Program: Counseling
Division: Student Services
Date: 10/16/17
Writer(s): Joel Gagnon
SLO/SAO Point-Person: Rafael Valle

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 be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*

2) *If the requested information does not apply to your program, write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ

Fall 2016 Program Review Updates : https://goo.gl/YV8QOt

Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (https://goo.gl/WuR9cQ)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

The Counseling Program does not receive data packets from the Office of Institutional Research.

Counseling faculty wrote and assessed new Student Area Outcomes for the 2016-2017 academic year concerning the effectiveness of New Student Orientation and Program Planning. Two of the three outcomes had high student success, but one outcome assessment showed surprising low performance. Approximately 1 out of 4 students attending counseling "program planning" sessions reported being unsure of which general education pattern they would need to use to obtain their educational goal. The assessment results from this SAO supports the idea that the Counseling Program should be rethinking the way it orients new students.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

Student Success Act (3SP) mandates, and recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC) continue to inform the work being done in the Counseling Program. This includes emphasizing the use of both initial and comprehensive Student Education Plans (SEPs), providing counseling services online using video conference platforms, and staffing learning communities intent to serve disproportionately impacted populations.	Mark an X next to each area that is addressed in your response.

	Definitions of terms: https://goo.gl/23jrxt
	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
X	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
X	Services to Students
	SLO/SAO Process
X	Technology Use

Additional staffing continues to top the list of program needs. Despite hiring new adjunct counseling faculty and a new full-time counselor for the DSPS Program, the need for counseling faculty and supporting classified staff continues to outpace program growth. The Program lost more adjunct counselors to full-time hirings (outside the college) than it hired anew. The new DSPS counselor hiring happened as one of the three counselors in that office retired, keeping that program stable instead of growing it as planned. Furthermore, the majority of general counselors are reassigned to administrative roles and special programs, where our general student population continues to grow in number and needs.

To address the current and future staffing needs, the Program requests the following positions:

*Curriculum will also be

• **General Counselor:** After the reassignments mentioned above, the Counseling program has 5.5 FTEF remaining to serve the estimated 7,800 students not being served by a special population counselors (Approx. 1,400 students/counselor), which far exceeds the state recommended ratio of 800/1. The Program must hire at least 1 general counselor to better serve its general population students. • **Career Counselor** (50% reassign): A need for additional career counseling has emerged in the last couple of counseling program reviews. This request is in line with state goals of emphasizing CTE, and is supported by the VP of Student Services. • **Athletic Counselor:** The LPC Athletic Program has grown to over 200 students (with special eligibility and enrollment requirements). This high demand population requires a dedicated athletic counselor. • **Financial Aid Counselor:** Students receiving loans, petitioning for financial aid eligibility, and participating in the new state completion grants require specialized and timely counseling services. • **API Counselor** (50% reassign): Learning community support is a proven model for student retention and success. The Counseling Program hopes to expand the learning community offerings by adding an Asian Pacific Islander (API) community, which would require a dedicated counselor. • **Puente Counselor** (50% reassign): The demand for the existing Puente Program far surpasses the capacity of the single cohort program (approx. 150 students waitlisted for the F'17 cohort). The Program plans to offer a second cohort, which will require a dedicated Counselor. For the 5th consecutive year, since losing a similar position in 2012, the Program requests support for the Transfer Center. Based on the shared location, the program is adding support for the Career Center to this request. The program will submit to RAC a request for a **Counselor Assistant 2**, to support the Career and Transfer Centers.	addressed in Part 2 (Curriculum Review). **Facilities will also be addressed in Question H.

C. Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?

Most of the plans from the 2016 Program Review have either been achieved or in the process of being implemented. The most significant of these plans involves improvement of the new student orientation process. In the Spring of '17, a section of PCN 25 was piloted at a local high school, to assess for how effectively counseling might shift our orientation model	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
		Community Partnerships/Outreach

from the existing "program planning" model, to more comprehensive orientation. This model uses a .5 unit PCN 25 Transition to College course as a framework for orienting new students. The pilot was mostly successful and will expand in the Spring '18 to include a section at each of the local high schools. The Counseling Department successfully implemented a DE counseling platform, Cranium Café. The Department is now focusing on marketing this service, and monitoring utilization of the service in order to renew an appropriately sized site license. The Student Handbook (developed in Spring'16) had another successful run and was well received by incoming and returning students alike. Another major success was expanding the offering of student success workshops. In partnership with the library, English Department, Transfer Center, and other campus programs, the Counseling Department is offering dozens of "Smart Shop" workshops throughout the fall semester covering academic, transfer, and career centered topics.		Curriculum*
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**Facilities will also be addressed in Question H.	

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

Many of last year's program goals are now in place impacting students. Aside from now offering equitable counseling services to our DE students, offering regular workshops, distributing the students handbook, and making significant improvements to student orientation (see above), the Counseling Program (in partnership with English and other instructional faculty) designed and Implemented an Umoja Program. The Umoja Counselor (with the Umoja English faculty) was the first to utilize the new "program proposal process" designed by the Academic Senate. She successfully recruited a full first-year cohort, and is having a successful inaugural year. (Please see the Umoja program review for more details).		Mark an X next to each area that is addressed in your response.
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<table>
<tr><td rowspan="22">One goal from last year that the Program has yet to reach involves improving the safety and security of the counseling office to improve safety for staff and students. It has proven challenging to secure funds required to make the needed improvements, but it is believed that funds should be made available from the newly passed Measure A Bond. Improvements requested include:
1. Installation of window shades over glass doors and all windows to reduce exposure in a lock down situation.
2. Installation of locks on the Counseling front desk windows.
3. Installation of frosted glass on the Counseling front desk lobby windows for privacy and safety.
4. Raising the Counseling front office desks or installing a barrier to help block access through the windows, and providing raised stools or standing desks to compensate for the higher desk.
5. Installing alert/panic buttons in the counseling offices.</td><td colspan="2">Mark an X next to each area that is addressed in your response.</td></tr>
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

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<tr><td rowspan="5">During the 17-18 year, the Counseling Program plans to expand the use of PCN 25 - Transition to College as a framework for orienting new students. The expanded pilot will include one section of the course offered at each of the local high schools. The Counseling faculty will pay particular attention to resolving issues related to the recruitment and enrollment of students into the PCN 25 sections and administration of the assessment at the local high school. The</td><td colspan="2">Mark an X next to each area that is addressed in your response.</td></tr>
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faculty will also incorporate outcomes assessments (See section L) to assess the effectiveness of this orientation process. The Program will focus on expanding career counseling, growing the strategy from individualized career counseling, to one that includes centralized career counseling and workshops available to students in the joint Career and Transfer Centers. The Program is also hoping to expand the use of learning communities in an effort to support students from disproportionately impacted groups. Counselors will collaborate with academic faculty to consider the viability of expanding the Puente Program to include a second cohort, and consider proposing adding an Asian Pacific Islander (API) learning community. As a critical step to improving the Counseling program review process, Counseling faculty plan to establish a thoughtful timeline to guide the department in developing, analyzing and writing next year's SAOs and Program Review. This should include identification of meetings, and allotting specific time for department wide conversations that are critical to thoughtfully improving the program using Program Review.	<table><tr><td></td><td>External Factors</td></tr><tr><td></td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr><tr><td></td><td>Financial/Budgetary</td></tr><tr><td></td><td>Human Resources</td></tr><tr><td></td><td>Learning Support</td></tr><tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr><tr><td></td><td>Pedagogy</td></tr><tr><td></td><td>Professional Development</td></tr><tr><td>x</td><td>Services to Students</td></tr><tr><td></td><td>SLO/SAO Process</td></tr><tr><td></td><td>Technology Use</td></tr><tr><td colspan="2">*Curriculum will also be addressed in Part 2 (Curriculum Review).</td></tr><tr><td colspan="2">**Facilities will also be addressed in Question H.</td></tr></table>

G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

The Counseling Program's most significant long-term plan is to develop a dedicated space to house the campuses growing number of learning community programs and to serve the students enrolled in those programs (i.e - Puente, HSI – Gateway to Success, Umoja, API, etc.). A designated learning community center would be utilized for the following: • Building a friendly community of learners with students of similar backgrounds • Tutoring services / Study space • Counseling services • Events/ Activities • Club gatherings • Mentoring activities • Workshops/ Presentations	<table><tr><td colspan="2">Mark an X next to each area that is addressed in your response.</td></tr><tr><td colspan="2">Definitions of terms: https://goo.gl/23jrxt</td></tr><tr><td></td><td>Community Partnerships/Outreach</td></tr><tr><td></td><td>Curriculum*</td></tr><tr><td></td><td>Enrollment Management</td></tr><tr><td></td><td>External Factors</td></tr><tr><td></td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr><tr><td></td><td>Financial/Budgetary</td></tr><tr><td></td><td>Human Resources</td></tr><tr><td>x</td><td>Learning Support</td></tr><tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr><tr><td></td><td>Pedagogy</td></tr></table>

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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

1) The most immediate facilities need is to identify space to house the growing number of counselors (both full-time and adjunct), interns, and other counseling related staff that utilize space in the Counseling Center. As the campus continues to grow, and the number of counselors required to serve the growing student body increases, faculty and administration should devise a plan to **grow the number of offices** available for counseling use.

2) In light of our growing learning community program and the increase number of student it serves, the counseling program requests a **designated space for learning community cohorts** (i.e - Puente, HSI – Gateway to Success, Umoja) and those learning communities that may be established in the years to come

3) As the campus continues to meet state requirements to address student equity, the counseling department proposes the development of a **Multicultural Center** to provide a safe space and direct services to disproportionately impacted students. This effort could be combined with the Learning community space requested above (see #2)

4) In an effort to improve the overall wellness of our counseling community and the students we serve, the counseling department is requesting the installation of **electronic standing desks**. Allowing counselors to stand while working is a proven benefit to one's physical and mental health, and provides versatility in counseling sessions (should students prefer to stand). Electronic desks make it quick and easy to drop the desk down to a sitting position should a student request to sit during their counseling experience.

5) The counseling office needs several **facilities improvements** in order to improve **office safety** for faculty, staff, and students. (See Section E)

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

The Counseling Program's plans and previous accomplishment support the college's mission of "support" for students in all of their education pursuits. Redesigning the orientation /program planning sessions is a change that came about from dialogue, which began at the 3SP planning retreat in Sp'16. Similarly, the addition of the Umoja learning community, and the plans to expand the learning community offerings are ideas that first emerged in the Student Equity plan. Additionally, expanding our career counseling services and securing classified professional support in the Career and Transfer Centers are objectives firmly aimed at increase the degree to which the counseling program can support students as they work towards completing their educational goals.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ____yes _____no

(This data can be found here: https://goo.gl/b59nCy)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Counseling (Orientation/ Program Planning)
Text of the SAOs: As a result of attending a program planning sessions, 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).
Describe the quantitative or qualitative results: The Counseling Program wrote 3 news SAOs in the Fall of 2016 aimed at assessing the effectiveness of program planning in orienting new students to LPC, academic planning, and graduation requirements. Two hundred sixty-five students completed the survey after attending the program planning sessions in Spring '17.   SAO #1: 93% of respondents identified certificate, degree, or transfer as an educational goal with 7% responding "I don't yet know."   SAO #2: 76% of respondents "strongly agreed" or "agreed" that they could identify the general education pattern required to meet their goal. 22% of respondents were either unclear or did not know which pattern to use.   SAO #3: 96% of students correctly identified the number of units required to obtain an

Associate's Degree with just 4% of students answering incorrectly.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Per the discussion above (See section C) the Counseling Program piloted 1 section of PCN 25 at a local High School as a way to redeliver the counseling information traditionally presented in the program planning sessions. SAO #2 revealed what counselors perceived to be true, and that is that a large number of students (24%) are leaving program planning session still unsure about the correct course patterns to follow, even when having a clearly defined academic goal. As a result, the Program will move forward with an extended pilot of PCN 25 (offering 1 section per local high school) to consider them as a viable early admissions counseling mode moving forward. Each section should be administered the same survey as the traditional program planning sections so that data can be compared across modes.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? N/A

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: SAO
Course, Program Name, or Student Service Area: **Counseling (Orientation/ Program Planning)**

Text of the SAOs:
 	
The Counseling Program plans to update or broaden the SAOs from last year, but the focus on evaluating program planning sessions will remain (see below).
 	
As a result of attending a program planning sessions, 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).
 	
During the Sp'18 early admissions cycle, Counselors will evaluate the above SAOs at both the traditional program planning sessions as well as the 2nd year pilot PCN 25 Transition to College course, to see if one mode is significantly more effective than the other.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.