

Goals for Counseling Partnership in Basic Skills Courses* **Developmental Education Program** **Los Medanos College**

1. Students will have an educational goal, including a major, or at least an understanding of the eventual need to declare a major.
2. Student will identify possible obstacles to successful completion of their courses, and will be able to access resources to help them overcome these obstacles.
3. Faculty will advise students of what math class is best suited to their needs for next semester.
4. Students will have an educational plan prior to registration period for the following semester.

Rationale for the Counseling Partnership

The Counseling Partnership is a collaboration between the Developmental Education Program and the Counseling Department that provides information about early academic counseling right in the classroom. It is an intervention that is based on research into factors that affect retention and persistence for community college students.

Early intervention for academically weak community college students, through counseling or other student support services, correlates with improvements in their persistence and academic performance (Grubb, 2003; Summers, 2003). Summers (2003), in a review of the literature on the impact of counseling on attrition, indicated that studies have found that counseling increases the retention of students who are identified as highly likely to drop out.

Vincent Tinto (2002), a nationally recognized expert on factors related to retention and persistence and author of *Leaving College*, addressed the impact of academic advising and goal-setting in a conference presentation entitled “Enhancing Student Persistence: Connecting the Dots”:

... students are more likely to persist and graduate in settings that provide clear and consistent information about institutional requirements and effective advising about the choices students have to make regarding their programs of study and future career goals. It is important to note that most students are either undecided at entry about their field of study or change their minds, at least once, during their college years.

References:

- Grubb, W.N. (2003). Using community colleges to reconnect disconnected youth. Menlo Park, CA: The William and Flora Hewlett Foundation
- Summers, M.D. (2003). ERIC Review: Attrition research at community colleges. *Community College Review*, 30(4), 64-84.
- Tinto, V. (2002). “Enhancing Student Persistence: Connecting the Dots,” conference Optimizing the Nation’s Investment: Persistence and Success in Postsecondary Education.

Counseling Partnership Timeline

Math 12

Weeks 2–4 Counseling presentation and related classroom assignments

(1) Each Math 12 instructor invites a counselor to class to make the first presentation on counseling services (45 minutes).

Contact Carol Betz at extension 3334 to arrange a time for a counselor to come to your classroom. She will work with Phil Gottlieb, the counselor who is coordinating this partnership, to set up the classroom counseling visits.

The counseling presentation is interactive and computer-based. If your class does not have a regularly scheduled hour in the Computer Math Lab (CML), reserve the CML for the counselor's visit. The Math DE Lead or Math Lab Coordinator can help you reserve the CML. If your Math 12 class meets in Brentwood, please contact Thais Kishi, extension 6200, to help arrange your counselor visit in the computer lab at the Brentwood Center or ask the Math DE Lead for assistance.

Suggestion:

To integrate counseling and instruction into a cohesive unit of instruction, this would be an ideal time to assign a “college resource” or “effective learner” assignment. Examples are posted in the Developmental Math BlackBoard Classroom under Math 12. These assignments address the Developmental Math Program's Effective Learner Outcome and help students begin to navigate through the array of student services offered outside the classroom.

(2) In the weeks after the counseling presentation, remind students to make a counseling appointment to

- Explore educational goal/major (connection to Career Center)
- Write an educational plan
- Identify interventions needed to address possible obstacles to success

In addition, this is the ideal time to refer *specific* students to counseling if they seem to be struggling with meeting course requirements. It is helpful if you can, in some way, prepare the student to ask relevant questions during the counseling appointment.

Weeks 8-10 Mid-Semester Assessment

(1) Instructors will receive an email containing the Mid-Semester Assessment Form from the DE Math Lead. The Assessment Form has two parts: a student self-assessment and an instructor assessment of student progress. Edit this form if necessary to reflect the “college resource” and “effective learning” assignments you have given. Some instructors schedule individual conferences with students and use these forms to help students reflect on and discuss study habits, behaviors and attitudes that may be impeding their learning.

These assessments may also help you determine which students should see a counselor for additional support and to identify other needs that can be addressed by student service interventions.

- (2) Continue to remind students to make a counseling appointment to
- Explore educational goal/major (connection to Career Center)
 - Write an educational plan
 - Identify interventions needed to address possible obstacles to success

Weeks 10 –12 Second Counseling Presentation

Instructors invite a counselor to make a second in-class presentation (15 minutes) to prepare students for the upcoming registration process and to answer any questions students may have as they plan for the following semester.

Students should be asked to show their instructor a copy of the educational plan they filled out with a counselor. Some instructors give points or extra credit for this. Any students who have not yet seen a counselor for an educational plan should do so.

Weeks 13-14 Evaluation of the Counseling Partnership

The DE Math Lead will send out a survey for instructors to provide feedback on the counseling partnership. Please return it by the end of the semester.

Counseling Partnership Timeline

English 70

Weeks 2 –4

English 70 instructors invite a counselor to class to make first presentation on counseling services (45 minutes). **Contact Carol Betz at extension 3334 to arrange a time for a counselor to come to your classroom.** She will work with Phil Gottlieb, the counselor who is coordinating this partnership, to set up the classroom counseling visits. Please contact Le Pham Le to schedule an hour in the computer classroom for this presentation.

Suggestion:

To integrate counseling and instruction into a cohesive unit of instruction, this would be an ideal time to assign a “college resource assignment”. (Examples are provided in the English 70 binder – use any assignment you consider relevant to the goal of helping students learn about campus resources, e.g. summarizing sections of the Student Handbook, posing good questions for a counseling appointment, locating information in the student newspaper about student services, etc.)

Students begin to see counselors to

Explore educational goal/major (connection to Career Center)

Write an educational plan

Identify interventions needed to address possible obstacles to success

(Note to instructors: This is the ideal time to refer *specific* students to counseling if they seem to be struggling with meeting course requirements. It is helpful if you can, in some way, prepare the student to ask relevant questions during the counseling appointment.)

Weeks 8-10

Instructors will receive a class set of Mid-Semester Assessment forms for students to complete either in class or as homework. Instructors collect and read these student self- assessments and write a brief response to the student including a recommendation as to the next level of English course recommended at that time.

These assessments may also suggest who needs to see a counselor for additional support and to identify in general, need for student services interventions, such as workshops, etc.

Weeks 10 –12

Instructors invite a counselor to make a second in-class presentation (15 minutes) to prepare students for upcoming registration process and to answer any questions students may have as they plan for the following semester.

Students should be asked to show their instructor the a copy of the educational plan they filled out with a counselor. Any students who have not yet seen a counselor for an educational plan will be strongly advised to do so. (If there are a number of students who have not yet seen a counselor, contact Phil Gottlieb to see if he can arrange a special group session for educational planning.)

Weeks 13-14

The DE Lead will send out student and instructor evaluation forms to all classes that have participated in the counseling partnership. Please return them by the end of the semester.

* updated 1/27/07