

LMC Comprehensive Program Review

Student Services

2017-2018

**Report Name: Course Offering Analysis
(Enrollment Management/Office of Instruction)**

The following report contains the responses to *Section #3.3 Course Offerings Analysis* extracted directly from the submitted Comprehensive Program Reviews for those Student Services that offer courses. The information contained has not been altered, it was extracted exactly how it was written.

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

Athletics

Need assistance to gather data

Counseling

The Counseling department's collaboration with GFSF and the local high schools has proven successful thus far. To this end we have increased the amount of course offerings at the local high schools and expanded from an initial pilot offering at two local high schools, to now encompass all comprehensive feeder high schools. We now offer Counseling 32 and Counseling 34 to run consecutively for 18 weeks to provide students with the full length semester experience.

The counseling department has also been working on developing new counseling courses to offer students a wide variety of student success, career exploration and development, and employability skills courses that are geared toward enhancing the collegiate experience. The new curriculum efforts are designed to include various learning communities and special populations on campus, in addition to the general population who have a variety of educational goals. Utilizing the new statewide initiatives such as, *Career Pathways, Meta Majors and/or Guided Pathways*, the counseling department has been working on aligning our curriculum with the efforts of our State Chancellor's Office. As the needs of the workforce and the structure of community colleges change, our department believes it is vital to modify our course offerings and curriculum towards more equitable and sustainable ideologies.

In addition, our department has also been working towards ensuring all of the counseling curriculum we offer in traditional face to face modalities, are also being expanded to include online and/or distance learners. To date, the department now has the capability to offer each of our courses through hybrid and/or online methods ensuring that we are making the invaluable instruction we offer available to more students. These efforts have included either restructuring or developing online supplements for all courses and ensuring that our faculty have a detailed outline of the rigor and expectations of distance learning. This also has required that the counseling department offer our faculty training, which

encompasses distance learning towards ensuring that our distance courses are engaging, interactive, accessible, and accommodate the varied learning styles of all our students.

The counseling department is currently partnering with the LMC Outreach Department to develop a method to offer the Counseling 36 courses to new incoming students during the Spring semesters to provide more in-depth educational, personal and/or vocational planning. Additionally, there are several learning communities and special student programs that have adopted other counseling courses that they have modified for their specific population.

Disabled Students Programs & Services (DSP&S)

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	Completion rates were lowest in fall 2015-- 87.9%. All other semesters, a completion rate of at least 90.5% was earned.	Completion rates were lowest in fall 2014—87.5%. Beginning in spring 2016, success rates have stayed above 94.6% for all semesters.	Completion rates were lowest overall in fall 2014 (88.2%). All other semesters have a completion rate for all students above 90%
Success Rate (program/discipline)	Success rates have fluctuated widely for African American students. For semesters in which at least 10 students were enrolled, all success rates have ranged from 45%-78.6%. For semesters with less than 10 African American students, the success rate has been 25-28.6%. From these numbers, having a larger cohort of African American students enrolled seems to have an impact on the success rates of the whole group.	Success rates varied from a low of 55.2% spring 2015 spring to a high of 77.3% in spring 2017.	Success rates overall were above 50% for all semesters.

