able to articulate a timeline for meeting their academic goals.

Describe the quantitative or qualitative results:

As a result of attending a counseling appointment, student will...

Clearly Defined Goals: 95%

Articulated Timeline: 87%

Knowledge of Coursework: 95%

Discuss any actions taken so far (and results, if known):

The assessment of these counseling appointment SAOs over the past 3 years has shown steady improvement and high student attainment. Counselors will continue to focus on these outcomes during counseling appointments, but have decided to develop new SAOs for other service areas

(i.e. outside of appointments).

Counselors have developed SAOs for Orientation and Program Planning (name change in progress)

As a result of attending a program planning session, students will...

1. Articulate an initial education goal (i.e. Cert/Degree/Transfer).
2. Select appropriate GE pattern/certificate required for their educational goal(s).
3. Demonstrate knowledge of the number of units required for their educational goal(s).

Discuss your action plan for the future:

Counselors will create and distribute an assessment to evaluate the above program SAOs during the Sp'17 Earl Admissions program.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?