

# Student Services Units Program Review Year Five Update - Counseling Office Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

## Program Overview, Engagement, VfS Goal Setting, and Assessment Update

### 1. Overview : Version by Ghiselli, Nina on 02/10/2022 21:40

**a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

The Counseling/Student Services Department embodies a comprehensive, student-centered approach. We believe in fostering the strengths of our diverse student population and working collaboratively with all student services to empower students in their educational process. We believe in cultivating shared responsibility in navigating the educational system that results in positive student outcomes and personal growth. We provide the following services for our students:

- Educational planning and advising
- Transfer/Graduation planning and advising
- Career exploration and assessment
- K-12 Outreach and Pathways planning
- Instruction of Counseling Courses (LMC and High School Partner sites)
- Wellness/Crisis Counseling

**b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**

The Counseling Department has established partnerships campus-wide to improve our student's success in their educational and personal pursuits while at LMC:

- Crisis Team – has developed a training manual that is used campus-wide when dealing with a student experiencing a crisis while on campus
- John F. Kennedy University – developed an on-campus program for students experiencing mental health issues to receive support services at no cost to them throughout the academic year. Currently exploring new ways to meet the well-being of our students to increase access and availability.
- Leadership Guided Pathways – Counseling faculty have taken leadership roles in the implementation of the Guided Pathways Initiative; FT Counselors have been assigned to each Pillar and have begun to attend division meetings with faculty and deans of their assigned area. Counselors have explored possible outreach activities and implementation to best serve the students in their pathways.
- Collaboration with Arts and Humanities for Pathways pilot
- Full-time counselors met on a monthly basis about Pathways to explore the structure and implementation of the paradigm specific to the department and within the broader LMC community.
- Online and Face to Face counseling offered on Pittsburg and Brentwood campuses for 2021-2022
- Online (synchronous and nonsynchronous) and Face to Face counseling classes are offered on Pittsburg and Brentwood campuses in addition to local high schools for 2021-2022
- K-12 Outreach – Full-time Counselor designated to outreach to strengthen pipeline between K-12 and LMC community college transition
- On-boarding of High School seniors into LMC via Counseling 31 workshops and more recent partnership with Outreach for registration and education planning workshops - Counseling Instruction – provide counseling courses to assist incoming freshmen in their transition into the Community College system
- Non-Credit – developing a skills certificate for students (ESL, CTE) to allow students to take courses to build foundational skills without attributing cost to students (COUNS 30, 32, 34)
- Dual Enrollment (PHS, AHS Connect) – providing exposure to graduating High School seniors in local community to earn early college credit while in High School; part of the “Get Focused Stay Focused” Curriculum (GFSF)
- DSPS /Veterans – DSPS qualified counselors offer general counseling appointments for Veterans in the Veterans Resource Center
- Transfer & Career Center – work closely with the department to create and develop workshops for students geared towards transfer and career exploration as well as teaching ACS courses
- New collaboration with Outreach on Ed Planning and Registration workshops. Counselors will be joining Outreach for a two-hour workshop, many focused on meta-majors.

- Collaborating with Outreach on the High School Counselors conference and ongoing discussion with Outreach for high school Ed Planning and Registration workshops.

Need for further Collaboration:

- Collaborating with outreach to better connect and serve new students through new and revised Education Planning and Registration workshops.

- Collaborating with outreach for the High School Counselor conference.

- K-12 Partners counselor serves 13 feeder high schools, early college credit team, outreach department, career and transfer center, CTE department, and the Academic Deans regularly.

**c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.**

- From March 2020 to the time that this report was submitted, the COVID pandemic and subsequent quarantine have presented challenges to effective service delivery, Upon orders to quarantine, all teaching and student support services pivoted to online platforms. This mode of instruction worked better for some students than others. With the academic and overall life challenges that the epidemic offered, there was a decrease in student enrollment. Throughout the pandemic, counselors have been able to offer high-quality counseling and instruction, using hybrid service delivery modes, i.e., online and by phone. With California “opening up” in-person counseling was offered on Pittsburg and Brentwood campuses on a safe and limited basis. The availability of counselors on campus for face-to-face counseling will increase in Spring 2022.

- AB705 – Assessment English/Math: the college has begun to accelerate Math and English allowing students to move through pathways in a timely manner. Support services offered by Counseling to assist students with this transition who may not be adequately prepared for college-level Math and English courses. Counselors offer referrals to students to other college resources to acquire academic assistance (CORE), disability access (DSPS) as well as counseling classes that can improve their overall study skills. (Counseling 34 and 35).

- Guided Pathways: Counseling Dept. has engaged in collaborative leadership to create “meta majors” that will provide clear and concrete pathways towards specified academic and career goals

- Vision for Success: this model will provide a foundation to create intentional and intrusive counseling models for all students to achieve academic and career goals; ensuring that the VFS goals are accomplished

- Student-Centered Funding Formula (SCFF): with the updated funding formula, we will need to ensure that student educational plans and career paths are fully articulated and aligned. The college's management team has implemented the practice of assessing educational plan development with respect to student course-taking patterns to reduce determine the number of courses that students take that do not contribute to their attainment of educational goals; this analysis is also used to devise a strategic enrollment management approach for 2-year (and potentially a 3-year) course schedule.

- Mental Health: LMC is innovative in its partnership with JFK University by offering Wellness appointments to students. The CCCSMHP advises that each CCC provides 1 MHC to every 500 students. On average, we have at least 4 Wellness Counselors year-round (including summer and winter months)-- 3 assigned to the Pittsburg campus and 1 assigned to the Brentwood campus.

**- With the challenges offered by COVID, the need to reach students online has become more apparent. In addition to the general student services CANVAS page, counselors in the DSPS department have helped to establish a shell to address the needs of their students.**

**d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.**

**For the 2021-2022 academic year, Counseling has a total of 17 full-time counselors with 23 adjunct counselors, many of which are dedicated to specific program areas:**

- EOPS 1.6 (FT), 2 Adjunct Counselors

- CalWorks 0.4 (FT)

- DSPS 1.5 (FT): 2 Adjunct Counselors, 1 Learning Specialist

- Student Success and Retention: 2 Counselors: 2 Adjunct Counselors

- Learning Communities: 1 Uomja, 1 Puente, 1 Transfer Academy, 1 Honors, 1 MESA, 1 Athletics, .5 ESL

- CTE/Workforce Development: 1 Counselor (FT): 1 Adjunct Counselor

- K-12 Pathways: 1 Counselor (FT)

- Counselors teaching High School specific Counseling classes: 5 (2 FT/3 PT)

- Generalist: 3 Counselors (FT): 5 Adjunct Counselors

- Career: 1 Adjunct Counselor

-Veterans: 2 adjunct counselors

**Needs:**

There is a need for more general counseling. Currently, Counselors are available to meet with students for academic counseling Monday – Thursday from 8:30 am until 7:00 pm and Friday 8:30 am – 1:00p; they also serve students by teaching dual-enrollment classes offered at feeder high schools and on the LMC campus. Students have the opportunity to meet with

Counselors by appointment and on a walk-in/drop-in basis. A larger pool of Counselors is needed as some counselors may be inactive some semesters due to personal or other professional obligations. Additionally, there is a shortage of counselors during flex week (the week before classes start), as full-time Counselors are engaged in a variety of professional development activities. A larger pool of counselors would help to ensure greater access to students.

During the Fall 2019 and Spring 2020 semesters, First Steps Counseling (FSC) is offered in the Student Services Building (SSB) to serve students with questions/needs that can be addressed in 15 minutes or less, e.g., completing required forms and class recommendations; FSC counselors work in tandem, with one designed to address less complex questions who can refer students with emergent needs can get support on-the-spot. Counselors are also conducting out-of-office appointments at designated areas beyond the SSB, e.g., Kinesiology Athletic Complex, MESA Center, Umoja Village, Honors Center, K-12 High School campuses, adult educational centers, CTE classrooms, and ESL classrooms.

**e. How does your department ensure that students are aware of learning support outcomes?**

Our Student Learning Outcomes are listed on our Counseling webpage, as well as the LMC College Catalog. In addition, the outcomes are also listed in our syllabi for our Counseling courses.

## 2. Engagement : Version by Ghiselli, Nina on 02/10/2022 21:40

**a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.**

The Counseling Department is active on campus and is often asked to join committees as Counseling Department faculty often provide a unique perspective being both within instruction and student services. Counselors serve as committee members and/or leads for the following shared governance committees, programs and services, and college and statewide initiatives. This is a list of current and recent committees served.

- Academic Senate
- Curriculum Committee
- Guided Pathways monthly meetings and division meetings
- General Education Committee
- Accreditation Committee
- Student Learning Outcomes
- Teaching and Learning Committee
- Starfish Retention and Degree Planning Statewide
- Safety Committee
- United Faculty
- Distance Education and Online Education Initiative
- Learning Communities and Student Program Planning Teams and Advisory Boards (i.e. Puente, Umoja Scholars, MESA, Honors, Transfer Academy, EOPS, CalWORKs, DSPS, ESL, Veterans, CTE)
- Career Technical Education Committee
- Asian Pacific Islander Committee
- TLC
- DE Equity Taskforce
- Sabbatical Review Committee
- DSPS advisory committee
- Transfer Academy Advisory
- Early College Credit
- Safety Committee
- STEM Advisory
- MESA Program Advisory
- Induna Committee
- Articulation Committee
- Grade Appeal Committee
- Foster Youth

In recent years, counselors have also facilitated various professional development workshops during flex week and throughout the semester on campus and at conferences, helped in coordinating and facilitating campus activities, facilitated student ambassador trainings, and presented in classrooms to students on variety of topics, such as wellness resources, crisis management, retention strategies, disability awareness, universal design learning, and community issues. Members of the Counseling Department have attended conferences to increase our effectiveness in working with students in increasing student success, retention and persistence:

- Guided Pathways Retreat facilitated by The Career Ladders Project (CLP): From this retreat, the Counseling Department was able to discuss and plan for counseling projects relate to Guided Pathway, and develop monthly to continue the discussion about the planning and future implementation of these projects. The areas of focus currently are development of Meta-Majors (Clarifying the Path), First Year Experience (FYE) (Entering the Path), and building Success Teams (Staying on the Path).
- Counseling in the Era of Equity: Critical Competencies for Student Success facilitated by the Skyline College Equity Institute: From this conference we focused on creating an environment for our students within the Counseling Department that is intentional about moving from transactional counseling practices to transformative counseling practices. We also explored different counseling pedagogies to create a more centered approach towards student success.
- Ensuring Transfer Success (ETS) Conference: Counselors and the Transfer Services Team attend the annual conference to learn about updates related to transfer requirements, admissions process, and available resources at the UC system. Attendees were able to learn about the updated ASSIST website, discuss various admissions criteria for students, learn about transfer support services and financial aid available at the UC, and network with UC representatives to learn more about each of their respective universities.
- National Behavioral Intervention Team Association (NaBITA) Conference (Spring 2019): Attendance at this conference has led to the development of a more effective method for assessing student needs for mental health and wellness services. A growing number of student requests for appointments with Student Wellness Program (SWP) therapists has resulted in an expanding waitlist. (Considering Fall 2019 and Spring 2020 FTES (3,879 and 3462, respectively), with 4 SWP therapists working the equivalent of 1.1 full-time counselors, the SWP therapist-to-students is 918:1.) By employing a case management model, a designated number of counselors are released to assess students-at-risk, refer them to the appropriate service provider, and confer weekly to ensure that all students are properly served and surveyed, and that a confidential record is made for all services provided. Where a full-time case manager would provide the most effective coordination, delegating existing counselors to serve as case managers draws on their graduate school training in crisis response, which enables the Department to identify students who are better serviced with a personal counseling appointment (non-therapeutic), than with a SWP appointment (therapeutic).
- EOPS Conference: EOPS Counselors attended a workshop that demoed the Q-Less software app. This tool helps eliminate physical lines for students. It would be extremely useful in tracking the number of students that visit our student services division. Unfortunately LMC is not capturing a full headcount of students requesting assistance. In addition, this interactive tool would allow the institution to virtually connect with students who are in-line for a service. Students would be notified of wait times for drop-in needs. Next steps have been to briefly discuss this with the Vice President of Student Services (who has experience with this tool), asking all student services managers if this is something they would be interested in. Once a discussion has taken place and a need has been presented, the next step is to locate a funding source. EOPS Counselors also attended a workshop dedicated to E-Files by using Canvas within the EOPS Program. We found this to be fascinating for our EOPS program for we could be doing so much more by embracing the digital world. Canvas is a tool that LMC is already, using however only within the Instruction Division. Educating the Students Services unit about this available tool and how this could be helpful for their programs.

**b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

In the recent years, LMC counseling faculty have participated in various community activities and partnerships:

- Dedicated Career Technical Education Counselors that work closely with CTE programs and departments, industry partners, and local community organizations.
- Dedicated Counselor that works directly with our local high school partners and meeting on-site with incoming high school students to assist students with education planning and navigating the overall LMC matriculation process.
- Twelve Counseling Courses (COUNS-31, COUNS-032 and COUNS-034) are offered to high school students in both Fall and Spring semesters in 2021-2022, which include educational planning workshops, Introduction to Career Exploration and College Success. Eight courses on held on-site at the local high schools and three courses are held on-campus at LMC as part of the College Connect programs with local high schools.
- Collaboration with Adult Education partners and providing information and assistance to students about LMC programs and resources
- Coordination and participation in Black History Month Elementary School Reading annual event at Foothill Elementary School
- Collaboration with counseling interns from JFK University to provide wellness services to students on campus (currently have four wellness counselors available)
- Collaboration with local graduate school counseling programs to have interns gain hands-on experience working closely with LMC Counseling Department (currently DSPS has an intern)
- Participation in the programming of the annual Cesar Chavez event
- Movies for Mental Health in collaboration with other departments including DSPS (lead on project). This has happened multiple terms before and during the pandemic period.

**c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.**

- Counseling Dept-facilitated trainings are held monthly to keep counselors stay up to date on academic programs and local community resources. Guest speakers from various campus departments, student services, and local community organizations are often invited to present about their specific programs and resources.

- Flex Workshops and topic-specific training are provided for counselors on a variety of topics related to the education planning updates and counseling operations
- All newly hired Counselors are required to attend a two-day training and orientation acclimated to the counseling position and learn about the department and overall college resources, services, processes, and protocols. New Counselors are also encouraged to shadow full-time counselors as part of their training process.
- Counselors have attended and participated in conferences, although during the COVID pandemic period opportunities have been less available.
- Counselors have assisted in coordinating, planning, and facilitating Mental Health Awareness Outreach and Workshops, developing the Crisis Manual Handbook, and training with student ambassadors and campus staff

**d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.**

NA

### 3. Vision for Success Goals Update : Version by Benford, Jeffrey on 02/04/2022 09:04

**a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.\***

*Link to LMC Equity Plan:* <https://www.losmedanos.edu/equity/plan.aspx> (<https://www.losmedanos.edu/equity/plan.aspx>)

The following is an outline of data inquiries to explore for next year's year one cycle. As the college moves toward Guided Pathways (GP), the Counseling Dept. will consider data that informs possible interventions to address the needs of three groups; this will include both instructional and counseling services. Special attention will look at how many students are in particular pathways in order to see what academic interventions and what programs will have maximum impact.

Data questions to ask:

- What is the course success rate for the four equity populations in:
  - Each counseling class offered (take out HS pop)
  - Counseling classes overall as a department
- What is the overall (all classes) for all pops, on the measures of (does taking a counseling class make you more likely to complete the following?):
  - Course success
  - AA/AS/AST/ADT completion
  - Certificate of completion
  - Transfer (AAT/ADT)
  - Number of units accumulated by AA/AS earners
- What is the overall (all classes) for each of the 4 pops, on the measures of (does taking a counseling class make you more likely to complete the following?):
  - Course success
  - AA/AS/AST/ADT completion
  - Certificate of completion
  - Transfer (AAT/ADT)
  - Number of units accumulated by AA/AS earners
- What are the top 5 majors that have the lowest success rate for the 4 pops (do for each one)? How might pathways counselors assist here?

From this data there will be further assessment, focus on areas of improvement and interventions.

**b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.**

*\*Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS <i>(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)</i>	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
<b>Accreditation: Course Success</b>							
<i>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</i>							
<i>VFS2: Decrease the average number of units accumulated by CCC students earning associate 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.</i>							
<i>VSF3: Decrease the average number of units accumulated by CCC students earning associate 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.</i>							
<b>VSF4:</b> <i>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.</i>							
<i>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</i>							

*Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS <i>(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)</i>	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
<b>Accreditation: Course Success</b>							

<p><b>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</b></p>	<p><b>Goal #1:</b> Students will be able to clarify their educational goal and develop an education plan</p>	<p>Empowering Student Services Professionals, Student Engagement &amp; Success, Equity &amp; Inclusion</p>	<p>Examine 2019-2021 2020-2021, 2021-2022 student data sample for: 1.How many students have an educational goal? 2. How many students have an abbreviated education plan? 3. How many students develop a comprehensive ed plan.</p>	<p>In Progress</p>	<p>Collect data at end of the academic year.</p>	<p>Yearly assessment completed at the end of the academic year.</p>	<p>All Counselors</p>
<p><b>VFS2: Decrease the average number of units accumulated by CCC students earning associate 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.</b></p>	<p><b>Goal #1:</b> Students will be able to clarify their educational goal and develop an education plan</p>	<p>see above</p>	<p>see above</p>	<p>see above</p>	<p>see above</p>	<p>see above</p>	<p>see above</p>
<p><b>VFS3 is same as VFS2</b></p>							
<p><b>VSF4: 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.</b></p>	<p><b>Goal #1:</b> Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.</p>	<p>Empowering Student Services Professionals, Student Engagement &amp; Success, Equity &amp; Inclusion</p>	<p>Examine CTE 2019-2021 2020-2021, 2021-2022 student data sample for: 1. How many students have an abbreviated education plan? 2. How many students develop a comprehensive ed plan.</p>	<p>In progress</p>	<p>Collect data at end of the academic year.</p>	<p>Yearly assessment completed at the end of the academic year.</p>	<p>All counselors</p>

<p><b>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</b></p>	<p><b>Goal #2:</b> Develop and implement Counseling initiatives related to Guided Pathways.</p>	<p>Equity &amp; Inclusion, Student Engagement &amp; Success, Commitment to Innovation &amp; Creativity</p>	<p>Form task groups that will focus on specific Counseling projects related to Guided Pathways (and its related Pillars).</p>	<p>Monthly meetings were scheduled throughout 2020-2021 that were primarily focused on discussing and planning for Counseling projects, planning and implementation related to Guided Pathways. Counselors have been assigned to pathways and have attended division meetings, which will be ongoing. Two counselors participated in Arts and Humanities pilot.</p>	<p>Ongoing.</p>	<p>Counselors will consult with departments, deans, and other administrators as needed to facilitate the implementation of Guided Pathways.</p>	<p>All Counselors</p>
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Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

**4. Assessment Update and Effectiveness** : Version by **Benford, Jeffrey** on **02/04/2022 09:07**

**\*PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
<p><b>LEARNING SUPPORT OUTCOME</b></p>	<p><b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).</p>



<p><b>TARGET*</b>  <i>*Indicate at least one of the following in your response:</i></p> <ul style="list-style-type: none"> <li>• <i>Student</i></li> <li>• <i>Employee</i></li> <li>• <i>Service</i></li> </ul>	
<p><b>MEASURE</b></p>	<p><i>Example:</i>                  Will gather the following data:                  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.</p>
<p><b>STATUS*</b>  <i>*Please indicate a status from the following options:</i></p> <ul style="list-style-type: none"> <li>• <i>Abandoned</i></li> <li>• <i>In Progress</i></li> <li>• <i>Completed</i></li> <li>• <i>New Outcome</i></li> </ul>	
<p><b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b></p>	
<p><b>NEXT STEPS</b></p>	<p><i>Example:</i>                  Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.</p>
<p><b>RESPONSIBLE PARTIES</b></p>	<p><i>Example:</i>                  Jennifer Ma, Financial Aid Office</p>
<p><b>ALIGNED STUDENT SERVICES GUIDING PRINCIPLES</b></p>	<p><i>Example:</i>                  SS Theme #1: Demonstrate proficiency in the use of college online services.</p>
<p><b>ALIGNED PROGRAM REVIEW YEAR THREE GOALS</b></p>	<p><i>Example:</i>                  Increase the FAFSA filing and completion rate for currently enrolled students.</p>

**\*PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**  
**LEARNING SUPPORT OUTCOMES UPDATE**

**LEARNING SUPPORT OUTCOME**

**New LMC students who attend the COUNS-031 (Educational Planning) course will be able to develop an abbreviated education plan prior to starting at LMC.**

**TARGET\***

*\*Indicate at least one of the following in your response:*

- Student
- Employee
- Service

**Student**

**MEASURE**

**Altered this LSO to align with collaboration between Outreach and Counseling.**

**STATUS\***

\*Please indicate a status from the following options:

Abandoned

In Progress

Completed

New Outcome

INSERT LINK TO COMPLETED LEARNING

SUPPORT OUTCOME REPORT

Complete/Abandon (see new SLO)

**NEXT STEPS**

Currently the counseling department is collaborating with outreach on ed planning and registration workshops. For Spring 2021, Counseling 31 is being offered at four high schools.

**RESPONSIBLE PARTIES**

Student engagement and success

Student engagement and success

ALIGNED PROGRAM REVIEW YEAR THREE

Goal #1, Goal #2

GOALS

**LEARNING SUPPORT OUTCOMES UPDATE**

LEARNING SUPPORT OUTCOME

Increase by 20% the accuracy of student's selected "Primary major" with their intended graduation major listed in Insite

TARGET\*

\*Indicate at least one of the following in your response:

Student

Student

Employee

Service

MEASURE

Will verify major during counseling appointment

STATUS\*

EXPLORE ALTERNATIVE WAYS TO MEASURE

\*Please indicate a status from the following options:

Abandoned

In Progress

Completed

New Outcome

INSERT LINK TO COMPLETED

LEARNING SUPPORT OUTCOME

REPORT

In progress

**NEXT STEPS**

During counseling meetings with students, counselors will first verify major on file on student's insite account is accurate. If changes are to be made to update a student's major, counselors will assist student with updating their major through Insite.

RESPONSIBLE PARTIES

All counselors and front desk staff

ALIGNED STUDENT SERVICES

GUIDING PRINCIPLES

ALIGNED PROGRAM REVIEW YEAR

THREE GOALS

Student engagement and success

Goal #1, Goal #2

**LEARNING SUPPORT OUTCOMES UPDATE****LEARNING SUPPORT OUTCOME**

Increase the number of Counselors trained for online counseling appointments by 50% to better serve students in the distance education environment

**TARGET\***

\*Indicate at least one of the following in your response:

Student

Employee

Employee

Service

**MEASURE**

100% of faculty trained and serving students online and by on phone

**STATUS\***

\*Please indicate a status from the following options:

Abandoned

Completed

In Progress

Completed

New Outcome

**INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT****NEXT STEPS**

Maintain high-quality counseling online, by phone, and in-person to increase access to students and meet them where they are

**RESPONSIBLE PARTIES**

All counselors and front desk staff

**ALIGNED STUDENT SERVICES GUIDING PRINCIPLES**

Empowering student services professionals, commitment to innovation and creativity

**ALIGNED PROGRAM REVIEW YEAR THREE GOALS**

Goal #1, Goal #2

**LEARNING SUPPORT OUTCOMES UPDATE****LEARNING SUPPORT OUTCOME**

New LMC students who attend an Educational Planning and Registration workshop (a collaboration between Counseling and Outreach) and be able to .....

TBD--Collaborating with Outreach to work toward a common measure

**TARGET\***

\*Indicate at least one of the following in your response:

Student

Student

Employee

Service

**MEASURE**

TBD--Collaborating with Outreach to work toward a common measure

**STATUS\***

\*Please indicate a status from the following options:

Abandoned

New Outcome

In Progress

Completed

New Outcome

**INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT****NEXT STEPS**

Throughout Fall and Spring 21-22, Counseling and Outreach will collaborate on a series of Education Planning and Registration workshops.

**RESPONSIBLE PARTIES**

Counseling and outreach

**ALIGNED STUDENT SERVICES GUIDING PRINCIPLES**

Student engagement and success

**ALIGNED PROGRAM REVIEW YEAR THREE GOALS**

Goal #1, Goal #2

## Impact of Resource Allocation