

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: Counseling Discipline

Date: 11/13/12 (Due by November 13, 2012)

Members of the Instructional Program Review Team: *Adrienne Riley, Irina Rivkin, Tina Vasconcellos, with feedback from Counseling Department Co-Chairs Ann McMurdo and Kathy Ma.*

2. Narrative Description of the Discipline, Department or Program:

The mission of the Counseling Department is to assist students with decisions that affect their academic, vocational, and personal goals. Quality counseling programs staffed by professional counseling faculty are critical to assure that students achieve their educational and career goals. Today's students face a myriad of complex academic and personal issues and concerns. By helping students identify those issues and deal effectively with them; counseling faculty provide a means for students to be successful.

As described in "Standards of Practice for California Community College Counseling Programs" (Academic Senate for California Community Colleges) core functions are derived from The California Education Code and from materials from the American Counseling Association. Functions include: Academic Counseling, Career Counseling, Personal Counseling, Crisis Intervention, Multicultural Counseling, Outreach, Consultation and Advocacy, Program Review and Research, and Training and Professional Development.

The Counseling Discipline courses were established as an addition to and extension of the traditional Counseling Department services. They were developed as a method of delivery to reach a group of students vs. one on one service; and also provide strategies and services that improve retention, persistence, and student success.

The Discipline and courses were originally approved in Spring 2004, after development over several years by a district wide counseling committee that reviewed the outlines of counseling type courses that had been offered throughout Peralta District colleges and best practices in COUN courses in the California Community College and University of California systems. Special consideration was given to the transfer level courses to ensure appropriate academic rigor by comparison of courses in UC system; one in particular was a model course from UCSB. (*See Addendum # 1*)

All PCCD Counseling Departments committed to maintain the exact same outlines in order to maintain the integrity of the courses and agreed that any future updates or revisions would go through a district-wide review with all four Counseling Departments represented to reach consensus before any department submitted changes. See *Addendum # 2* for the description of current courses developed in the discipline that includes four tracks: Orientation, Career, Study Skills/College Success and Personal Development, (inclusive of Basic Skills, Associate Degree and Transfer Levels).

A trend that may be especially relevant to the Counseling Discipline is the future implementation of the Student Success Act. The learning addressed in Counseling Discipline Courses is relevant to the Student Success Act goals of orientation, counseling, advising, and educational planning services. It is hoped that funding will be allocated to these crucial but currently underfunded services.

Additional Concerns, changes, and needs are addressed in “Recommendations and Priorities” at the end of this report.

3. Curriculum:

Please see Addendum #2 for active courses in the Counseling Discipline.

The department has established various standards of monitoring the academic standards of the courses, including such things as a syllabus guide, semester review of syllabi, implementation of SLO's, a Counseling Discipline Committee that meets throughout the semester on a regular basis and each semester a college wide SLO review meeting with all those teaching COUN courses. (See Addendum # 3),

Effort is made to review the syllabi and textbook in relation to the course outline content each semester. Procedures have been established for review of instructor's request to update textbook choices on the course outline. All courses were reviewed and textbook updates were made in Fall 2007; and textbooks again updated in Fall 2011. The addition of courses, COUN 30 and COUN 230, was approved by CIPD in Fall 2007. The course outlines for COUN 24, 57 and 260 were updated in Spring 2009. COUN 24 was approved as an online course (100% online) and has been offered since Fall 2008. COUN 200A was approved as a hybrid online course, but due to budget constraints was cut from offerings. A Curriculum Review Planning Report was completed in November 2009, which included a review of the Course Verification Checklist. Documents of evidence can be seen in Addendums # 4 and # 5. Additionally, the Counseling Discipline will be participating in Curriculum Review in 2013-14.

All courses have SLO's that have been submitted to and approved by the Laney Curriculum Committee. In addition each course has an established timeline for SLO assigned for each semester. Efforts are in progress to analyze the data results that have been collected to date, as well as develop corresponding action plans as appropriate. Discussions to date have encouraged continued use of methods such as: interactive classroom work, group work, use of technology resources as appropriate, the importance of expectation and teaching of consistent 'college' behavior. In addition, assessment of the Spring 2012 data and data collection implementation of Fall 2012 SLO's assigned is also in progress. One of the greatest challenges is to update TaskStream with all of the SLO work that has been done by the Counseling Discipline. (See Addendums # 6 for SLO's scheduled for each COUN course and work done to date.)

Given that ILO's were just approved by the Academic Senate in October of 2012, the mapping of SLO's to ILO's will be completed by the end of Spring 2013.

Recommendations and priorities are addressed at the end of this report.

4. Instruction:

The department accomplished its goal of developing a multi-year plan to incorporate the staggered implementation of offering a full complement of the courses, in order to reinforce the services of the department. The objectives of the department's implementation plan and the ideal course offerings can be seen in *Addendum # 7 and # 8*. In addition, corresponding efforts and strategies were developed to build enrollment in all sections, with particular attention to the at-risk student population on probation and/or readmitted from dismissal. The full implementation of this plan has been suspended due to budgetary constraints and the sections offered has been decreased and has been very limited especially beginning 2010-11, (*See Addendum # 9*).

While the course offerings open to the general population and taught primarily by contract faculty are being cut; the counseling courses that are being offered under various grants and initiatives have increased. It is very positive that the counseling curriculum meets the objectives of these grants and special programs, but most are program cohorts not open to general student population. These programs have little to no consultation with the Counseling Department and are being identified and offered completely outside of the action plan and with little to no consultation with the Counseling Department. This consultation is essential to maintaining the integrity and consistency of academic standards within the counseling discipline. Not only does this impact instructional planning and SLO implementation of the department, but it also impacts the PFT contract guidelines related to adjunct faculty and the preferential pool for hiring and the offer of extra service to contract faculty. **Due to the hard work to create the discipline and develop appropriate courses for the needs of our student population; and especially due to the significant population of basic skills students, the declining reduction in general population counseling course sections is a concern of the department.**

Please see *Addendum #9A & 9B* for enrollment trends.

Recommendations and priorities are addressed at the end of this report.

5. Student Success:

Addendums # 9A and 9B provide comprehensive descriptions of enrollment and results in the counseling courses; inclusive of: enrollment trends, sections offered, completion rates, retention rates, persistence rates, FTEF, and FTES.

Counseling Discipline course results demonstrate a lower performance rate than the results college wide. It is important to analyze these results and essential that the comprehensive information described becomes a part of the data analysis collected in the SLO implementation, as seen in the '*COURSE Outcomes and Assessment REPORT*' forms for each individual course under *Addendum # 6*. Every effort is being made to incorporate what can be learned from such information to help us strengthen

our courses and make it a dynamic part of the use of the results and plan of action subsequently developed.

Notes:

-It is not understood why there is such a wide variance in the numbers of Census Enrollment figures between Department Overview, Student Retention Rates, and Student Success Rates.

-Counseling Discipline was not provided data information on grade distribution by section or by ethnicity demographics, as it was in the last program review submitted in March 2010.

A factor that may have influenced the performance rate is correlation: students facing academic and personal challenges that impact their success, are especially encouraged to take Counseling courses. And in some cases, students facing academic and/or progress probation or dismissal are required to take these courses. Therefore, students who are struggling academically are overrepresented in Counseling courses, compared to the general population of students.

Recommendations and priorities include offering more counseling courses available to the general population of students. Additional recommendations and priorities are addressed at the end of this report.

6. Human and Physical Resources (including equipment and facilities)

There is no intention of working toward full-time teaching faculty in the COUN Discipline. Those courses supported by the Counseling Department for the general population are primarily taught by contract counselors as extra service or by adjunct faculty as part of their load. To our knowledge course offerings under special programs (grants and initiatives) are taught by a combination of counseling faculty: 'extra service' outside of counseling department, non-tenured full time, and adjunct. In addition, there is no program (major or certificate) associated with the discipline. The type of courses offered are stand-alone courses to support student success, a few of them will meet general education requirements (Associate Degree and CSU GE/Breadth).

Therefore the information in Addendum # 9A and 9B does not have the same value or impact as it has for traditional instructional departments and disciplines.

Several of the courses lend themselves to being offered either in a Smart Classroom or in the Tech Lab where access to computers with internet capability and overhead projectors are available. It is also recommended that career software are available on other computers throughout the campus, e.g.: library, Assessment and Welcome Centers, Writing/Computer labs, etc.; examples of suggested career software needs include: the Eureka disk version which has a great feature for linking majors with careers (not available on the web version); Discover and Career Cruising. Availability and access of such software would enable and compliment student work and assignments outside of the classroom setting.

The Counseling Department has experienced a dramatic reduction in staffing. As of Fall 2012, the Counseling Department has 7 full-time counselors including the Articulation

Officer. In Fall 2008, the Counseling Department had 12 full-time counselors, and 5 counselors have retired since then but have not been replaced. In the late 80's, the Counseling Department had 16 full-time counselors. With an enrollment of over 13,000 students, the current number of counselors is not sufficient to support a campus the size of Laney College. The reduction in Counseling Department human resources has negatively impacted the number of course offerings available to the general population of students.

7. Community Outreach and Articulation

Due to the nature of its work the Counseling Department is well aware of the academic rigor expected and existing articulation with four year institutions (CSU/UC/Independent). This awareness and the importance of its use is demonstrated both in the classroom and when developing SEP's with students. The Articulation Officer, the Transfer Center Director and the Counseling Department work collaboratively and are an integral part of the services extended to students. Several of the courses are directly linked (included in content) to assisting students related to: articulation information, use of ASSIST website and importance of articulation in their SEP development. These specific courses include: COUN 200A/B, 202, 221, and 224. The transferable Counseling courses (COUN 24, 30, and 57), meet Cal State University General Education Breadth Requirement Area E (Lifelong Learning and Self Development). The above courses, and especially COUN 24 (College Success), teach skills that are helpful in preparing students for college level coursework, including upper division coursework.

Recommendations and Priorities

The Counseling Department has been struggling to support dual responsibilities, the traditional student services counseling services and now an instructional discipline. Listed below are the recommendations and priorities associated with the Counseling Discipline courses. Many of which are described in further detail in Addendum # 10, although developed in 3/25/09 at a staff development college-wide COUN Discipline meeting – they are still pertinent.

Summary of Recommendations and Priorities

- Facilitation of appropriate administrative oversight of the COUN (Instructional) Discipline, e.g.: planning & coordination of all COUN courses to be taught college-wide, consultation with other programs teaching COUN courses, monitor of when to cancel, decision/choice of instructors, etc.
- Participation in instructional responsibilities of all those instructors teaching COUN courses, e.g.: all steps of SLO implementation, curriculum development, etc.
- Assistance with the interpretation of data collected, how to better incorporate results into action plans

- Separation of completion/retention/persistence rates into subcategories, as well as overall rates for all COUN courses. This would enable ability to review more informative success results separately for both general population, special cohorts and overall; this should lead to more targeted action plans.
- Develop procedures for ordering instructional supplies
- Assistance in data input into TaskStream
- Revitalized the Counseling Discipline offerings by restoring courses, and offering the full complement of courses in Addendum #8.