

PROGRAM REVIEW Fall 2020

Program: Counseling

Division: Student Services

Date: 10/16/20

Writer(s): Joel Gagnon, Kim Burks, Gabriela Discua, Chris Lee, and Michelle Zapata

SLO/SAO Point-Person: Michael Schwarz

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.

Please note: Program Review is NOT in itself 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.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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 a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

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: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

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 Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

With the Covid-19 Pandemic forcing Counseling to move its services online, the team did an outstanding job to quickly become available to students virtually using the Cranium Café platform. With Cranium Café regularly being used by two DE counselors, the remainder of the team was quickly trained, and effectively moved online. Counseling redesigned the counseling website, updated student notifications, redesigned our protocols/processes, and adapted our workshops and group counseling sessions to fit the online environment. Counselors from other colleges were reaching out to our Counseling Department to learn best practices for using Cranium Café and for effectively serving students online. We take pride in our team's ability to move our counseling into a virtual environment, and to continue to serve students effectively.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

<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"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

Our most significant challenge in this Fall 2020 semester has been recruiting, referring, and scheduling students to use the virtual counseling services (see data in next section). One critical variable here is that we do not have the level of classified professional support in place to support student demand, and effectively connect students with counselors. Additionally, we have had a challenging time training our sole classified professional to use Cranium Café, a task complicated by her home internet/wifi issues, and an inability of her computer/laptop to allow for webcam/audio permissions. With this one classified professional working our front desk (down from 2 full-time a year ago), and no student assistants, the counseling front desk has not been able to forward student emails to counseling in a timely manner, nor schedule students appointments consistent with the demand. For comparison, our front desk was open to schedule appointments 42 hours/week last year, but that has been reduced to only 12 hours per week this year (M&W 10-1; 3-5 and Fri 10-12 per Counseling website).

In addition, another significant and ongoing challenge is that our department does not have an adequate number of full-time counselors to serve the campus need. In Fall 2019, LPC served 9,061 students with only 4.4 full-time equivalent counselors in General Counseling to serve that need. While some of the 9,000+ students are being served by counselors in special programs (i.e. Veterans, EOPS, CalWORKs, and DSPS), the remainder (~8,000 students) are left to be served by a General Counseling team that is limited through reassignment to various campus initiative and PCN instructional responsibilities. This represents a General Counselor-to-student ratio of ~1800/1.

Our department recognizes that in the October 2018 Student Satisfaction Survey, 70% of student respondents rated their “overall experience with counselors” as “satisfied or very satisfied” and that 59% of students “agreed or strongly agreed” that “counselors have been available when I needed to see them.” While our department continues to try innovative ways to meet with students, our staffing levels are staggeringly limited and, as a result, have not been able to keep up with the demand.

While our department has been functioning with a reduced number of full-time counselors, this Fall 2020, we also experienced a reduction in the number of part-time counselors. Due to budget concerns, we were also given only limited overload opportunity (3 hours/week total for all of General Counseling).

The effect of reducing counseling hours combined with limited classified support has effectively reduced our ability to serve students in numbers consistent with past years. With these ongoing challenges, our need continues to be the **need to recruit and hire classified professionals and General Counseling faculty.**

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<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
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<input type="checkbox"/>	Curriculum Committee Items	<input checked="" type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. 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 available; if your program does not have a data packet or dashboard data, 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: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

Data to demonstrate the reduction in student access to counseling services is presented here (SARs). This data shows Total Appointments attended Fall 2019 compared to Fall 2020 (2-months):

8/15/19 – 10/15/19: **953** appointments attended

8/15/20 – 10/15/20: **238** appointments attended

The above accounts for a 75% reduction in student appointments attended when comparing the first two months of Fall 2020 to the first two months of Fall 2019. While the data alone doesn't speak to the cause of such reduction in access, the limited staffing described above (section 1.B) is in great part responsible.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

Our immediate plan to address student access include many different interventions. We have begun recruiting specific student populations (e.g. student athletes, probation students, etc.), and will identify additional populations to invite to counseling for service. A member of our team is attending Eng 104 classes, not just to deliver embedded counseling workshops, but to invite students to Counseling for follow-up services. To better serve these students, we've increased the student appointment scheduling window from the 12 hours/week reported above to 28 hours per week. We've created 3 or 4 new videos as an innovative way to relay counseling related content to students (probation, General Education completion, Major coursework, etc.), and look to find new opportunities to share these with students. Additionally, we are working to create new virtual counseling lobbies (e.g. probation clearance) in an effort to target at-risk students and invite them to drop-in counseling for support.

Solutions to the above scheduling and service issues could be to allow students to self-schedule through Cranium Café, and/or to give counselors scheduling privileges. We may want to revisit serving students in the evenings as

well, something that was done pre-pandemic, but that we have not attempted since the shelter in-place began. These potential solutions need to be reviewed and vetted by the Dean of Student Services.

Counseling is developing many short and long-term plans through our participation in Guided Pathways. We are working to improve early career exploration opportunities for students, and rethinking counseling interventions relevant to the overall career continuum of students throughout their time at LPC. We’re redesigning our onboarding experience including the possible development an all-hands-on-deck style orientation day for new students. We’re exploring the development of student success teams, where counseling services can be more readily marketed to students within their Meta Majors or “Academic Communities.” We’re also looking at innovative ways to do student education planning through our guided pathways onboarding team.

From a long-term perspective, **additional staffing continues to top the list of program needs.** In addition to the needed classified professional support mentioned above, the team needs additional counseling faculty to provide the necessary support for students, and to continue as the coordinators and champions of student support programs across campus. We are still in need of a General Counselor replacement for a resignation from over a year ago, and have prioritized a full-time Career Counselor at the top of our faculty needs.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. <https://bit.ly/3fY7Ead>

Counseling has representation in several institutional areas where equity is promoted, and equity-based decision-making has taken place. Counseling faculty have participated in the following areas:

- Guided Pathways: Counseling has and is serving in leadership roles and as individual contributors
- Student Equity and Achievement Committee: Counseling faculty member is serving on the committee
- Presidential Task Force on Systematic Change for our students and the communities that we serve: Counseling representatives served and continue to serve as individual contributors in addition to serving as a workgroup Lead for a short-term solution, ConnectUp (CU). CU serves and provide African American/Black students who are not participating in the Umoja Learning

Community and are enrolled at LPC for the first-time or returning to LPC after being away for more than a year. In addition, Counselors are serving as CUp Coaches.

- East Bay College Access Network (EBCAN) – Two counselors are participating as part of the leadership team for a cross-institutional collaborative group on Systems and Processes to increase access to East Bay for LPC and Chabot students with charters to outreach and increase access of first-gen, Latinx, African American/Black students, and other DI groups.
- Black History Month (February 2019) – A counselor served as an individual contributor by volunteering for BHM activities.

B.

Counseling continues to support three learning communities - Umoja, Puente, and the HSI Gateway to Success – that are designed to support the success of disproportionately impacted and historically disadvantaged student populations. For specific information, please consult the program reviews for each of the aforementioned programs. While we know that these learning communities only serve a small fraction of the DI communities, counseling will explore ways to be more intentional about outreaching and scaling our services to meet the needs of these communities on our campus.

Counseling has also worked hard to make our program more accessible to students who work or have other commitments making it difficult to get to campus, attend school on the evening or weekend, or attend LPC online. Because of the pandemic, we have had to drastically improve the online services we provide, and will closely monitor how online demand for services continues when the program opens again on campus.

SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year’s Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year’s Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

Counseling has chosen to assess the following SAO:

As a result of attending Counseling Probation Workshops, students will gain awareness of and commit to utilizing campus resources designed to improve academic achievement.

The reason that we have selected this SAO is because 1) probation clearance processes have been redesigned, and 2) we'll be coming off a 2 semester probation waiver due to the Pandemic, and as such want to pay extra attention to the probation student population to insure that the redesigned services are meeting their needs.

B3b.

When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

The plan is to assess the above SAO in Fall 2021. Probation holds have been waived with regards to registration in the 2020-2021 academic year, so Fall 2020 workshops will be sparsely attended. Also, it will be difficult to control for the effect of the pandemic and the virtual counseling environment, and thus will not provide us with the true data we are looking for as we improve the probation services to students moving forward.

B3c.

When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Based on the probation clearance cycle, analysis of this data would not be complete until December 2021, unfortunately just after the Fall 2021 program review cycle.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.