**Los Medanos College**

**New Instructional Program Proposal – Phase 1**

**Date:** 10/30/19

**Primary Contacts:** Camille Santana (faculty); Trinidad Zavala (faculty)

**Program Name**: Non-Credit Counseling (CDCP Noncredit)

Career and College Preparation Certificate of Competency

**Mission/Goals**

*Describe the purpose and goals of the program. Who is it designed to serve? Will the program offer an Associate Degree?* No A *Certificate of Achievement?* No

**Rationale**

*What role would this program fulfill in the college curriculum? Why is it important to offer this program?*

In order to more equitably and successfully serve and support the East Contra Costa County population of low-income, adult learners and non-traditional students, the LMC Counseling department is developing three new non-credit counseling courses (COUNS-30N, COUNS-32N, COUNS-34N) and one certificate of competency, Career and College Preparation Certificate of Competency. The proposed counseling courses are college preparatory courses and will support students’ acquisition of skills and competencies that support success in the college setting. These skills will enable them to effectively access and utilize college and career programs with increasing confidence and competence particularly those coming from low income, first-generation college, ESL, Adult Education, Foster system involved, and/or formerly incarcerated backgrounds. Essentially, non-credit counseling courses aim to support students who do not see themselves as ready or prepared to be a college student in transitioning to college-level coursework and entering into academic credit-bearing coursework, certificates, and degree programs.

Additionally, the courses, in direct alignment with Guided Pathways will aim to support students in clarifying an academic path (Pillar 1), choosing and entering an academic path (Pillar 2), and developing essential skills in staying on their chosen path at Los Medanos College (Pillar 3). As these counseling courses will integrate career, college, and personal success content, skills, and behaviors, students engaging in and exiting our program will be prepared to pursue their interests and be prepared to participate and succeed in any of the general and career technical education courses that make up their educational plan.

Our students’ ability to achieve their chosen academic goal will be significantly increased by our new Noncredit Counseling courses – and program and certificate –for several populations. First, they will enable adult learners, comprised of older adults, new immigrants who have had limited exposure to English and are unfamiliar with the U.S. educational system and the college classroom, to benefit from the needed additional time and practice and the more flexible entry and exit system that the Noncredit Counseling courses’ repeatability and managed enrollment features allow for. The flexible entry and exit system of Noncredit Counseling courses also supports first time students who may not be ready to begin credit bearing courses but are interested in gaining skills in order to become prepared to attend college including older adults who are attempting college for the first time or returning to college from an extended break or formerly incarcerated students. The repeatability of noncredit courses also supports students who may have passed COUNS-032 and/or COUNS-034 as HS articulated courses to repeat the courses if further learning or training is desired, for example, if a student desires to change his or her major or career and would like to take a short term 27 hour COUNS-32N course to do this.

We aim to strategically offer these Non-Credit Counseling courses to enhance and complement other Non-Credit course offerings such as CTE, Math, English, and ESL courses. In pairing the Non-Credit Counseling courses with other Non-Credit college preparation or CTE training coursework, the Non-Credit Counseling is positioned to support and strengthen overall Non-Credit programming at LMC through increasing retention and success in these courses.

We also aim to offer these Non-Credit Counseling courses offsite in the area to increase access and exposure to LMC for populations who may not be accessing services as readily at this time. Target offsite areas may include but are not limited to: community based organizations (for example, Opportunity Junction, Rubicon, Health Right 360), Adult Schools, or Alternative School Sites such as continuation schools or court schools. Currently, we have Full-time and Adjunct Counselors providing College Orientation, College Success and Career Exploration short term workshops through the Workforce Development Department, which are not factoring into FTES, but with Non-Credit Counseling courses, we may be able to translate this offsite student engagement to FTES. We aim to explore and increase our Non-Credit Counseling course offerings in the future to include very short term courses, 6 hours or less, which can also access new potential student populations who value very short term, low-commitment course offerings due to work or family schedules.

Furthermore, the ‘no tuition/no fees’ feature of the Noncredit Counseling courses will help support our low income students’ ability to access LMC as we are eliminating the financial barrier of attending college courses.

Finally, the LMC Noncredit Counseling program at LMC has established solid and meaningful course student learning outcomes (CSLOs) for each of the three courses. Additionally, these CSLOs have also been systematically mapped to determine a) the degree to which they support the introduction and practice of the combined noncredit and credit Counseling program student learning outcomes (PSLOs), and b) the manner in which they help bridge students into transitioning into credit courses in their chosen academic path.

Overall, the LMC Noncredit Counseling program is positioned to serve and address the opportunity and achievement gaps identified by LMC’s Vision of Success and Perkins populations including low-income, African-American students, former foster youth, adult learners, English language learners, and formerly incarcerated students face in terms of access and numerous completion categories of success. Our aim is to provide access to and entry to the path of college education for all students and we view these Non-Credit Counseling courses and Certificate as integral to this goal.

**Curriculum and Needs Assessment/Feasibility**

*List the proposed new courses for the program, including the title, number of units, and a brief course description.*

***Career and College Preparation Certificate of Competency (45 or 54 hours)***

**Career Exploration COUNS-032N 0 Units / 27 hours**

Career Exploration is an intense career exploration designed to engage students in their own career development. Topics include how to realistically assess, review, and interpret various areas such as interests, attitudes, values, priorities, skills and strengths, goals, and career options in the current job market. This course also covers financial literacy.

***AND One (1) of the following courses:***

**College Orientation COUNS-030N 0 Units / 18 hours**

College Orientation is designed for first-time students to understand navigating the higher educational system and orientation to Los Medanos College. We will cover academic policies, resources, academic programs and services; introduction LMC’s majors, degrees and transfer opportunities. The class will focus on academic goal completion, California system of higher education; standards of scholarship, formation of a comprehensive educational plan. The course covers topics including: use of student services, LMC certificates, associate degrees, and requirements for transfer.

***OR***

**College Success COUNS-034N 0 Units / 27 hours**

College Success is designed to help students develop the critical thinking skills and personal confidence necessary to succeed in college. Topics will include problem solving techniques, learning styles, time- management, goal-setting, study skills and test-taking strategies, stress management and LMC support services.

*List the course requirements for the major.* NA

*List the proposed sequence of program-specific courses and the projected enrollment:*

We propose a Managed Enrollment system be established that takes into account our institutional enrollment pattern and capacity data, and consultation with the following: Counseling faculty, ESL faculty, Adult Transition Specialist, faculty providing Non-Credit offerings from CTE, Math, and English, and Counseling faculty working with formerly incarcerated students, students in alternative schools and court schools, and students returning to school after a long period of absence. With this proposed schedule of courses, our goal would be to support both day-only students and evening/night-only students attaining the Career and College Preparation Certificate of Competency within one semester as two short-term courses that run back to back in the same day and time format. For example, COUNS-30N: part 1 of semester; COUNS-032N: part 2 of semester. Our aim is to support students to be able to enter into credit-bearing coursework that lead to certificates or degrees, or CTE non-credit training programs, for example in Construction Pre-apprenticeship. The Non-Credit Counseling courses can also run simultaneously to support students currently enrolled in Non-Credit coursework. We would also like to see these courses available to a student over the Summer semester to prepare students to enter into credit-bearing coursework in the Fall semester.

Fall-Year 1

|  |  |  |
| --- | --- | --- |
| **Day** | **Pittsburg**  COUNS-30N COUNS-32N | **Start & End Dates**  Starts in week 2-ends week 7  Starts in week 8-ends in week 16 |
| **Evening/Night** | -- | -- |

Spring-Year 1

|  |  |  |
| --- | --- | --- |
| **Day** | **Off-site**  COUNS-30N | **Start & End Dates**  Varies, depends on off-site partner (CBO, Adult School, or School) |
| **Evening/Night** | **Pittsburg**  COUNS-30N COUNS-34N | **Start & End Dates**  Starts in week 2-ends week 7  Starts in week 8-ends in week 16 |

Summer- Year 2

|  |  |  |
| --- | --- | --- |
| **Day** | **Pittsburg**  COUNS-30N COUNS-32N | **Start & End Dates**  Starts in week 1-ends in week 2  Starts in week 3-ends in week 6 |
| **Evening/Night** | -- | -- |

Fall-Year 2

|  |  |  |
| --- | --- | --- |
| **Day** | **Offsite**  COUNS-30N  COUNS-32N | **Start & End Dates**  Varies, depends on off-site partner (CBO, Adult School, or School) |
| **Evening/Night** | **Pittsburg**  COUNS-30N COUNS-32N | **Start & End Dates**  Starts in week 2-ends week 7  Starts in week 8-ends in week 16 |

Spring-Year 2

|  |  |  |
| --- | --- | --- |
| **Day** | **Pittsburg**  COUNS-30N COUNS-34N | **Start & End Dates**  Starts in week 2-ends week 7  Starts in week 8-ends in week 16 |
| **Evening/Night** | **Offsite**  COUNS-30N  COUNS-32N | **Start & End Dates**  Varies, depends on off-site partner (CBO, Adult School, or School) |

Projected number of students in the program\*:

Fall-Year 1 \_\_20-25\_\_\_; Spring – Year 1 \_\_40-45\_\_\_

Summer-Year 2 \_\_20-25\_\_\_; Fall-Year 2 \_\_40-45\_\_\_; Spring – Year 2 \_\_40-45\_\_\_

\* Unduplicated total headcount in program-specific courses.

In the first year, we are planning to pair and offer the Non-Credit Counseling Courses with ESL-Non-credit coursework, Non-Credit Math and English offerings, and Non-credit CTE course offerings. In the second semester of the first year, we aim to offer Couns-030N offsite at a CBO, Adult School, or Alternative School Site.

*Enrollment projections are based on:* Success of collaborating with Workforce Development Department, Adult Education Specialist, Outreach Department, ESL Department, and other Non-Credit disciplines in marketing to the community and new students about Counseling Non-Credit offerings.

Projected Annual FTES (to be completed by the Office of Instruction)

Year 1 \_\_\_\_\_\_\_\_\_\_\_\_

Year 2 \_\_\_\_\_\_\_\_\_\_\_\_

*Do other colleges in the district or in neighboring districts offer a similar program?* No *If so, provide the rationale for duplicating it at LMC.* NA

*For new CTE programs: provide labor market information and job market projections that support the establishment of this program. Sources for this information are provided in the Program and Course Approval Handbook (Chancellor’s Office). Also include the results of discussions with key local employers/potential advisory committee members*. NA

*What other departments at the college could be affected by adding this program?*

*Explain and include the results of preliminary discussions with the affected departments.*

The addition of this program could open up opportunities to support and increase enrollment of CTE programs and non-CTE programs across the campus, particularly with students not currently entering into credit-bearing coursework.

**Staffing**

*Describe the initial staffing needed for the program, including the approximate number of full time and part time faculty and classified staff.*

*Will new hires be required in order to offer the program? If so, are the pools of full time and/or part time faculty expected to be sufficient?*

If the above-listed courses are calculated at 0.1, and 0.06 per semester. The total load for the first year will be 0.3 and the total load for the second year including a summer offering will be 0.5. At this time, we do not anticipate hiring any additional faculty as this need can be met by current full-time and part-time Counseling faculty.

As for classified staff, as LMC expands its noncredit offerings (Non-Credit Couns in addition to Math, English, CTE) and we encounter what other colleges who have long histories with noncredit and the noncredit student population, we will need the college to support an Non-Credit Coordinator to maximize Non-Credit as a viable avenue to support increased college-going in the community as well as increase FTES for the college. We envision this position as supporting all LMC non-credit course offerings across disciplines. The function of this role will be twofold: (1) To support strategic and systematic marketing, community communication, and outreach, and (2) To support the smooth onboarding of Non-Credit students to LMC by providing direct support to students as well as providing support behind the scenes to LMC’s student services departments such as Admissions, Outreach, Assessment, and Counseling.

*How will the staffing needs change in years 2-4?*

We do not at this time anticipate that permanent faculty will be needed to support Non-Credit counseling offerings. We do anticipate that the Non-Credit counseling program as well as other Non-Credit courses will benefit most from a Non-Credit Coordinator as mentioned above and from any support for onboarding of students. We would love to see an Outreach Counselor housed at LMC that can work in conjunction with the Outreach Department and Welcome Center in supporting incoming students in navigating the Non-Credit onboard process, and assessing incoming students whether they are interested in either Credit or Non-Credit course offerings.

**Operating Budget**

*Outline the initial budget required to fund the program. Briefly explain any budget item as needed to make the purpose clear.*

As of this proposal submission, all budgeted necessities would be assumed within the existing Workforce Development Department budget.

**Staffing** (Types: hourly classified, reassigned time, stipends, student – do not include faculty or permanent staff)

**Supplies**

**Consultants:   
Travel:** *$300 for travel to offsite course offerings per year*

**Interprogram** (Copies, postage, etc.)

**Equipment** (list all major equipment)

**See Instructional Technology Department for recommendations and cost estimates**

*What additional costs should be anticipated in subsequent years?* None that we are aware of at this time.

**Facilities**

*Describe the facilities needed for the program in the first year (classrooms, labs, offices, other).*

In the first year of the program, using the above-proposed schedule, the Counseling Non-Credit program would require the use of one classroom for 3 hours of instruction each week with 6 weeks for the COUNS-030N and 9 weeks for the COUNS-032N or COUNS-034N. We are hoping to offer the courses at the same time and day each week to assure easy transition from the COUNS-030N to the COUNS-032N or COUNS-034N. We would prefer to use a classroom that has access to computers for these courses if at all possible.

Our full-time and part-time Counselors have access to offices in the Counseling area that we can continue use.

*What additional facilities needs should be anticipated in subsequent years?*

In the future, we would love to utilize the Assessment Center space to provide these Non-Credit Courses, especially in the evening hours if that space is not currently being used. This space can also be strategic as it is often a space that new, potential students enter into LMC to explore whether attending

**Reviewed by:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Senior Dean of Instruction

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Academic Senate President

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ President