

# LMC Program Review Year 3 Update 2019-2020

## Instructional Unit Name: Counseling

### Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

**Goal #1** Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Goal #2** Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

**GOAL #3** Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

**GOAL #4** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

**Goal #5** Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3 Update* includes five components with specified timeframes (not in chronological order) for draft and completion:

**Item 1. Program Update (October 1 – October 31)**

Provide an update to the department's 2017-18 CPR

**Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)**

Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

**Item 3. Assessment Date and Effectiveness (August 26 – September 30)**

Status report on the review and assessment of courses and next steps

**Item 4. Course Outline Updates (August 26 – September 30)**

Status report on the review and assessment of Course Outline of Records and next steps

**Item 5. Resource Needs (February 1 – February 28)**

Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	Item 3. Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	Item 4. Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	Item 1. Provide an update to the department's 2017-18 CPR
November 1 – November 27	Item 2. Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
February 1 – February 8	Item 5. Resource Needs

## 1. Program Update (Oct 1 – Oct 31)

### 1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

New Counseling courses have been developed within the past three years:

- COUNS-031 – Educational Planning (0.3 Units)
- COUNS-035 – Theories and Application of Learning in College (3 Units)
- COUNS-036 – Career and Life Planning (3 Units)

COUNS-035 and COUNS-036 have been approved as transferable units to both the UC and CSU, with COUNS-036 also being approved for CSUGE Area E, and COUNS-035 currently in progress of being reviewed for CSUGE Area E, as well.

Our current Counseling Courses (COUNS-032 and COUNS-034) have also been offered onsite at eight local high schools. In addition, Counseling courses have also been offered on-campus at LMC for high students through the Pittsburg High School and Antioch High School Connect Programs.

In addition, we are planning to offer our COUNS-030, COUNS-032, and COUNS-034 classes as Non-Credit classes in the near future. The courses and program are currently going through the Curriculum Committee review process.

### 1b. Please address the following enrollment data provided for your program.

#### 1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef))

Based on the enrollment data for Counseling courses between Fall 2017 and Fall 2019, the following notes were made based on the data:

- The number of sections of COUNS-032 and COUNS-034 have increased during this time period due to the courses being offered at our local high schools and college connect programs.
- Fill Rates have fluctuated between the courses, comparing enrollment in the Fall semester versus the Spring semester. For specific classes, enrollment is higher in the Fall versus the Spring and vice versa for other classes. We have also increased our online course offerings, in which the enrollment in the online classes is higher in comparison to the in-person classes.
- Enrollment in COUNS-036 and COUNS-045 have stayed consistent, while enrollment in COUNS-033 and COUNS-034 have stayed consistent primarily in the Fall semester.
- With the development of the new 3-unit COUNS-036 course, enrollment in this class has stayed steady at 100% or higher. Being that the class counts as part of CSUGE Area E towards transfer requirements, there has been an increase in popularity amongst the students taking this class. In Fall 2019, the Department decided to increase the section offerings from 1 to 4 and the result was that all 4 sections filled to capacity with total enrollment at 104%.

#### 1.b.2. What does the data suggest in terms of future needs/directions?

With the success in our enrollment with our first 3-unit Counseling course offering (COUNS-036), our hope is that with the development of our second 3-unit Counseling course (COUNS-035), we are looking

to continue to see similar success in our enrollment trends with this new class as well in future semesters. We are currently planning to offer COUNS-035 for the first time in Fall 2020.

**1c. Provide a brief update of your program's goals as listed in your (CPR) 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.**

Additional information about program goals and future steps is provided in the Counseling Student Services Program Review document.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1:			
Goal 2:			
Goal 3:			

**For CTE programs only:**

1c. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

## 2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>Course Success</b>	80.8%				
<b>Degrees ( AA, AS, ADT)</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates of Achievement</b>	N/A	N/A	N/A	N/A	N/A
<b>Unit Reduction</b>	N/A	N/A	N/A	N/A	N/A
<b>CTE Jobs</b>	N/A	N/A	N/A	N/A	N/A

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>African American</b>	76.6%				
<b>Low Income</b>	77.7%				
<b>Foster Youth</b>	79.4%				

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>COUNS-031</b>	New Course – first offered in Spring 2019	Fall 2019	Rudolf Rose, David Reyes
<b>COUNS-034</b>	Pending Compilation of Student Survey Results	Fall 2019	Nina Ghiselli, Haydee Lindgren, Sharlice Wright
<b>COUNS-036</b>	New Course – first offered in Fall 2019	Fall 2019	Sharlice Wright, Rudolf Rose, Marco Godinez
<b>COUNS-035</b>	New Course – will be offering in Fall 2020	Fall 2020	Nina Ghiselli

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?  
The assessments and data are in the process of being compiled through all the three courses.

### 4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
<b>COUNS-033</b>	David Reyes

### Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

## 5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

<b><u>Faculty/Staff Resource Request</u></b>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Counseling		Counseling Department - Program Coordinator (or Program Assistant) – 2 Positions	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input 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"/>	
<b>Justification:</b>			
<p>With a current staff of 45+ Counselors (Full-Time, Part-Time, Wellness Counselors), Student Ambassadors, and services provided at various delivery sites (Brentwood, Pittsburg, Local High Schools, Learning Communities, Support Programs, etc.), the Department has faced a huge ongoing need for increased administrative support for the department to facilitate processing workflows, front desk protocols, and overseeing daily office operations and logistics. Duties and responsibilities of this position includes scheduling and filling of shifts, appointment scheduling and maintenance of SARS, building schedules and making adjustments accordingly, processing of all related office paperwork (timecards, verifications, leave requests, schedule change requests, expense claims, maintenance of office supplies, etc.), outreach events and processing, student ambassador hiring and training, and facilitating student concerns and circumstances related to crisis and wellness. The Counseling Department currently does not have any professional classified support available at our front desk and/or for office operations, and has been dependent on assistance from primarily student ambassadors and the Administrative Assistant to the Dean of Counseling. It has been an ongoing challenge for the department to efficiently and effectively carry out its daily operations and serve students' needs without having a full-time professional available for support and assistance.</p>			

<b><u>Operating Resource Request</u></b>		
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #
Department/Unit Name		Resource Type
		<input type="checkbox"/> Equipment <input type="checkbox"/> Supplies <input type="checkbox"/> Service/Contract
		<input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Other
General Description		Est. Expense

<b>Justification:</b>	

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or 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
<b>Justification:</b>	