

Name of Program	Division	Author(s)
Counseling	Student Services	Heike Gecox, Gilberto Victoria

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

Rubric PPU 15_16
e.g., ESL PPU 15_16
4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

Due to the new Student Success Act requirements, the counseling department dedicated the academic year 2012/13 to the development and implementation of improved processes for assessment, orientation and student education plans. The implementation process included additional assessment and orientation sessions, which resulted in the development of student education plans during scheduled orientations. Extensive outreach programs at the local area high schools resulted in 527 students completing the Early Admissions Program (EAP) process, completion of assessment, orientation and student education plan in Spring of 2014. Areas of improvement need to be greater completion rates for students applying for early admission. The 527 students represent 54% of 970 students who started and completed the EAP process and 400 (41%) actually enrolled in courses.

2. Discuss changes made in how your program provides services based on assessment data.

The data shows that 46% of total students applying to EAP, did not complete the process required for enrollment. Changing the organization and closer monitoring of assessment and orientation sessions are needed. One potential impact may have been that students in 2012/13 were given the opportunity to register for courses on the same day vs. students having to enroll in courses a month after completing orientation and SEP.

3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

Number of students enrolled in orientation sessions were significantly reduced from 35 to 20 students resulting in more personal contact with counseling services.

4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

Additional counselors are needed to decrease the student/counselor ratio, currently at a rate of 1:1300.

B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

This is a one person program

Faculty members take responsibility for a given area and present conclusions and recommendations to the entire group for additional feed-back. The group incorporates the feed-back and then reaches consensus.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

This is a one person program

See B. 1.

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe)

Department work groups, task forces, and technology, i.e. Googledocs

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

Implementation of 3SP legislation will affect program development, staffing, and allocation of resources.

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No changes for full-time faculty. With new 3SP funds we able to add 3 part-time faculty.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Increase of one 50% classified to 100%.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

Addition of full-time classified staff has provided the support and continuity needed to collect data, process paperwork, and help manage the counseling desk where students and community are greeted, assisted, and referred as appropriate.
Addition of part-time faculty has reduced the waiting time for drop-in counseling, increased the

number of SEPs, and the ability to make special assignments.

C. Other information pertinent to the program

The counseling department has consistently made a concentrated effort during the last eight years to reach out to the Latino community, through school visits, outreach programs, working with local agencies/institutions and the migrant education program in the Livermore Unified School district. As a result of these efforts, the enrollment of Latino students has consistently increased, reaching the minimum 25% requirement for Hispanic Serving Institution (HSI) status.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Increase of staff, full-time and part-time, faculty and classified. Continued discussion and implementation of 3SP mandates, including revision of orientation, SEP, and Early Admission Program process. Develop and implement on-line counseling services. Expand embedded counseling to Basic Skills, Math, and ESL courses. Additional technology to further facilitate the counseling process.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.
 - a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
 - change a website
 - use technology differently
 - update the way an orientation is presented

Implementation of Degree Works, which provide direct access for students, allowing students to track their own progress. Continuous review of orientation data, including the amalgamation of orientation and SEP sessions. Develop interventions and outreach efforts to assist undecided students in defining their educational goals. Expand/develop an early alert program for potential at-risk students.

- b. Have your program's assessment results shown a need for new SAOs?

YES NO

If yes, for what service areas will your program write new SAOs?

Click here to enter text.

c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

Percentage will depend on the progression of implementation.

2. Curriculum (omitted – not applicable to non-instructional programs).
3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

Ongoing evaluation and discussion to determine effectiveness of 3SP implementation, which will result in greater student retention.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management (omitted – not applicable to non-instructional programs).

B. Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

2 new full-time counseling faculty

2. Rationale for faculty position request(s).

Aid in continuous implementation and development of 3SP mandates, which will result in greater student retention.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

1 full-time assessment coordinator

4. Rationale for classified staff position request(s).

Assessment is currently staffed by part-time classified personal on a rotating basis, resulting in interrupted services. The assessment coordinator will bring stability and continuity to the assessment process

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

N/A

2. Rationale for financial request(s).

N/A

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

Counselors will be provided new laptops/tablets to facilitate off-campus work, including high school outreach, college and career fairs, and committee work, as well as projects completed at home. The laptops will also facilitate interactive counseling session working with Degree Works and other academic needs.

2. Rationale for technology request(s).

N/A

E. Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2. Rationale for facilities request(s).

Click here to enter text.

3. Request: Upgrading of existing equipment or purchase of new equipment.

N/A

4. Rationale for equipment request(s).

Click here to enter text.

5. Request: new supplies

N/A

6. Rationale for supplies request(s).

Click here to enter text.