

Office or Unit: Counseling Department		Contact: Kathy Ma & Ann McMurdo Co-chairs: Counseling Department		Date: November 7, 2013	
Unit Mission Statement: The mission of the Laney College Counseling Department is to provide students and prospective students with comprehensive academic, career, and personal counseling. Counselors work with students regarding university transfer, vocational programs, basic skills development, personal/professional enrichment and personal concerns, while helping students develop personal decision making tools. We value the diversity of our student body and the worth and dignity of each individual.					
SLOs/ Student services outcomes. Students that have used counseling services will be able to:	Assessment Methods*	Criteria for successful performance	Actual performance data	Use of results/plan of action	
<p>Recognize that they are in charge of the outcomes of their lives.</p> <p>Visualize a future with a variety of expanded options.</p> <p><u>SPRING 2008</u></p>	<p>-initiate & 'shows up' for counseling appointments</p> <p>-develop a realistic SEP</p> <p>-identify & develop career/educational goals</p> <p>-develop a realistic SEP</p>	<p>-3% increase in # of SEPs that are completed.</p> <p>-3% increase in # of appointments (vs. drop-in)</p> <p>-70% of appointments "show" (vs. "no show")</p> <p>-60% of students that have seen a counselor by appointment will have expanded their options. Measured by use of student survey (to be designed).</p> <p>See data summary attached.</p>	<p>Comparison of F'06 - F'07 – S'08 (appts & drop-in):</p> <p>-Range appts vs. drop-in, no significant change – (e.g.: 29%, 31%, 30%); trying to achieve increase in APPT's</p> <p>-Range of "show" vs. "no show", no consistent improvement – (e.g.: 74%, 69%, 73%); trying to improve show rate</p> <p>Comparison of F'06 - F'07 (SEPs – paper/SARS):</p> <p>-SARS Reason Code has a broader definition/purpose than 'standard' SEP form on file (see Reason Code grid) and duplicated count in SARS vs. unduplicated in paper file copy.</p> <p>-Need to improve accuracy & consistency of filing actual SEP forms developed with student in the front office main file and input of appropriate SARS reason code during student contact (appt/drop-in)</p> <p>-SEP form (paper) – update of SEP may use actual form on file, hence would expect # of paper SEPs to be smaller than reason codes in SARS</p> <p>-Some counselors use electronic form & file &/or keep copy in their ofc file and may forget to also file in office.</p>	<p>Need to revise the DEPT SLO's; realization that the original SLO's stated and the data being reviewed is not helping to measure the learning outcomes of the students.</p> <p>-Nee to design student survey</p> <p>-Improve accuracy of data input, e.g.: reason codes, file copy of paper SEP</p> <p>-Ensure SARS Call (appt reminder) is working and message is appropriate</p> <p>-Ensure consistent use of Appt Reminder Card</p> <p>-Re-establish semester postcard mailings to increase appts, e.g.: new matric student & 45+ units (unable to secure mailing labels from district)</p> <p>-In-service on SEP development to ensure quality & comprehensiveness.</p>	

1. Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.	<p align="center"><u>Fall 2008</u></p> <p>Review a random sampling of completed SEPs on file (30): note that educational goal is stated and compare SEP plan courses to actual course enrollment, to ensure student is able to progress in completion of general education requirements & other course requirements related to stated goal.</p>	<p>60% of the random sample of students will have made progress in course requirements for 'general education' and major, (e.g.: certificate, associate, transfer, grad prep.).</p>	<p>-100% of the SEPs' goal, major and program requirements were completed accurately. -Compared Fall 2008 SEPs with the actual Spring 2009 enrollment. -One SEP was excluded from the sample due to catalog year 2005-07. -Outcome of the assessment results was 79% comparing Spring 2009 enrollment with Fall 2008 SEP. - Assessment results exceeded Counseling Department's baseline of 60%</p>	<p>Will define/refine the specific definition of 'successful enrollment'.</p> <p>Target was met, consistency in development of SEPs – major, goal and program requirements; continue in-service training and discussion.</p>
	<p align="center"><u>Spring 2010</u></p> <p>Develop and distribute student satisfaction survey.</p>	<p>60% of the survey sampling will have met the stated SLO standard.</p>	<p>March 30th: Complete the design revise of survey.</p> <p>April 12 – May 10th: Distribute the survey to students.</p> <p>May 11 – 13th: Collect data and analyze.</p>	<p>Completed the design of the survey.</p> <p>Did not implement the assessment method as planned.</p>
	<p align="center"><u>Fall 2011</u></p> <p>Distribute student satisfaction survey</p>	<p>60% of the survey sampling will have met the stated SLO standard.</p>	<p>November/December 2011: Distribute the survey to students & collect data.</p> <p>63% of students reported they are actively pursuing their ed. goal according to plan. An additional 28% reported that they have an accurate sense of their ed. goal. Thus, 91% met</p>	<p>Will increase sample size and consistency and revisit survey (i.e. separate surveys for drop-in and appts)</p> <p>When institutional research resumes standard district surveys, this data will also be incorporated in our analysis.</p>

			the stated SLO. 45% reported that they have taken GE &/or major prep courses needed to reach ed. goal. An additional 34% reported having an accurate sense of what GE &/or major prep courses are needed to reach goal. Thus, 79% met the stated SLO.	
	<u>Fall 2014</u> Distribute student satisfaction survey			
2. Navigate the processes that lead to successful transfer to a four year college or university; student is able to demonstrate progress by successfully following SEP.	<u>Spring 2009</u> Review a random sampling of completed SEPs on file (30): note and compare SEP plan courses to actual course enrollment , to ensure student is able to progress in completion of: minimum admission eligibility, transfer general education (IGETC or CSU GE Breadth) and major prep requirements.	60% of the random sampling will have met the stated SLO standard.	-Compared Spring 2009 SEPs with the actual Fall 2009 enrollment. -97% of students identified a transfer college & 100% identified a transfer major on their SEP. However, only 50 % of students met the criteria for successful performance standard set by Counseling Department. Therefore, the criteria (60%) for successful performance was not met.	Will define/refine the specific definition of 'successful enrollment'. -In reviewing the SEPs and subsequent course enrollment, it was noted that a fair number of students did not enroll the semester after the SEP was written. Some students were already having academic difficulties at the time when the plans were written. - Due to the variables that affect students' future enrollment, the Counseling Dept. will implement a new assessment tool for a more accurate assessment, such as surveys.
	<u>Fall 2010</u> Review a random sampling of completed SEPs on file (30): note and compare SEP plan courses to actual course enrollment , to ensure student is able to progress in completion of:	60% of the random sampling will have met the stated SLO standard.	Did not implement the assessment method as planned.	Did not implement the assessment method as planned.

	minimum admission eligibility, transfer general education (IGETC or CSU GE Breadth) and major prep requirements.			
	<p style="text-align: center;"><u>Spring 2012</u></p> <p>Review a sample of completed SEPs on file (30); note and compare SEP plan courses to actual course enrollment, to ensure student is able to progress in completion of: minimum admission eligibility, transfer general education (IGETC or CSU GE Breadth) and major prep requirements.</p>	60% of the random sampling will have met the stated SLO standard.	Did not implement the assessment method as planned.	Did not implement the assessment method as planned.
	<p style="text-align: center;"><u>Fall 2013</u></p> <p>Develop and distribute a survey to students planning to transfer</p>	60% of the random sampling will have met the stated SLO standard.		Revise SLO, since the current SLO has two parts
<p>3. Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing,</p> <ul style="list-style-type: none"> Student can identify the factors that kept them 	<p style="text-align: center;"><u>Fall 2009</u></p> <p>Review a sample (30) of 'Academic Success Contracts' completed by student during the contact session with a counselor (before clearance to proceed with subsequent terms).</p>	70% of students in the random sample will have progressed successfully according to their Academic Success Contract.	<p>-7 out of 30 students (23%) in the random sample of Academic Success Contracts progressed successfully.</p> <p>-The standard of 70% progressing successfully was not met according to this sample.</p>	<p>-Reevaluate Academic Success Contract and follow-up procedures</p> <p>-Revise Academic Success Contract to gather more info on needs and problems</p> <p>-Consider distinguishing between academic and progress probation students to assess needs</p> <p>-Survey other colleges to see how they assist their students on academic/ progress probation.</p>
	<p style="text-align: center;"><u>Fall 2012</u></p> <p>Develop and distribute a</p>		59 surveys were collected. Results from 2 out of 4 questions met the SLO standard.	<p>-Improve survey design</p> <p>-Separate surveys according to appointment or drop-in</p>

<p>from being successful</p> <ul style="list-style-type: none"> • Student is aware of appropriate classes and support resources. 	<p>pre- and post- probation survey to students on academic and progress probation (see attached survey).</p>	<p>70% of the random sampling will have met the stated SLO standard.</p>	<p><u>Question 1:</u> 64% answered correctly before speaking to counselor. After speaking to counselor, 78% answered correctly. <u>Question 2:</u> 49% answered correctly before speaking to counselor. After speaking to counselor, 66% answered correctly. <u>Question 3:</u> 62% answered correctly before speaking to counselor. After speaking to counselor, 66% answered correctly. <u>Question 4:</u> 74% answered correctly before speaking to counselor. After speaking to counselor, 81% answered correctly.</p>	<p>-Include student ID number and follow up with student to see if they get off probation</p> <p>-Answer choices need to be clearer</p> <p>-Need assistance from professional researcher</p>
	<p><u>Fall 2015</u></p> <p>Review a sample (30) of students who have gone through an 'Academic Success' intervention method, before clearance to proceed with subsequent term course enrollment.</p>	<p>70% of the random sampling will have met the stated SLO standard.</p>		

* Please attach examples of your assessment tools (e.g. surveys, scoring guidelines, questionnaires, etc.)