

PROGRAM REVIEW Fall 2018

Program: Counseling

Division: Student Services

Date: 10/17/18

Writer(s): Joel Gagnon & Michael Schwarz

SLO/SAO Point-Person: Michael Schwarz, 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.

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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 10/22.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by 10/22.

Links:

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

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester:

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Counselor/instructor faculty serve as both counselors and instructors at LPC. For a review of the instruction program within the Counseling Department, please consult the Psychology-Counseling (PCN) program review.

Counseling faculty assist current and prospective students in identifying, clarifying, and reaching their educational and career goals. The focus of the counseling program is to provide academic, transfer, career, and personal counseling services both on campus and online. Additionally, counselors liaise with local high schools and partner with the LPC outreach department to insure successful recruitment and onboarding of new students. Counselors support students through their admissions and matriculation processes including orientation and assessment. Counselors also work with students to complete Educational Planning as required by the SEA (Student Equity and Achievement) program (formerly SSSP), and when required for Financial Aid, Athletic eligibility, International Student eligibility, Veterans eligibility, etc. Counselor coordinate student success programs and learning communities (e.g. Student Interventions Program, Puente, HSI, Umoja, Middle College, etc.), and as a result, are often reassigned from general counseling duties in order allow for such coordination. Finally, Counselors also teach within the Psychology-Counseling (PCN) discipline, engaging student both in "college success" and "health and human services" related curriculum (see PCN program review).

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 2017).

The SEA program (formerly SSSP), Guided Pathways, 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 intended to serve disproportionately impacted populations.

Staffing:

To provide the necessary support for students, and to continue as the coordinators and champions of student support programs and communities, additional staffing continues to top the list of program needs. Despite hiring 1 new part-time counseling faculty member and a new full-time counselor for the DSPS Program, the need for counseling faculty continues to outpace hiring. The Program lost more part-time counselors than it hired anew for the second consecutive year, and also lost a full-time counselor to resignation. Furthermore, the majority of general counselors are reassigned to coordination roles and special programs/student populations, where our general student population continues to grow in number and needs.

In 18-19, the General Counseling department is working with 9 full time counselor/instructor faculty, but with counseling faculty being tasked with a good deal of reassigned work and program coordination. (Breakdowns Below)

- 2 counselors assigned @ 50% Special Programs (Umoja/HSI)
- 1 counselors reassigned 100% as HSI Director & Puente
- 1 counselor reassigned 15% SAO Liaison / 15% department coordination
- 1 counselor reassigned 75% to Student Interventions and Guided Pathways Lead
- 1 counselor reassigned 30% FA
- 1 counselor reassigned 15% OEI
- 1 counselor PCN instructional load currently @ 40%

Of the 9 full-time counseling positions assigned to serve the general population, about 6.5 remain for providing counseling services after reassignments and coordination are considered. This leaves the department with approximately 160 hours per week to provide counseling services for our General Student body (**).

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

- ****General Counselors:** After the reassignments mentioned above, the Counseling program has roughly 6.5 FTEF remaining to serve the estimated 8,400 students not being served by a special population counselors (Approx. 1,250 students/counselor), which far exceeds the statewide recommended ratio of 370/1. The Program must hire additional general counseling faculty to better serve our general population students.
- **Transfer Counselor (50% reassign):** A need to restore faculty leadership and designated expertise for our increasing transfer student population is a high priority for our department, especially considering the growth of our prospective transfer student population. In addition to overseeing campus obligations to meet Title 5 requirements in reporting and overseeing a Transfer Advisory Committee, this position would be the point person among counseling faculty to acquire and disseminate timely transfer updates, as well as training counseling faculty on the latest strategies to enhance student transfer.
- **Career Counselor (50% reassign):** A need for additional career counseling has been forefront in the last couple of counseling program reviews. This request is in line with state goals of emphasizing CTE, and has been supported by the VP of Student Services. The need for this position and Career Counseling program development has been further emphasized through the goals of Guided Pathways.
- **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 an additional dedicated Counselor.

Additional identified counselor needs include a retention counselor, Middle College counselor, non-credit counselor, and an international student counselor.

Professional Development:

The Counseling faculty continues to look for opportunities for professional development. With changes to Student Success and Equity, Guided Pathways, articulation and Assist, career counseling needs, and transfer programs, Counseling faculty are eager to attend the professional development events and conferences necessary to stay current in the field.

Equipment:

1. **Computers:** Monitors and computers in the Counseling offices are 4 years old, and getting very slow. The Program is hoping for replacements. Additionally, the learning community center is requesting a computer to track tutorial services being offered in that area.
2. **Laptops:** Counseling laptops, used for professional development needs/classroom teaching/accessing data, outreach events, etc. are now 2 years old. The program is requesting a 1-2 year plan to replace laptops for the 10 full time counselors within General Counseling.
3. **Webcams:** The program requests additional webcams for 6 offices (4 in General, 2 in Transfer/Career Center) so that all offices/counselors can provide online services with proper equipment needed. Currently using Logitech c920.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources	Pedagogy		Technology Use
X	External Factors		Learning Support	X	Professional Development	

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

Many goals outlined in the 2017 Program Review have been achieved. One of the most exciting developments is the dedication of space in the new 1000 building to house the campuses learning

community programs and to serve the students enrolled in those programs (i.e - Puente, HSI – Gateway to Success, Umoja, etc.).

It is anticipated that the new learning community space 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

The Counseling Program also expanded the use of PCN 25 - Transition to College as a framework for orienting new students. The expanded pilot included one section of the course offered at each of the local high schools. With the elimination of the Early Admissions Program, this program has been put on hold for the 18-19 academic year. It is possible that a replacement for this program could be implemented in the 19-20 academic year as a way to address early career planning and counseling for incoming high school students.

The Counseling Department also continued to expand the use of the DE counseling platform, Cranium Café, marketing this service to all and renewing the site license to insure online counseling in the academic years to come.

Another continued success was expanding the offering of student success workshops. In partnership with the Library, English Department, Transfer Center, HSI program, and other campus programs, the Counseling Department is offering countless “Smart Shop” workshops throughout the year covering academic, transfer, and career centered topics.

After the layoff of our classified Career / Transfer Center Coordinator in 2012, the Program is excited to report that this position has now been filled. With a new classified coordinator in the Career/Transfer Center, the counseling program is optimistic that career and transfer program events will continue to grow and expand to meet the growing demands of students.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy	X	Technology Use
X	External Factors	X	Learning Support		Professional Development		

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:

<http://www.laspositascollege.edu/research/outcomes.php>

Counseling does not have an IR data packet available.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Student headcount at Las Positas has increased to 9,159 students (preliminary Fall 2018 data), and transfer oriented students have increased to 65% of the overall population. All students (regardless of status) need to complete core services including a Student Educational Plan, so student headcount data are the most relevant data for counseling faculty (as opposed to FTES). In order to accommodate increasing numbers of students, additional counseling personnel will be required.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input checked="" type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. 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 B-E).

Sections B through E cover this information in adequate detail.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

A few obstacles have impeded the goals of last-years program review.

First, the Program had a goal of expanding career counseling services, but the proposed faculty for this assignment was not hired, the reassigned faculty forfeited that reassignment, and the 18-19 faculty hiring proposal was ranked at the bottom of the hiring priority list. While a classified Career/Transfer Center Coordinator was hired, the necessary developments to the Program’s career counseling aims (i.e. curriculum changes, bridge program development, increased career assessment, and career exploration promotion and programming) require a dedicated faculty member with necessary reassignment, which we have not been able to secure.

Second, the Counseling program is balancing the growth of its program with the restrictions of its current physical space. General Counseling is located in the 1600 building, 1st floor, in a space with 17 total offices used as follows:

- 9 Full time counselors
- 3 Classified personnel
- 1 Administrative Dean

The current staffing leaves 4 open offices to rotate 4 part-time general counselors & 2 middle college counselors. With projected growth for the 19-20 year and the HSI grant coming to an end, we will need to re-house the current HSI/General counselor within our area eliminating an office from the part-time counselor rotation.

As a solution for program growth, we now utilize the Career/Transfer Center offices for general counseling services. In order for us to continue to provide coordinated services however, we need dedicated offices for full-time faculty, open offices for part-time faculty, and available space for new hires as they trickle in. Additionally, we have outgrown our break room as a meeting space, so would like to identify a dedicated department meeting space. Each of these facilities issues will need to be addressed if the growth of the campus and program continue as projected.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

During the upcoming year, the Counseling Program plans to provide coordinated mentorship to its intern, part-time and newly hired full-time faculty. Through the vision of the Dean of Student Services, counseling faculty will identify tenured individuals who will serve as a resource to above mentioned members of our team on a rotational basis.

The counseling program also plans to partner across the Student Services division to rethink many of our institution processes including admissions and the matriculation of new students, assessment and placement for math and English, transcripts evaluation, major declaration, and change of program procedures. With the VPSS decision to eliminate the Early Admissions program in conjunction with the changing landscape based on mandates of AB705 and an earlier application timeline, the student services division (including counselors) will need to dedicate time and resources to smoothly transitioning programs from what they have been, to what they will become.

Finally, the counseling faculty will continue to request multiple counselor/instructor positions through the Faculty Hiring Prioritization process, to support the diverse needs of our growing student population.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy	Technology Use
X	External Factors		Learning Support		Professional Development	

I. 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 Program must focus on expanding career counseling, growing the strategy from individualized career counseling, to one that includes centralized career counseling assessment and workshops available to students in the joint Career and Transfer Centers. In the spirit of Guided Pathways, early career counseling interventions need to be developed, marketed and delivered to students who are undecided about their career and educational goals. Possible early career interventions include a PCN 10 (Career Planning) based bridge program for undecided students and/or career assessments provided for undecided students as they are identified during the admissions process. Finally, counseling faculty plan to collaborate with other faculty to explore creation of an Asian Pacific Islander (API) learning community.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations	SLO/SAO Process

	Enrollment Management	X	Human Resources	X	Pedagogy		Technology Use
X	External Factors		Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program’s upcoming plans reflect the goals described in the college’s Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year’s Program Snapshot).

All future plans closely align with Goal A, Educational Excellence, and incorporate specific strategies such as addressing educational needs, creating accessible services. In addition, our work with our high school partners is aligned with Goal B, Community Collaboration. Finally, our efforts to update services to students in light of the myriad of changes we are facing aligns with Goal D, Organizational Effectiveness.

B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no X (N/A)

Program-set standard data can be found on this page:
<http://www.laspositacollege.edu/research/outcomes.php>

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

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

- 1) As discussed under Section 1G of this program review, 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 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.

3) The counseling office needs several facilities improvements in order to improve office safety for faculty, staff, and students. 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.

4) 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.

D.

Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://qoo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The On Course training that has been hosted at Las Positas College has been especially helpful for counselor/instructors who teaching College Success and other courses. The Teaching Men of Color and Serving Men of Color modules have also helped our counseling faculty learn ways to approach instruction in order to improve outcomes for disproportionately impacted students.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

One major challenge is the time required for "professional counseling activities." These are activities that are required for counselors to stay current in our jobs. With all the mandates, changes, etc. the time counselors spend keeping up to date in the specific position limits our availability to further develop as faculty within the counseling and instructional disciplines. It has been pointed out by the Professional Development Committee Chair, as well as by the Faculty Association, that these activities are do not fall under the umbrella of professional development. Another challenge, in addition to lack of time, is lack of financial and human resources to support professional development. The amount of financial support available is not sufficient to support professional development activities, and the shortage of counselor/instructor faculty makes it difficult for us to participate without impacting services to students.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Counseling – Orientation / Program Planning
Text of CSLO/PSLO/SAO: 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 to analyze a PSLO, identify the courses that are mapped to the PSLO. N/A

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Unfortunately, this SAO was not able to be assessed as planned. Contributing factors include changing administrative vision and the elimination of the Early Admission program that served as the framework for the on-site core services with the high schools; the passage of AB 705 which dramatically alters the Assessment core service; the suspension of PCN 25; and critical staff turnover in Admissions and Records, which is the office that facilitates concurrent enrollment with high school students.
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: N/A

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:

With the elimination of Early Admission, this SAO was not assessed as planned.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

N/A

DO you plan to continue tracking this SLO in the next year? Explain.

With the elimination of Early Admission, SAO will not be tracked this upcoming year.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO **SAO**

Course, Program Name, or Student Service Area:

Counseling

Text of CSLO/PSLO/SAO:

As a result of attending a probation workshop, students will gain awareness of campus resources designed to improve academic achievement.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

N/A

Circle One:

CSLO PSLO **SAO**

Course, Program Name, or Student Service Area:

Counseling

Text of CSLO/PSLO/SAO:

As a result of attending a probation workshop, students will commit to utilizing campus resources designed to improve academic achievement.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

**Section Four: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title 5 Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

N/A (see Psychology-Counseling program review)

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: 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