

LMC Comprehensive Program Review

Student Services Units

Fall 2017

Program: Counseling

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 4 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

The Counseling Department:

- Department growth to 16 FT Counselors, all new hires beginning 2014. With the addition of 3SP funding sources, the department was able to grow from 9 full time faculty counselors to 16 total. Most of which have specialized populations allowing for case management and a holistic approach to counseling. This development emphasizes a greater need for counseling and counseling follow up and student education planning as well as support for assessment and orientation.
- Nationally there has been a greater need in higher education for mental health services. Therefore, the Crisis Manual handbook has been updated and is featured on the LMC Website. Additionally, a partnership with John F. Kennedy University was created to offer Wellness Counseling for our students in crisis; addressing the increasing need of mental health services and raise awareness of mental health issues.
- Blue Jeans Distance Counseling was developed to provide equitable access across multiple platforms to serve students who may not be able to come to campus (ie. mobility, child care, transportation, out of state for online classes).
- Ongoing Monthly Department Training and Online Counseling Handbook updates provides greater access to training anywhere.
- Collaborate with GFSF and workforce development to create High School Counseling courses.
- Created outreach event, “The Counselor Donut Giveaway” to promote counselor presence and visibility to students. Also, to encourage students to complete 3SP steps and clarify education, personal and/or vocational goals.

- The need for veteran specific counseling is a growing need across all college campuses. To this end the Veterans Resource Center (VRC) was created to best support this underserved population and provide a safe and comfortable space to build community and access resources.

1.2 ASSESSMENT SUMMARY

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

The Counseling department recently updated our Program Student Learning Outcomes (PSLOS), after reviewing the previous PSLO assessment. The department has agreed up the following PSLOs:

1. Students will be able to clarify their educational, personal, and/or vocational goals after meeting with a counselor.
2. Students will understand how to reach their educational, personal, and/or vocational goals after meeting with a counselor.

The Counseling department conducted a student survey during fall 2014 semester, in which students were given a pre-appointment and post-appointment questionnaire to determine the students' level of clarity regarding their educational goals. This survey was conducted twice, once for scheduled Counseling Appointments (30 minutes-1 hr.) and once for Express Counseling sessions (5-15 minutes.) The surveys conducted during fall 2014 were a great starting point for the Counseling department to assess their level of impact on student success.

What the department learned from this study:

- That students could directly benefit from implementing a more in-depth Intake process at the onset in the Counseling reception area, whether for a traditional appointment with a Counselor or an Express Counseling session.
- Hiring Student Ambassadors for group counseling, registration assistance, initial intake process, assisting with open course sections selection, assisting with access to Insite portal, and identification of 3SP steps (orientation and assessment/multiple measures).
- Identify and secure a consistent staff members to oversee the ongoing training and supervision of Student Ambassador program.
- Developing SLOs for the various student counseling appointment types (ie. Financial aid appeals, comprehensive ED plans, abbreviated ED plans, express counseling, probation and dismissal counseling, DSPS counseling, EOPS and CalWORKS counseling, and distance counseling).
- Creating evaluation and assessment measures for effectiveness and improvement of student services deliverables and SLOs in the Counseling department.

The Counseling department has determined that it would be beneficial to implement a similar study, with more frequency throughout a given semester, over the course of an academic year to assess the effectiveness of Counseling sessions in general, confirm that students have clarity regarding their educational, personal, and/or vocational goals and next steps. For example, DSPS will begin surveying students to determine student satisfaction.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

The Counseling department regularly participates in ongoing professional development in a number of ways. Since 2014, the Counseling department has collaborated with the Workforce and Economic Development department in partnership with Career Technical Education (CTE) departments to facilitate monthly Counseling Department Trainings (4 per semester).

The entire Counseling department, including full-time and adjunct counselors, meet to review pertinent Counseling knowledge monthly for a total of four meetings per semester. The department also collaborates with programs and services, as well as, CTE and other instructional departments across campus to receive valuable information and training related to Counseling.

The goal of the monthly department trainings is to ensure that Counseling is providing its faculty with the necessary support to best serve students. The meetings also serve to bring both part-time and full-time faculty together as a cohesive department, sharing and learning from one another.

In the fall of 2017, 3 Counselors attended the NASPA Western Regional Conference. This conference emphasized issues of student equity and how best to address these issues from a student-centered perspective. The workshops focused on research and data of student learning outcomes from various student populations, spanning from foster youth transitions to current indigenous communities being displaced.

All newly hired full-time Counseling faculty, between 2014 and 2017, have participated in the Nexus Institute. The Nexus Institute is a mandatory professional development activity during the first-year of a full-time tenure-track faculty position. Nexus meets bi-monthly during the fall and spring semester and provides faculty members with flex credit for their participation and a professional development stipend upon graduation from the program. The Counseling Department's 2 Fall 2017 Full-Time Tenure-Track Counselor position hires are currently participating in Nexus for the 2017-2018 academic year.

Los Medanos College is currently participating in a pilot for the Starfish Early Alert Retention Tool and Hobson's Education Planning Tool. A number of Counselors have been participating in the ongoing pilot program for both online tools. Regular, ongoing training for Starfish and Hobson's has been provided on a consistent basis for all Counseling faculty in preparation for the live launch of these tools. These trainings have provided valuable technological knowledge and skills to the Counseling department faculty. Counselors working closest with the software thus far have acknowledged the benefits of the online tools and have advocated for implementation of direct student, instructional, and programmatic use, in addition to Counselor utilization.

The Counseling department has consistently participated in Online Canvas Trainings. As Los Medanos College transitions fully to the Canvas Online Teaching Management portal, counselors have accessed multiple training options that have been made available. The Counseling Department has recognized the necessity of developing mastery with new online teaching technology and multiple Counselors have participated in the Canvas trainings made available through @One, as well as, those offered as Flex Workshops at Los Medanos College through the Professional Development department.

The Counseling department also sends Counselors to the University of California's Ensuring Transfer Success Conference on an annual basis, which is a collaborative effort between UC and the California Community Colleges. Counselors gain valuable information geared towards preparing transfer students for admission to UC. Additionally, each year, Counselors also attend California State University's Community College Counselor Conference, which provides Counselors with pertinent and necessary information related to issues effecting college students, as well as, preparation for transfer to the CSU system.

The Counseling Department regularly sends multiple team members to California Association for Disabilities and Higher Education conference. The Counseling Department regularly sends counselors to the Veterans Summit and partners with the Veterans Center to support professional development and has sent Counselors to the CSUN (Alternative Media Conference) and CSU East Bay Regional Summit (Regional conference for community college disability counselors) regularly. Counselors also attended additional professional development opportunities such as the Pacific Rim International Conference on Disability and the US Autism Association conference, the California Community College Athletics Association Bi-Annual Conference, A2MEND Conference, EOPS Conference, Umoja Conference, Puente Institute Conference, as well as hosting an annual High School Counselor's Conference each Spring semester.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

The Counseling Department has created many cross-campus collaborations both inside and outside of Student Services. Over the past five years, the counseling department has grown from 9 full-time faculty members to 16 full-time faculty members, most of which work with specialized areas within the student services department to create and implement activities geared towards student success. To date we have one counselor designated for to the following student services departments: Athletics, Student Success & Retention Program (SSRP), Honors Program, MESA, DSPS, ESL, EOPS, Foster Youth, Career & Technical Education and Workforce Development and CalWorks. In addition to this there are also dedicated counselors for the following learning communities housed within Student Services department: Puente, Umoja and Transfer Academy. Connecting counselors with programs grant students greater access to counseling services. Students have an identified counselor that they can make initial and follow up appointments concerning transfer requirements, degree planning, course selection, academic standing, academic improvement, personal crisis and/or supportive measures, as well as connection to other on and off campus support. These supportive services given by program specific counselors in a case management setting, have a direct impact on student persistence, retention and overall success.

The Counseling Department also has members that serve on the following Shared Governance Committees on the LMC campus:

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resource 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Development and implementation of Guided Pathways initiatives: Work with other departments and programs across LMC regarding the creation of Guided Pathways.	#1 Increase equitable student engagement, learning, and success.	#3 College-Level Transition: Increase the number of students successfully transitioning into college level math and English courses.

<p>Goal 2: Develop student-focused videos denoting student’s personal experiences accessing and utilizing the Counseling services</p>	<p>#2 Strengthen community engagement and partnerships</p>	<p>#2 Identifying Pathways: Increase the number of students that define a goal and pathway by the end of their first year.</p>
<p>Goal 3: Create group counseling sessions during the start of each semester (the first two weeks) to assist with enrollment, adding/dropping courses and answering FAQs. As well as developing protocols regarding scheduling, room assignment and marketing.</p>	<p>#3 Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p>	<p>#1 Access: increase access through enrollment of students currently underserved in our community. #2 Identifying Pathways: Increase the number of students that define a goal and pathway by the end of their first year.</p>
<p>Goal 4: Create SLOS for the various student counseling appointment types (i.e., financial aid appeals, comprehensive ED plans, abbreviated ED plans, express counseling, probation & dismissal counseling, DSPS counseling, EOPS & CalWORKS Counseling, and distance counseling).</p>	<p>#3 Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p>	<p>#1 Access: increase access through enrollment of students currently underserved in our community.</p>

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

These goals are designed to increase education planning in multiple formats and reach a wider array of students.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
		3	
Department/Unit Name		Position Name/Classification	FTE
a		Counseling Dept Supervisor	
a		Funding Duration	Funding Source
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Student		<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>
			\$120,00a 3SP funda
<p>The addition of 9 FT and 30 PT counselors, 9 service delivery sites (Brentwood, 8 Dual Enrollment High Schools), that deliver counseling service through 34 contact points (e.g., Student Wellness Program at Pitts, Student Wellness Program at B Ctr, DSPS at Pitt, and DSPS at B Ctr, constitutes 4 contact points), has created an argent need for increase administrative support for processing workflows, e.g., leave requests, scheduling changes to support emergent outreach and inaeach needs; also, an higher ranked supervisor would oversee Starfish Connect, the wait management software module of the current Starfish retention tool, which requires an administrator to oversee the student participationaain virtual “waiting lines,” similar to those used by Kaiser Hospitaa, which increasea patron knowledge of the time required to obtain servica. The Counselor Dept Supervisor would also supervise the development of the dept schedule, and increase the efficiency of workflows that support professional development, invoices for equipment and supplies, and operational processes. This position would increase the administrative complexity so as to match the complexity of department’s growth.</p>			

2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type

	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other	
General Description		Est. Expense
Justification:		

2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Liz & Sophia Facilitator to develop Counseling Dept norms???	
Justification:	

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline. *****Sophia & Liz*****

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)			
Success Rate (program/discipline)			

3.2 CURRICULUM UPDATE

Summarize 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.

In collaboration with the local high schools offering of Counseling courses embedded into school day, the department has opted to align with the “Get Focused, Stay Focused” (GFSF) curriculum by increasing unit count from 1.0 to 1.5 units per class offering, allowing students to earn college transfer credit while still in high school. The increase also benefits current LMC students who take counseling courses to earn more units towards degree completion and transfer. This unit also aligns with similar course offerings throughout the district. This includes Counseling 32, 33, 34 and the following new courses:

COUNS 31 – Educational Planning

This course is an introduction to educational goal setting and planning. Students taking the course will develop an educational plan outlining their courses to meet their educational goal. Topics covered include identifying educational goals, academic assessment, and counseling and advising services.

This COOR was approved by the Curriculum Committee on February 9, 2017. There are no prerequisites or co-requisites but students are strongly recommended to complete the online orientation and the Math and English assessments. This course was intended to complete the educational planning portion of the 3SP mandates. The department is working collaboratively with the Student Services unit to plan full implementation so that the course becomes part of the matriculation steps for new students. Our goal is to have this class offered Spring 2019 for students who are entering Fall 2019.

COUNS 36 – Career and Life Planning

In this course students will engage in in-depth career and life planning. Students will learn research strategies to make effective career and major choices, using a variety of techniques to find, retrieve, and evaluate career planning information. Students will use career assessments to identify their preferred work values, interests, skills, and personality traits. Research will then focus on the exploration of labor market needs; educational and employment requirements; and career ladders within given professions resulting in an effective educational and job search plan. This course will help students develop psychological “soft skills” in the domain of human relations such as interpersonal communication, self-esteem and professional confidence, emotional intelligence, conflict resolution, and effective collaboration in team-building skills.

This COOR was approved by the Curriculum Committee on February 9, 2017. There are no prerequisites or co-requisites but students are advised to have eligibility for ENGL 100. Currently the course is in the process of approval to meet CSUGE requirement Area E Lifelong Learning and Self-Development which will be decided by the end of Spring 2018. Our department’s goal is to start offering the course as early as Fall 2019.

CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

Sophia

3.3 COURSE OFFERING ANALYSIS

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

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.

4 FOR PROGRAMS WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.