Comprehensive Review for Counseling
# (Student Services)
Fall 2012

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs. Upon completion of this report, please upload your document in the program review application data/documents tab.

For programs who offer courses:

Success/Retention Analysis

Summarize your program's success/retention data and trends**, *including an equity analysis*.**

Course Offering Analysis
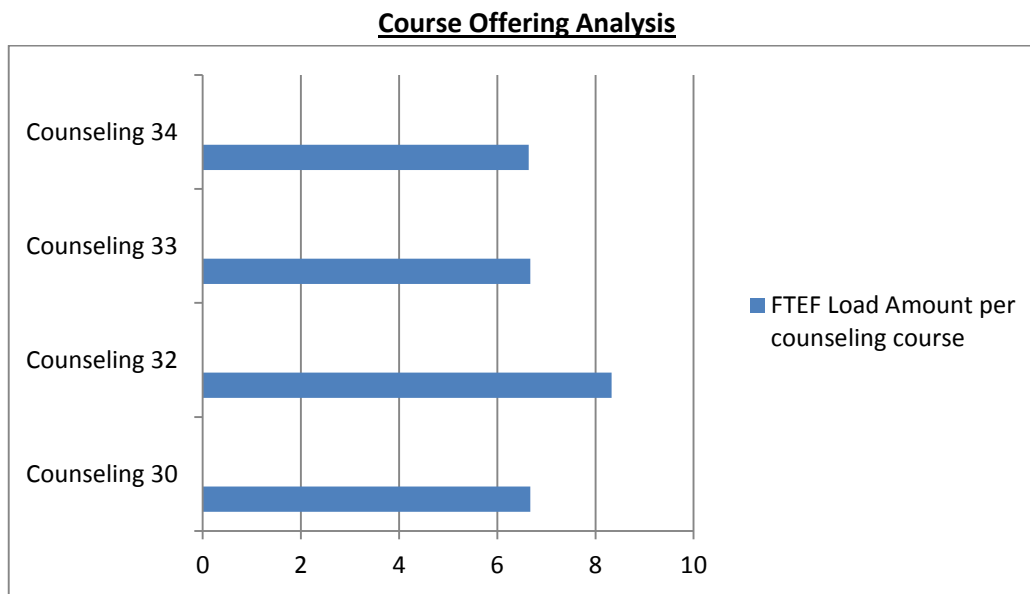
FTEF Counseling Courses 2012-2013

Counseling 30, 33, & 34 = 6.67 FTEF and Counseling 32 = 8.33 FTEF (includes lab)

Completion Rate by Ethnicity

SEC TERM Course	African American		Asian		Filipino		Hispanic		Native American		Non-Respondent/Declined		Pacific Islander		White		Total	%
⊞ **2008SP**	53	91.4%	6	100.0%	2	100.0%	95	93.1%		0.0%	10	100.0%	2	66.7%	47	85.5%	215	91.1%
⊞ **2008FA**	97	95.1%	5	83.3%	14	87.5%	89	96.7%	6	100.0%	11	84.6%	7	100.0%	80	94.1%	309	94.5%
⊞ **2009SP**	97	81.5%	5	83.3%	16	100.0%	97	88.2%	2	66.7%	11	100.0%	1	100.0%	74	89.2%	303	86.8%
⊞ **2009FA**	91	95.8%	11	91.7%	6	85.7%	60	92.3%		0.0%	47	95.9%	1	100.0%	64	97.0%	280	94.9%
⊞ **2010SP**	116	80.0%	11	91.7%	5	100.0%	81	90.0%	4	80.0%	39	95.1%	2	50.0%	75	89.3%	333	86.3%
⊞ **2010FA**	94	92.2%	4	100.0%	8	88.9%	98	94.2%	3	100.0%	17	100.0%	1	100.0%	65	90.3%	290	92.9%

Success Rate by Ethnicity

SEC TERM Course	African American		Asian		Filipino		Hispanic		Native American	Non-Respondent/Declined		Pacific Islander		White		Total	%
⊞ **2008SP**	53	91.4%	6	100.0%	2	100.0%	95	93.1%		0.0%	10	100.0%	2	66.7%	47	85.5%	215	91.1%

SEC TERM	Course	African American		Asian		Filipino		Hispanic		Native American		Non-Respondent/Declined		Pacific Islander		White		Total	%
⊞ 2008SP		22	37.9%	5	83.3%	2	100.0%	80	78.4%		0.0%	5	50.0%	0	0.0%	36	65.5%	150	63.6%
⊞ 2008FA		59	57.8%	3	50.0%	11	68.8%	68	73.9%	4	66.7%	7	53.8%	2	28.6%	69	81.2%	223	68.2%
⊞ 2009SP		57	47.9%	4	66.7%	13	81.3%	70	63.6%	1	33.3%	8	72.7%	0	0.0%	59	71.1%	212	60.7%
⊞ 2009FA		55	57.9%	11	91.7%	6	85.7%	54	83.1%		0.0%	40	81.6%	1	100.0%	44	66.7%	211	71.5%
⊞ 2010SP		60	41.4%	9	75.0%	5	100.0%	66	73.3%	2	40.0%	25	61.0%	0	0.0%	54	64.3%	221	57.3%
⊞ 2010FA		67	65.7%	4	100.0%	8	88.9%	83	79.8%	1	33.3%	15	88.2%	0	0.0%	50	69.4%	228	73.1%

From Spring 2008 to Fall 2010 this is the only data on completion and success rate by ethnicity. Overall the completion rate for all ethnicity has remained steady. When broken down by each ethnicity the rate remains in the 80 to 100%. However, the completion rate for Native Americans and Pacific Islanders the rate ranges from 50%-100%, but the number of students is less than 10. The success rate tells another story. All ethnicities except for Hispanic and Filipino the success rate ranges from 28%-100%. African American students had success rates generally below 50%. This indicates African American students are completing the courses but not at a high success rate. More can be done to provide interventions for these students to complete courses with higher grades. Mentoring and tutoring may be easy interventions that can easily be implemented.

Curriculum Update

Report on the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

Counseling-030 Orientation to College:
COOR's were last updated 11/20/06. There are no prerequisites or co-requisites however advisories are in place. Students should complete the LMC assessment test for English and math or equivalent so that the instructor is able to properly guide students with their student educational plan. Lastly, this course is credit Non-Degree (NDA) applicable.

Counseling-032 Career Development:
COOR's were last updated 12/2/09. There are no prerequisites or co-requisites and advisories. This course is credit degree applicable (DA) and CSU transferable.

Counseling-033 Transfer Planning:
COOR's were last updated 11/4/09. There are no prerequisites or co-requisites however advisories are in place. Students are advised to complete English 90, this would enable students to become an active

participant in planning their education and being able to research, explore and evaluate universities. This course is credit degree applicable (DA) and CSU transferable.

Counseling-034 College Success:
COOR's were last updated 5/19/10. There are no prerequisites or co-requisites and advisories. This course is designed to help students learn and to develop the critical thinking skills and personal confidence necessary to succeed in their college experiences. This course is credit degree applicable (DA) and CSU transferable.

Counseling-040 College Experience: Chicano/Latino Pedagogical Approaches:
This is a new course that will be presented to curriculum in the near future. There are no prerequisites or co-requisites however advisories are in place. Students must be eligible for English 100, this is an intensive course designed to assist students to identify and developing critical thinking and problem-solving skills that will facilitate their adjustment to the college environment and productive pursuit of their educational objectives. This course is credit degree applicable (DA) and CSU transferable.

Course Offering Analysis

Analyze your course/section offerings and trends, and report any new course or program plans.

Sections offered for 2012-2013 Academic Year
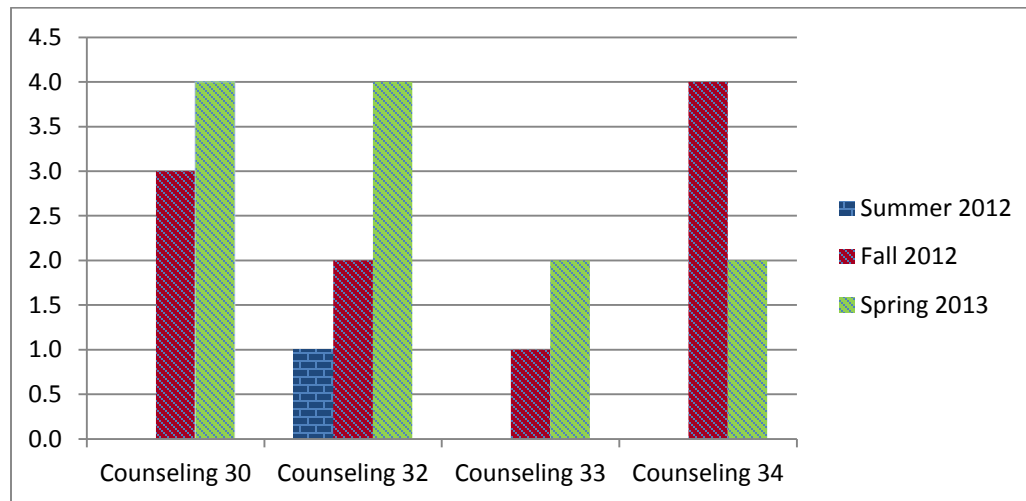
In analyzing course/section offerings it appears that overall the counseling department offers additional sections of Counseling 32 throughout the year. Counseling 30 and 32 sections are offered equally for Spring 2013 however Counseling 34 is at its peak during Fall 2012 offering four sections.
The counseling department acknowledges that courses need to be added to the spring semester as a useful tool in helping students become orientated to college however since counseling courses are short term they are scheduled during non-peak hours so they do not conflict with semester long courses. The counseling department schedules courses for both the Pittsburg and Brentwood campus.

For programs with advisory boards:

Advisory Board Update

Give an overview of the current purpose, structure, and effectiveness of your advisory board.

Not Applicable

For all programs:

Customer Satisfaction

Summarize the results of your unit's "customer" service satisfaction survey(s).

In spring 2013, customer satisfaction was assessed through an online survey (survey monkey program) and the following is a snapshot of the results:

1. How satisfied were you with your counseling appointment?		
Answer Options	**Response Percent**	**Response Count**
Very satisfied	46.2%	96
Somewhat satisfied	24.0%	50
Neither satisfied nor dissatisfied	10.6%	22
Somewhat dissatisfied	8.2%	17
Very dissatisfied	11.1%	23
If not, please explain below:		52
	answered question	208
	skipped question	0

2. I was able to get a counseling appointment when I needed one.		
Answer Options	**Response Percent**	**Response Count**
Strongly agree	30.4%	63
Agree	33.8%	70
Neutral	16.4%	34
Disagree	13.0%	27
Strongly disagree	6.3%	13
If not, please explain below:		30
	answered question	207
	skipped question	1

3. The counseling reception staff greet you in a professional and friendly manner.		
Answer Options	**Response Percent**	**Response Count**
Strongly agree	42.0%	86
Agree	36.6%	75
Neutral	13.2%	27

	Response Percent	Response Count
Disagree	5.4%	11
Strongly disagree	2.9%	6
If not, please explain below:		23
answered question		*205*
skipped question		*3*

4. Counselor attentive to your needs.

Answer Options	Response Percent	Response Count
Strongly agree	46.8%	96
Agree	25.4%	52
Neutral	14.1%	29
Disagree	8.3%	17
Strongly disagree	5.4%	11
If not, please explain below:		35
answered question		*205*
skipped question		*3*

5. The Counselor was respectful and he/she listened to your questions.

Answer Options	Response Percent	Response Count
Strongly agree	52.2%	105
Agree	28.9%	58
Neutral	9.0%	18
Disagree	7.0%	14
Strongly disagree	3.0%	6
If not, please explain below:		14
answered question		*201*
skipped question		*7*

6. I would return to counseling to update my educational plan.

Answer Options	Response Percent	Response Count
Strongly agree	49.8%	100
Agree	25.4%	51
Neutral	11.4%	23
Disagree	6.5%	13
Strongly disagree	7.0%	14
If not, please explain below:		28
answered question		*201*
skipped question		*7*

7. I would refer another student to seek academic counseling.

Answer Options	Response Percent	Response Count
Strongly agree	50.7%	102
Agree	25.4%	51
Neutral	10.4%	21
Disagree	7.0%	14

	Response Percent	Response Count
Strongly disagree	6.5%	13
If not, please explain below:		23
	answered question	201
	skipped question	7

8. If you were interested in taking a counseling course, were the sections offered at convenient times for you?

Answer Options	Response Percent	Response Count
Yes	61.6%	101
No	38.4%	63
If not, please explain below:		40
	answered question	164
	skipped question	44

Assessment Summary

Summarize your PSLO/CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

PSLO/CSLO were reviewed and completed Fall 2012. All counseling classes are up to date. Our PSLO's are being assessed through a student survey. The department developed a survey monkey and students were sent the survey via their insite email. The following is a snap shot of the results:

9. Did you complete an educational plan with your counselor?

Answer Options	Response Percent	Response Count
Yes	73.9%	147
No	26.1%	52
	answered question	199
	skipped question	9

10. Do you understand how to access your educational plan on Webadvisor?

Answer Options	Response Percent	Response Count
Yes	59.6%	118
Somewhat	20.2%	40
No	20.2%	40
	answered question	198
	skipped question	10

11. Was the counselor clear on how to reach your educational goal?

Answer Options	Response Percent	Response Count
Yes	61.0%	122
Somewhat	22.5%	45
Not at all	16.5%	33

If not, please explain below:		17
	answered question	200
	skipped question	8

12. If you attended express (drop-in counseling), were you satisfied with the outcome?

Answer Options	Response Percent	Response Count
Very satisfied	36.3%	57
Somewhat satisfied	23.6%	37
Neither satisfied nor dissatisfied	24.2%	38
Somewhat dissatisfied	7.6%	12
Very dissatisfied	8.3%	13
If not, please explain below:		27
	answered question	157
	skipped question	51

13. After your express counseling appointment do you feel that one aspect of your educational goal was addressed?

Answer Options	Response Percent	Response Count
Yes	61.6%	93
Somewhat	25.2%	38
Not at all	13.2%	20
	answered question	151
	skipped question	57

Staffing Structure

Analyze your unit's staffing structure including 3 year FTE trend data.

Staffing Structure within the Counseling Department at Los Medanos College

The Counseling Department at Los Medanos College has seen a decrease in the number of counselors available to support students within the last three years. The FTE data available clearly demonstrates that our staffing has decreased but the need for counseling services is on the rise.

Year	2009-2010	2010-2011	2011-2012
AFTEF	9.338	8.473	7.626
AC/C FTEF	2.541	1.696	2.456
Total FTEF	11.878	10.168	10.083

The Counseling department has 9 full-time counselors including 3 that are specialized counselors in DSPS, EOPS, and the Brentwood Center. The past four years has seen the retirement of three full-time counselors and there has been no replacement or growth in the counseling department. The demand for counseling services in learning communities and specialized programs or initiatives should be a key factor in support for more full-time counselors. The Student Success Act SB 1456 clearly has a goal of having all students develop educational plans that will further have an impact on counseling services. The counseling department is committed to providing the best services for students and to create intentional

interventions for their success. However, with a decrease in staffing and no replacement of full-time faculty this becomes harder to accommodate.

Here is a 1 month snapshot of General Counseling

	Fall 2010 8/16-9/16	Fall 2011 8/15-9/15	Fall 2012 8/20-9/20
Appointments attended	610	603	660
Express	659	841	700

The snapshot of the first month clearly shows that student/counselor interactions are rising with less counseling personnel. The need for full-time counselors is necessary for the consistency of services and the development of intentional interventions. We support the hiring of full-time counselors within the next few years to support the student success task force.

 We currently have 8 adjunct counselors that are able to work with the learning communities or other initiatives but most of them have reached the limit of hours they can do weekly. Our adjunct faculty is committed to quality services but is also limited to their availability and campus participation. Counseling requires constant learning of new rules, requirements, and initiatives through professional development that many of our adjunct counselors are not able to acquire in a consistent manner. This has an impact on the delivery of services to our students.

The Counseling Department at Los Medanos College recommends support from the institution to hire more full-time counseling faculty to better serve our students and to continue with the convergence of instruction and student services for a successful educational journey for our students.

Budget Analysis
Summarize you unit's budget analysis including 3 year budget trend data.
Counselors do not have access or input about budget. The Dean of Student Development oversees the budget for counseling

Facilities
The Counseling Center has been relocated to a temporary space for the duration of the Student Services remodel. The location is not ideal because the Counseling Center is isolated from other student services departments, including some counseling programs such as EOPS and DSPS. The temporary space does not have an adequate number of offices to accommodate all the adjunct faculty, so some faculty are located in other offices as space can be found. The Counseling Dept. is looking forward to the new location of services when the remodel is completed, possibly in 2014-15.

There has been a steady demand for student services in the Brentwood Center, i.e., Financial Aid, Counseling, tutoring, EOPS, and DSPS. In order to increase these services, more office space is needed. At the Brentwood site, Counselors have found it difficult to obtain adequate office space. At Brentwood, there is only one counseling office and another office available for a part-time counselor for limited hours only. Support for counseling services is also a problem. Counseling files are not maintained, and access to electronic student data is limited.

The Brentwood site also lack a student services coordinator and welcome center area to assist new and returning students. The welcome center would need computers for student use and a full-time assistant to guide students through the matriculation process. A new building for Brentwood Center is planned, but this is not scheduled to open in the near future.

Equipment and Technology
Technology issues are not allowing the Counseling faculty to use their time well. Counselors have limited time with students, and waiting for outdated computers to access information is not an efficient or productive use of our time. Computer use is essential in our profession, as we must access student records and use the internet for information, to identify websites for students, to access websites for TAG reviews, etc. The computers in the Counseling Dept. are among the oldest on campus (7+ yrs.), and they function very slowly at times. We need new computers and printers to do our job efficiently.

With the move to a new office space, Counselors have lost access to a convenient copy machine. The Counseling Center needs a copy machine so that time is not wasted traveling up and down the stairs to the Central Services department for copy services. Counselors often need to make one or two copies of information for students, and this can require several trips a day to the copy machine. A scanner would also be very helpful for sharing information with students.

Skype equipment is need to update counseling services and provide an alternative to in-person counseling appointments, especially for students with limited access such as students with disabilities or students enrolled in online classes. Software, cameras, and microphones would be needed to provide this service. UC and CSU campuses are limiting representative visits due to budget constraints, so this capability will be even more important to provide important advising for our students.
Updated web counseling software is needed to update online counseling abilities. We are currently limited to online counseling via email, which is not secure and asynchronous (not real time). If we are to add additional capabilities, such as chat, to counseling services, updated software and computers must be purchased.

With a move to new technology, iPads could be used for electronic education plans. Students would sign them and a copy would be sent to their email. Electronic completion of education plans with current technology available to Counselors at LMC is a very cumbersome and impractical process and doesn't allow for students to sign them.

We need a computer/kiosk and software to allow students to make their own counseling appointments online, and also for students to check in for their appointments when they arrive at the Counseling Center. This would relieve the congestion and stress on the Counseling Center support staff.

Current technology and equipment for Counselors (Pittsburg & Brentwood):
- Computers (7+ yrs. old) in counselor offices (including EOPS & DSPS & Brentwood)
- Some printers in counselor offices; one main printer in lobby of Center. Printers needed in counselor's offices for maximum efficiency.
- Updated software (Microsoft office, Datatel), but additional software needed to upgrade and expand services.
- Large copier for bulk copying in Brentwood. Copier needed for Pittsburg Center.
- New technology needed to update service delivery.

Professional Development

Report on the past and present professional development activities of your unit/program's members, and analyze your future professional development needs.

The Counseling Department as a collective group is committed to providing high quality, equitable and effective student support services for all student populations. Counseling collaboration within instruction and student services is essential to ensure the implementation of well formulated and intentional student interventions. All active members of the department are required to demonstrate competence in all the core functions of counseling services. The core functions of counseling include but are not limited to the following areas: Academic planning, career exploration/assessment, personal counseling, crisis intervention, and multicultural issues/needs.

In order to maintain high quality and effective counseling interventions counselors are required to participate in ongoing professional development activities each academic semester. Academic Counseling is consistently changing and updating with new policies, procedures and requirements. Counselors proactively take the initiative to engage or coordinate professional development activities that will enhance their skills/abilities to perform their obligatory core functions. The following activities are some examples of counselor participation in professional development opportunities within the past 2 to 5 years:
- Regular attendance at all counselor related conferences (i.e., Ensuring transfer Success ETS, CSU/UC Counselor Conference, Private/Independent Universities & Colleges, and Webinars)
- Attend Counselors' Department Meetings
- Mandatory Management scheduled Meetings/Training
- Participation in Peer Assessments/Evaluations
- On Campus and District-Wide Flex Activities
- Enrollment in Continuing Education Courses
- Interdepartmental Collaborative Efforts /Training
- EOPS, ESL, DSPS. PUENTE, UMOJA, STEM Conference/ Trainings
- State Wide Intersegmental Articulation Meeting

Future professional development needs and ongoing training:
- Crisis- Intervention Counseling
- Veterans Task Force
- Foster Youth Special Needs Training
- Multicultural Sensitivity/Awareness Training
- Computer/Technology Training
- Second Chance/ Ex-Offenders Student Cohorts Training
- STARR Act Degrees Training
- SB 1456: Student Success Act

Collaboration

Our counseling department is working with the following units and programs:

•Financial Aid- Educational planning and appeal forms are needed for students receiving financial aid.

•Welcome Center and Assessment Center-Students are referred to welcome center to assist with adding classes on insite/webadvisor. New students are referred to Assessment center to measure math/English placement.

•Admission and Records- Collaboration to assist with graduation applications, transcript evaluations, catalogue rights, articulation, specific policies and procedures.

•Outreach-Collaborate for high school counselor conference, high school orientations and new student workshops.

•Transfer Center-Referring students to transfer center to meet university representatives, campus tours and additional resources for transfer.

•H.S.I. Exito Grant and H.S.I. Stem Grant- Counseling faculty assigned to program to assist with specific educational planning, case management, and articulation.

•DSPS, EOPS, Calworks-These programs have their own counselor assignments to the program to serve specific student population. Six-semester educational planning is required and meeting with counselor at least once a semester is mandatory.

•Learning communities (Mesa, Puente, Umoja, Honors, Transfer Academy)- Each learning community has a theme and has a counselor assigned to serve specific population to teach as well as counsel students in the program. These programs are focused on transferring and retention.

•CTE-Establishing new approach to address the needs of our CTE/transfer students by providing new group counseling specifically for this population. Developing lead counselors to understand nuances in the industry, career planning and promoting transfer.

•Brentwood Center- One full-time counselor is assigned solely to the Brentwood Center to see students that are local to the area.

•Shared Governance-All tenured counselors attend shared governance and disseminate information to the department regarding counseling and student issues.

•Developmental Education-Counselor is assigned to serve students that are in remedial math and English to present student services, majors and careers. The main goal is for retention and to have students understand various student services and specifically counseling.

•Veterans-All counselors are able to meet with our student veterans and collaborate with our Veteran representative to develop specific educational plans for this population.

•Career Center-All counselors refer students to the Career center for job research, career assessments and meeting with our Career center coordinator for additional career guidance.

•ESL-One counselor is assigned to our ESL population for educational planning and discussing various branches of the ESL courses offered. Counselor is also a community liaison to present program and curriculum.

•Student Life- We promote students to attend student life events and student organization to enhance their civic engagement as well as personal statement for transfer.

•Athletics-Counselors have to understand nuances of student athletes schedule and goals of transferring to continue to pursue their athletic career, so we can guide their educational plan accordingly.

Annual Review Update Analysis

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

Unfortunately last year's program review was not loaded and there was no feedback. However Program Reviews from previous years were available. Objectives from 2008-2009 have been met or in progress. Once the remodel is complete there will be more space for the Career Center. Objectives from 2009-2010 The First Year Experience and mandatory orientations objectives are still behind. Restoring counseling services to state guidelines are still on hold. Although there have been two new hires there have been two recent retirements so the counseling deptis still in the same place with staffing. Program Review Objectives from 2010-2011 have been met. There are targeted counseling workshops for specific populations, there are probation 2 workshops and there are orientation workshops and classes but they are still not mandatory.

Strategic Priorities

- Expand the number of counselors
- Have enough counseling appointments so all students will have an education plan
- Increase enrollment in counseling courses
- More trainings for adjunct counselors
- Equity in policies and procedures in Pittsburg and Brentwood
- Increase the number of counseling support staff
- Have online counseling appointments for Pittsburg and Brentwood

Long Term Goals

Using the above analysis, develop longer term (5 year) goals that you plan on addressing in your annual program review updates (3 – 5 goals recommended).

- Expand the number of counselors
- Have enough counseling appointments so all students will have an education plan
- Equity in policies and procedures in Pittsburg and Brentwood