

# Peralta Community College District

## Laney College



# Counseling Discipline and Department Program Review

# The Counseling Program Review Report

**1. College:** Laney College

**Date:** October 27<sup>th</sup>, 2015

**Members of the Counseling Program Review Team:** Lilian Chow and Terrance Greene, Department Co-chairs, Douglass Cobb

**Members of the Validation Team:** Laura Bollentino, Manuel Alcala, Danniett Howard, Kathy Ma, Ann McMurdo, Cynthia Tiang

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## 2. Narrative Description:

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.

## 3. Curriculum:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Please see [Attachment #1](#) 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 [Attachment # 2](#)).

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

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 2011. The addition of courses, COUN 201, was approved by CIPD in Spring 2014. 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 and has been use as Student Success & Support Program (SSSP) orientation course. A Curriculum Review Planning Report was completed in November 2012, which included a review of the

Course Verification Checklist. Document of evidence can be seen in Attachment #3. 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 2015 data and data collection implementation of Fall 2015 SLO's assigned is also in progress. (See Attachment # 4 for SLO's scheduled for each COUN course status.)

All counseling courses of SLO's were mapped to ILO's and are currently up to date.

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

1) List courses in the catalog and the date of the most recent course outline updates:				
Course Number				
Courses	Number	Course Name	Semester	Year
COUN	24	College Success	Spring	2012
COUN	30	Personal Growth and development	Spring	2012
COUN	57	Career and Life Planning	Spring	2012
COUN	200A	Orientation to College	Spring	2012
COUN	200B	Orientation to College	Spring	2012
COUN	201	Orientation to College: Student Success and Support Program	Spring	2014
COUN	202	Orientation to American Culture and College	Spring	2012
COUN	207	Career Exploration	Spring	2012
COUN	207A	Career Exploration	Spring	2012
COUN	207B	Career Exploration	Spring	2012
COUN	207C	Career Exploration	Spring	2012
COUN	221	Preparing for College/University Transfer	Spring	2012
COUN	224	College Preparedness	Spring	2012
COUN	230	Strategies for Personal Development	Spring	2012
COUN	260	Career Preparation for Project Bridge	Course Deactivated	2014

#### 4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, for the past three years. Please review the “At a Glance” reports and answer the following questions.

##### *Questions:*

- How does your discipline ensure that students are aware of the learning outcomes of the counseling courses? Where are the counseling course or service area outcomes published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Each Counseling course lists the course SLOs on the syllabus. Syllabi are collected by the Dean and Chair of the Counseling discipline committee and reviewed by the committee. All teaching faculties are advised by the Counseling discipline committee chair to review the course SLO with students at the beginning of the semester.

- Briefly describe at least two of the **most significant changes/improvements** your discipline made in the past three years as a response to counseling courses or service area assessment results. Please state the course number or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

##### **Improvement 1.**

The counseling discipline increase course offering from Spring 2012 (13 courses offered) to Fall 2015 (23 courses offered)

##### **Improvement 2.**

After the approval of the COUN 201, we have offered 11 sections during Spring 15, Summer 15 and Fall 15.

- Briefly describe two of the **most significant examples** of plans for counseling courses or service area improvement for the next three years as result of what you learned during the assessment process. Please state the course number or service area outcome and attach the data from the “Assessment Findings and Action Plan” section for each example.

##### **Plan 1.**

For our transfer level course Coun 57, the discipline is planning to submit a Distant Education Addendum for approval to teach online session in order to meet the growing need of distance education classes. The Coun 201, Orientation to College: Students Success & Support Program was approved by CIPD in Spring 2014 in order to address the state mandate of the Student Success Initiative. The discipline is planning to offer more sections for the new matriculating students.

## Plan 2.

The counseling department has completed a 3 year cycle student learning outcome assessment prior to Fall 2015. A survey was in the action plan for the department learning assessment, however due to lack of administrative support and counselors serving on different hiring committees, the plan is postponed to Spring 2016. The counseling department is planning to continue the assessment cycle for the next 3 years.

- Describe how assessment results for Distance Education counseling courses compare to the results for the corresponding face-to-face classes, if applicable.

Distance Education counseling courses - (Coun 200A, 201) are all dynamically dated short term orientation to college classes. These online classes are used to meet the SSSP state mandate. There was a very high rate of no show similar with the face-to-face classes due to the new SSSP enrollment process where students, faculty, and staff were adjusting to the new process.

Distance Education counseling course (Coun 24) is currently offered 2 dynamically dated session during Fall 15 semester. The online sessions had offered more accessible for student who needs an online transferable course meeting the CSUGE Breath area "E" requirement.

In every effort, the counseling teaching discipline will make sure holding the same teaching effectiveness of the distance Education counseling courses as with courses taught in a traditional face to face manner.

- Describe assessment results for counseling courses with multiple sections or sessions. Are there similar results in each section or session?

Currently we are only required to assess one section of each course taught. However, taking COUN 24 as an example where two different instructors taught in traditional format and distance education (online) format, both assessments had positive results.

- Describe your discipline/department's participation in assessment of institutional level outcomes (ILOs).

The Counseling department student learning outcome had mapped with the institutional level outcomes (ILOs). See *attachment #5*- Counseling department 2011-14 assessment cycle summary report.

- How are counseling courses or service area outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

- The counseling teaching discipline and department have not fully participated in assessment of institutional level outcomes (ILOs) at this moment. The Counseling teaching discipline is planning to incorporate the institutional level outcomes (ILOs) to the Counseling teaching discipline SLOs.

- The counseling department made a request to the Laney Learning Assessment co-chairs for the "Goal Alignment Summary" from TaskStream. The department received the document and is planning to complete summary by Spring 16.

**5. Instruction:**

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

Besides offering traditional format of counseling courses, the Counseling instructional discipline also added multiple online versions of transferable (coun 24) and associate level (coun 200A & 201) courses. The Counseling courses have become more accessible to overall student’s need for online learning format.

- How has new technology been used by the counseling department to improve student learning?

The counseling teaching faculty has utilized the smart classrooms when the facilities are available. The technology within the smart classroom has improved the overall student learning.

- How does the counseling department maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, and online counseling services?

- Counseling teaching discipline committee chair and Dean collect all counseling course syllabus each semester. All counseling faculty are required by the Dean to meet regularly during the semester to plan and discuss current and future Counseling courses. In addition, all courses SLO progress are updated and monitored by the discipline committee chair.

- Counselors are evaluated every 3 years as called for in the evaluation policy and handbook.

- Briefly discuss the enrollment trends in counseling courses. Include the following:

➤ Overall enrollment trends in the past three years:

UNDUPLICATED ENROLLMENT BY SUBJECT									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT									
Campus	Laney								
Subject	COUN								
Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	43	142	204	21	175	511	307	545	441

- The overall enrollment of the college/district was down due to instructional cut-backs which impacted the college and the number of courses offered within the counseling department. From Spring 14 to present the counseling orientation courses increased with the state new mandate SSSP funding. In addition, more transferable counseling courses were added to the semester schedules.

- An explanation of student demand (or lack thereof) for specific courses.

Productivity by Course										
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER</b>										
CAMPUS	Laney									
SUBJECT	COUN									
CATALOG_NBR	(All)									
Productivity	Term									
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
COUN 200A - ORIENTATION/COLLEGE	NA	NA	16.93	NA	8.69	4.68	9.76	7.50	8.46	
COUN 200B - ORIENTATION/COLLEGE	NA	NA	8.69	NA	10.98	NA	NA	11.32	NA	
COUN 201 - Orientation to College	NA	NA	NA	NA	NA	NA	NA	NA	8.96	
COUN 207 - CAREER EXPLORATION	NA	14.50	NA	NA	NA	NA	NA	7.50	NA	
COUN 207A - CAREER EXPLORATION	NA	NA	NA	NA	7.00	11.24	NA	NA	10.00	
COUN 224 - COLLEGE PREPAREDNESS	NA	9.05	15.01	NA	NA	17.00	NA	14.50	16.50	
COUN 230 - STRATEGIES/PERSONAL DE	NA	NA	NA	NA	NA	10.00	NA	9.50	NA	
COUN 24 - COLLEGE SUCCESS	22.03	19.50	20.77	10.76	15.00	21.00	10.24	11.00	17.63	
COUN 260 - CAREER PREP/BRIDGE	NA	7.50	NA	NA	NA	NA	NA	NA	NA	
COUN 30 - PERSONAL GROWTH/DEV	NA	NA	16.50	NA	NA	13.50	NA	NA	13.50	
COUN 57 - CAREER/LIFE PLANNING	NA	21.00	20.50	NA	19.00	21.00	NA	17.00	13.50	

- In the past the counseling department course enrollment trended towards Transferable and Associate degree applicable courses. From Spring 14 to present, the college orientation courses (Coun 200A, 201 and 224) were added and used for meeting the state’s new SSSP mandate.

- Productivity for the counseling courses compared to the college productivity rate.

Productivity by College										
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE</b>										
CAMPUS	Laney									
Term										
Productivity	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
Productivity	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41	

Productivity by Subject										
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT</b>										
CAMPUS	Laney									
SUBJECT	COUN									
Term										
Productivity	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
Productivity	22.03	15.36	17.26	10.76	13.62	13.48	9.90	10.35	14.16	

- From Spring 14 to present, the college orientation courses (Coun 200A, 201 and 224) were added and used for meeting the state’s new SSSP mandate. However, there was a very high rate of no show due to the new SSSP enrollment process where students, faculty, and staff were adjusting to the new process.

College productivity rate: 16.34%

Counseling department Productivity rate: 14.10%

- Are courses scheduled in a manner that meets student needs and demands? How do you know?
  - The department followed the traditional model of block scheduling (Mon & Wed/ Tue & Thur). We also extended our course offerings by having online, weekend, evening, and dynamically dated courses throughout the semester.
  - Recommendations and Priorities:
  - Recommendations and priorities include offering more counseling courses available to the general population of students. When the department is fully staffed with the 6 SSSP counselors and 1 replacement Career counselor, the department is optimistic about offering more counseling courses to meet the diverse student population.
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## 6. Student Success and Student Equity:

### Part A.

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the counseling courses for the past three years. Please list each course separately.  
How do the counseling course completion rates compare to the college course completion standard?
  - Coun 200A (SSSP orientation course) – Student completion rates increased and remained high (Fall 13 – Spring 15) because the courses enrollment were controlled and monitored by instructors, SSSP coordinator and A&R staff. No show students were dropped and required to reenroll in the course for meeting the state SSSP mandated core service for orientation.
  - Coun 200B were only offered to special learning communities (Foundation Skills Pathway Program, b2b program and CTE cohorts). Counselors of the programs monitored the student progress and the student's completion rate for the program.
  - Coun 201 was taught inarguably for Spring 15. The completion rate was low (39.29%) based upon students enrolling themselves verses SSSP coordinator monitor the enrollment.
  - Coun 207 – Fall 14 had a low 40% completion rate, the thought from the department is that the time and date of the class was not meeting the student need.
  - Coun 207A- Spring 15 both sessions were learning community courses and taught by adjunct faculty. The department does not have enough information to determine why the completion rates were low.
  - Coun224- higher successful rate showed to courses offered to special learning community (APASS, CTE cohort & Gateway to college). Counselors of the program monitor the student progress and were able to keep the completion rate higher than regular coun 224 sessions.
  - Coun 230- the completion rates were low, the thought from the department is that the time of the class was not meeting the special population students (b2b foster youth and Foundation Skill Pathway) need.
  - Coun 24 – Fall 12, Fall 13 & Fall 14 the completion rates were lower, probably base on online format.
  - Coun 260- was only offered to special learning communities (Foundation Skills Pathway Program). Counselors of the programs monitored the student progress and the student's completion rate for the program. Course has been deactivated.



- Coun 30- Spring 15 instructor changes the afternoon class to start and end early. In addition, instructor used more engagement techniques for the learning materials.
- Coun 57- Fall 12 & Fall 14 the completion rates were low because the course sessions were in evening verses other sessions of the same course taught in the day-time.

Course Success: College									
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT</b>									
CAMPUS	Lane								
	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success %	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Course Success: Subject									
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER</b>									
CAMPUS	Lane								
SUBJECT	COUN								
CATALOG_NBR	(All)								
	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Course									
COUN 200A - ORIENTATION/COLLEGE	NA	NA	40.54%	NA	54.29%	86.03%	87.50%	91.10%	96.55%
COUN 200B - ORIENTATION/COLLEGE	NA	NA	44.44%	NA	75.00%	NA	NA	90.91%	NA
COUN 201 - Orientation to College	NA	NA	NA	NA	NA	NA	NA	NA	39.29%
COUN 207 - CAREER EXPLORATION	NA	60.71%	NA	NA	NA	NA	NA	40.00%	NA
COUN 207A - CAREER EXPLORATION	NA	NA	NA	NA	57.14%	68.89%	NA	NA	40.00%
COUN 224 - COLLEGE PREPAREDNESS	NA	86.67%	52.54%	NA	NA	55.88%	NA	41.38%	36.36%
COUN 230 - STRATEGIES/PERSONAL DEV	NA	NA	NA	NA	NA	45.00%	NA	57.89%	NA
COUN 24 - COLLEGE SUCCESS	86.05%	38.89%	76.92%	66.67%	40.00%	52.38%	70.00%	30.95%	57.14%
COUN 260 - CAREER PREP/BRIDGE	NA	80.00%	NA	NA	NA	NA	NA	NA	NA
COUN 30 - PERSONAL GROWTH/DEV	NA	NA	48.48%	NA	NA	48.15%	NA	NA	92.59%
COUN 57 - CAREER/LIFE PLANNING	NA	37.50%	60.98%	NA	71.05%	73.81%	NA	38.24%	64.81%
<b>Grand Total</b>	<b>86.05%</b>	<b>52.99%</b>	<b>55.07%</b>	<b>66.67%</b>	<b>59.57%</b>	<b>69.94%</b>	<b>85.71%</b>	<b>77.90%</b>	<b>66.06%</b>

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

- Yes, for an example, Coun 224 (COLLEGE PREPAREDNESS) completion rates are lower because the course is designed to target at-risk student.

College course completion standard: 69.74%

Course Success Rate by Age Group:

<b>Course Success Rate by Age group</b>									
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER</b>									
CAMPUS	Laney								
SUBJECT	COUN								
CATALOG_NBR	(All)								
TERM	(All)								
<b>Success</b>		<b>Term</b>							
<b>Course</b>	<b>Under 16</b>	<b>16-18</b>	<b>19-24</b>	<b>25-29</b>	<b>30-34</b>	<b>35-54</b>	<b>55-64</b>	<b>65 &amp; Above</b>	
COUN 200A - ORIENTATION/COLLEGE	NA	87.40%	85.99%	85.53%	86.15%	90.71%	80.00%	100.00%	
COUN 200B - ORIENTATION/COLLEGE	NA	75.00%	42.11%	86.67%	71.43%	84.62%	100.00%	NA	
COUN 201 - Orientation to College	NA	33.33%	33.33%	50.00%	20.00%	71.43%	0.00%	NA	
COUN 207 - CAREER EXPLORATION	NA	100.00%	46.67%	50.00%	NA	66.67%	100.00%	NA	
COUN 207A - CAREER EXPLORATION	NA	100.00%	57.14%	66.67%	63.64%	50.00%	71.43%	NA	
COUN 224 - COLLEGE PREPAREDNESS	NA	58.33%	47.19%	29.41%	45.45%	72.41%	55.56%	66.67%	
COUN 230 - STRATEGIES/PERSONAL DEV	NA	50.00%	48.00%	66.67%	0.00%	100.00%	0.00%	NA	
COUN 24 - COLLEGE SUCCESS	NA	57.14%	57.69%	61.04%	48.65%	57.41%	46.15%	66.67%	
COUN 260 - CAREER PREP/BRIDGE	NA	NA	33.33%	100.00%	NA	100.00%	66.67%	NA	
COUN 30 - PERSONAL GROWTH/DEV	NA	0.00%	65.12%	71.43%	50.00%	63.16%	50.00%	NA	
COUN 57 - CAREER/LIFE PLANNING	100.00%	50.00%	55.22%	51.28%	84.62%	68.42%	66.67%	50.00%	
<b>Grand Total</b>	<b>100.00%</b>	<b>77.54%</b>	<b>65.63%</b>	<b>70.72%</b>	<b>67.52%</b>	<b>76.02%</b>	<b>67.53%</b>	<b>75.00%</b>	

Course Success Rate by Gender:

<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER</b>				
CAMPUS	Laney			
SUBJECT	COUN			
CATALOG_NBR	(All)			
TERM	(All)			
<b>Success</b>		<b>Term</b>		
<b>Course</b>	<b>Female</b>	<b>Male</b>	<b>Unknown</b>	
COUN 200A - ORIENTATION/COLLEGE	87.04%	87.24%	68.42%	
COUN 200B - ORIENTATION/COLLEGE	61.54%	77.42%	85.71%	
COUN 201 - Orientation to College	50.00%	34.29%	0.00%	
COUN 207 - CAREER EXPLORATION	57.14%	50.00%	0.00%	
COUN 207A - CAREER EXPLORATION	44.12%	69.05%	100.00%	
COUN 224 - COLLEGE PREPAREDNESS	53.49%	45.95%	70.00%	
COUN 230 - STRATEGIES/PERSONAL DEV	44.44%	52.94%	75.00%	
COUN 24 - COLLEGE SUCCESS	55.71%	58.19%	70.00%	
COUN 260 - CAREER PREP/BRIDGE	88.89%	66.67%	66.67%	
COUN 30 - PERSONAL GROWTH/DEV	65.31%	61.11%	0.00%	
COUN 57 - CAREER/LIFE PLANNING	61.03%	56.60%	42.86%	
<b>Grand Total</b>	<b>69.25%</b>	<b>70.19%</b>	<b>65.67%</b>	

Course Success Rate by Ethnicity:

Course Success Rate by Course and Ethnicity											
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER</b>											
CAMPUS	Laney										
SUBJECT	COUN										
CATALOG_NBR	(All)										
TERM	(All)										
Success	Term										
Course	Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Multiple	Unknown/Non Responder	
COUN 200A - ORIENTATION/COLLEGE	100.00%	90.11%	83.25%	84.62%	91.18%	NA	80.00%	90.63%	86.40%	92.16%	
COUN 200B - ORIENTATION/COLLEGE	NA	75.00%	65.79%	100.00%	33.33%	NA	NA	100.00%	75.00%	100.00%	
COUN 201 - Orientation to College	NA	28.57%	34.78%	NA	44.44%	NA	NA	85.71%	25.00%	0.00%	
COUN 207 - CAREER EXPLORATION	NA	60.00%	60.00%	100.00%	75.00%	NA	0.00%	0.00%	28.57%	66.67%	
COUN 207A - CAREER EXPLORATION	NA	75.00%	38.24%	100.00%	75.00%	NA	NA	85.71%	69.23%	75.00%	
COUN 224 - COLLEGE PREPAREDNESS	0.00%	40.00%	42.57%	100.00%	84.21%	NA	100.00%	55.56%	54.55%	80.00%	
COUN 230 - STRATEGIES/PERSONAL DEV	NA	100.00%	50.00%	100.00%	0.00%	NA	NA	100.00%	44.44%	50.00%	
COUN 24 - COLLEGE SUCCESS	0.00%	75.53%	44.58%	42.86%	61.70%	100.00%	50.00%	56.67%	55.00%	77.78%	
COUN 260 - CAREER PREP/BRIDGE	NA	0.00%	80.00%	NA	NA	NA	NA	NA	100.00%	100.00%	
COUN 30 - PERSONAL GROWTH/DEV	66.67%	80.00%	57.89%	66.67%	66.67%	100.00%	NA	100.00%	53.85%	25.00%	
COUN 57 - CAREER/LIFE PLANNING	100.00%	70.27%	53.10%	100.00%	60.00%	NA	100.00%	70.00%	58.06%	37.50%	
<b>Grand Total</b>	<b>72.73%</b>	<b>76.87%</b>	<b>63.01%</b>	<b>77.42%</b>	<b>74.51%</b>	<b>100.00%</b>	<b>72.73%</b>	<b>80.92%</b>	<b>68.95%</b>	<b>78.10%</b>	

Course Success Rate by special student group (DSPS):

Course Success: DSPS										
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT</b>										
CAMPUS	LANEY									
SUBJECT	COUN									
Success	Term									
DSPS	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
No	87.80%	48.25%	53.89%	65.00%	59.06%	70.97%	84.86%	77.88%	66.34%	
Yes	50.00%	80.00%	61.76%	100.00%	64.29%	61.11%	60.00%	73.81%	64.52%	
<b>Grand Total</b>	<b>86.05%</b>	<b>52.99%</b>	<b>55.07%</b>	<b>66.67%</b>	<b>59.57%</b>	<b>69.94%</b>	<b>84.30%</b>	<b>77.58%</b>	<b>66.21%</b>	

Course Success Rate by Special student group (Foster Youth):

Course Success: Foster Youth										
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT</b>										
CAMPUS	LANEY									
SUBJECT	COUN									
Success	Term									
Foster Youth	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
No	87.80%	53.49%	59.30%	70.00%	62.12%	72.33%	83.58%	79.41%	67.42%	
Yes	50.00%	40.00%	25.00%	0.00%	22.22%	54.35%	90.91%	62.30%	53.85%	
<b>Grand Total</b>	<b>86.05%</b>	<b>52.99%</b>	<b>55.07%</b>	<b>66.67%</b>	<b>59.57%</b>	<b>69.94%</b>	<b>84.30%</b>	<b>77.58%</b>	<b>66.21%</b>	

Course Success Rate by Special student group (Low Income):

Course Success: Low Income										
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT</b>										
CAMPUS	LANEY									
SUBJECT	COUN									
Success	Term									
Low Income	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
No	100.00%	51.35%	70.00%	100.00%	66.67%	78.00%	65.00%	77.14%	83.10%	
Yes	78.57%	54.74%	53.71%	60.00%	58.93%	68.13%	71.60%	74.04%	62.57%	
Unknown	100.00%	0.00%	45.45%	50.00%	50.00%	73.91%	95.90%	87.41%	68.00%	
<b>Grand Total</b>	<b>86.05%</b>	<b>52.99%</b>	<b>55.07%</b>	<b>66.67%</b>	<b>59.57%</b>	<b>69.94%</b>	<b>84.30%</b>	<b>77.58%</b>	<b>66.21%</b>	

Course Success Rate by Special student group (Veterans):

Course Success: Veterans										
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT</b>										
CAMPUS	LANEY									
SUBJECT	COUN									
Success	Term									
Veteran	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
No	86.05%	53.03%	56.16%	66.67%	59.56%	69.94%	84.47%	77.90%	66.28%	
Yes	#DIV/0!	50.00%	25.00%	#DIV/0!	60.00%	70.00%	75.00%	60.00%	60.00%	
<b>Grand Total</b>	<b>86.05%</b>	<b>52.99%</b>	<b>55.07%</b>	<b>66.67%</b>	<b>59.57%</b>	<b>69.94%</b>	<b>84.30%</b>	<b>77.58%</b>	<b>66.21%</b>	

Counseling course completion rates:

Course 1.	<u>Coun 200A</u>	<u>76%</u>
	(course name and number)	rate
Course 2.	<u>Coun 200B</u>	<u>70.12%</u>
	(course name and number)	rate
Course 3.	<u>Coun 201</u>	<u>39.29%</u>
	(course name and number)	rate
Course 4.	<u>Coun 207</u>	<u>50.36%</u>
	(course name and number)	rate
Course 5.	<u>Coun 207A</u>	<u>55.34%</u>
	(course name and number)	rate
Course 6.	<u>Coun 224</u>	<u>54.57%</u>
	(course name and number)	rate
Course 7.	<u>Coun 230</u>	<u>51.45%</u>
	(course name and number)	rate
Course 8.	<u>Coun 24</u>	<u>57.67%</u>
	(course name and number)	rate
Course 9.	<u>Coun 260</u>	<u>80%</u>
	(course name and number)	rate
Course 10.	<u>Coun 30</u>	<u>63.07%</u>
	(course name and number)	rate
Course 11.	<u>Coun 57</u>	<u>57.73%</u>
	(course name and number)	rate

- Describe course completion rates in the department **for Distance Education** courses (100% online), if applicable, for the past three years. Please list each course separately. How do the counseling Distance Education course completion rate compare to the college course completion standard?

Course Success: College									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT									
CAMPUS	Lane								
	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Course Success: 100% Distance Education					
<b>IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER</b>					
Campus	Laney				
Catalog Nbr	(All)				
Distance Ed	DF100%				
Success	Term				
		2012	2013	2014	2015
100% DE		Fall	Fall	Spring	Spring
<b>COUN</b>		<b>38.89%</b>	<b>40.00%</b>	<b>73.53%</b>	<b>51.65%</b>
COUN 200A - ORIENTATION/COLL	NA	NA	73.53%	80.95%	
COUN 24 - COLLEGE SUCCESS	38.89%	40.00%	NA	42.86%	
<b>Grand Total</b>		<b>38.89%</b>	<b>40.00%</b>	<b>73.53%</b>	<b>51.65%</b>

College course completion standard: 69.74

Counseling Distance Education (100% online) course completion rates:

Course 1. Coun 200A 72.84  
(course name and number) rate

Course 2. Coun 24 40.58  
(course name and number) rate

- Coun 200A (100% online), had a higher completion rate than the college course completion rate because the courses were enrollment were controlled and monitored by instructors, SSSP coordinator and A&R staff. No show students were dropped and required to reenroll the course for meeting the state SSSP mandated core service for orientation.

- Coun 24, Fall 12, Fall 13 & Fall 14 the completion rates were lower, probably base on the online teaching method.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the counseling department deal with this situation? How do you ensure that Distance Education courses are effective?

Yes. For example Coun 24, Fall 12, Fall 13 & Fall 14 the completion rates were lower, probably base on the online teaching method.

- Describe the counseling courses retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the counseling course retention rate compare to the college retention standard?

**College retention standard: 70.20%**

**Counseling course retention rates**

**Year 1. 64.70%(M12, F12, Sp13)**

**Year 2. 65.39% (M13, F13, Sp14)**

**Year 3. 76.55 % (M14, F14, Sp15)**

**The Counseling courses retention rates is about 10% higher than the college retention rate during year 3 (M14, F14, Sp15). From year 1 and year 2, the counseling course sessions had been cut due to the budget. During the 3<sup>rd</sup> year, the department discipline was able to add more sessions with different teaching formats and times offered. Therefore, the counseling courses retention rate had been increased.**

- **What has the counseling department done to improve course completion and retention rates? What is planned for the next three years?**

The budget cut and greatly reduce the offer of counseling courses to students during year 1 (M12, F12, Sp 13) and year 2 (M13, F13, Sp14) had impacted the student retention rate. During year 3 (M14, F14, Sp15) the department discipline was able to added more sessions of courses with variety of teaching format (online and face to face) and schedule to student. The increase of the retention rate proved that it is successful to offer more choices of counseling courses for different student population’s needs.

In the next 3 years, the counseling discipline will continuous work closely with all the teaching counseling faculty and provide a variety of counseling courses with different teaching methods as well as courses offered in the schedule. In addition, the discipline will work closely to review the student learning outcomes (SLOs) in order to adjust the teaching curriculum to improve student success in learning.

**Part B.**

Please provide the following information about these specific SSSP counseling services for the past three years.

	<b>Year 1.</b>	<b>Year 2.</b>	<b>Year 3. (2014-2015)*</b>
Total number of students served	<b>18669</b>	<b>20677</b>	<b>23123</b>
Number of students that completed orientation			<b>5049</b>
Number of students that completed assessment			<b>5049</b>
Number of completed Student Educational Plans (SEPs)			<b>5049</b>
Number of Abbreviated versus Comprehensive SEPs			<b>4886 (ASEP) vs. 2763 (Comp SEP)</b>
Total number of follow-up services			<b>8562</b>
Number of Early Alert referrals			<b>(Infrastructure incomplete) No Data</b>

***\* Effective July 1, 2014, SSSP was implemented state wide for all California Community Colleges.***

- What has the counseling department done to improve SSSP counseling services? What is planned for the next three years?
  - Counseling is provided in a myriad of formats, including online, in person, individually and through groups in workshops or Counseling classes. Counseling is available for academic, personal or career exploration and is offered year round.
  - Online counseling services: Currently students may access a counselor through email. Many counselors provide advising through email correspondence. Laney College offers online sections of the both the Laney College orientation (COUN 200A & 201) and Student Success (COUN 224 & 24) courses.



- Students enrolled in special programs are also able to access counselors through drop in and scheduled appointments.
- Group/Class services: Transfer counseling workshops are offered regularly each semester through the Transfer Center. Additionally, counseling classes are available year round for students in support of student development and success.
- Student Access: Current staffing levels across Laney College are insufficient for both academic and non-academic positions, specifically the Counseling Department and administrative staffing levels. Laney College is currently in the process of hiring additional counselors in general counseling and administrative staff throughout Student Services.
- Next 3 year planning: Laney College is in the process of hiring six additional counselors to restore staffing levels and restore staffing levels prior to State reduction levels. Laney College is assessing online counseling/advising this year with the goal of enhancing online counseling services. Laney College will continue to evaluate and expand counseling services to meet the SSSP mandate.

**7. Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current (2015-2016) level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount: 9

Part-time faculty headcount: 7 counselors (non-instructional) and 3 counselors (instructional)

Total FTEF faculty for the department: 6.25 (FTEF), 2.75 (special assignments FTEF)

Full-time/part-time faculty ratio: approx. 1: 1

Classified staff headcount, if applicable: (1) Full-time Permanent, (2) 40hours full time temporary 65 days staff assistants

Administrative staff: None

Other: 5 part-time students workers

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.

- One key staffing need for the next three years is to hire 2 full time staff assistances to staff the Counseling Department office. We currently have one full-time Staff Assistant who serves as the Dean of Wellness & Development assistant. We previously had an additional full-time Staff Assistant

(.50 counseling support/.50 veterans affairs) who retired and a part-time Clerical Assistant II who resigned. These two permanent support positions have not been replaced. We have two full-time temporary staff assistants and 5 part-time student workers who support the Counseling office. The current staff is not sufficient to support the administrative needs and the great numbers of students who come in to the Counseling Department daily. According to the SSSP plan additional staff assistance will be added to support the SSSP tasks.

- In addition, the Counseling Department has suffered the loss of 5 full-time counseling faculty positions since fall 2008. In fall 2013, we hired two full-time counselors, one assigned to Athletics and the other to Transfer Center. We lost one counselor since then because the Transfer Center counselor resigned in spring 2014. In Spring 15, we hired a Career counselor/General counseling faculty position and the counselor resigned at the beginning of the Fall 15 semester. In Fall 15, the department was successful hired the Transfer Center counselor. We currently have 9 full-time general counselors including the articulation officer. The articulation officer has a .75 assignment and sees students only during peak registration (.25).

- Describe your current utilization of facilities and equipment.

- Currently the facilities and equipment are inadequate.
  - The department needs a better and faster internet to serve students.
  - State of the art ergonomic work stations in all counseling/staff offices.
  - Upgraded technical equipment, i.e. laptops, large wall-mounted monitor, Cisco phone system.
- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.

#### **Technology Needs:**

- Ongoing maintenance of department and online advising website
- Technology upgrades - speed, memory and current software
- Upgraded desktop computers and printers in each counselor's office and staff workstations.
- Upgraded laptops for all counselors in order to teach Counseling courses and Student Success & Support program (SSSP) related orientation courses.
- 2 Laptops for the front office staff for SSSP related work.
- 1 Light weight computer projector for SSSP related presentation and to be used to enhance teaching in the classroom.
- iPads or tablets would also be useful for counselors to bring to meetings and provide mobile counseling services. The Tablet can also available to hook up to each contract counselor's desktop, so that student can also type his/her password on the tablet to access out-of-district transcripts for the counselor to view.
- A new printer/copier for the Counseling department front office in order to meet the high volume copy job needed for SSSP services.
- 16 Video Cameras for Online advising services.

- Need for new telephones and ergonomic upgrades of computer equipment, desks, and chairs.
- Smart classroom equipment (projector, screen, computer, and speaker) in counseling conference room for presentation or SSSP related group advising/workshop.
- PeopleSoft (Prompt) has a timeout function which needs to be reprogrammed for a longer login time frame for counselor to work with students.
  
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.
  
- With the hiring of 6 new SSSP counselors and SSSP related counseling support service staffs, the counseling department is in shortage of The Counseling department should be located in an area close to other student services programs and services, especially those involved in 'front end' Student Success & Support Services. It should be easily accessible to all students, i.e. Student Services One Stop Center. Additionally, the building should apply the Leadership in Energy and Environmental Design (LEED) Green Building Rating System to the physical work area, since the Counseling Department has poor indoor environmental quality, i.e. air quality, ventilation, thermal comfort, etc. We need regular maintenance of the office thermostat and ongoing replacement of air filters in the Counselors' offices. We also need ongoing purchases of office supplies and printer cartridges.

- Please complete the Counseling Program Review Prioritized Resource Requests Template included in Appendix A.

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## **8. Community, Institutional, and Professional Engagement and Partnerships:**

- Discuss how faculty have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

-Please see Attachments 3 & 4 for the list of Counseling Liaisons and memberships in standing committees and governance groups.

-Throughout the year, our student contacts are divided into appointments (30 minutes) and drop-ins (10-15 minutes). Appointments provide an opportunity to develop an educational plan, review transcripts and discuss other issues related to student progress. Drop-In counseling is available on a first-come, first serve basis. This type of student contact is intended for simple, brief answer questions.

### **Laney College Committees:**

Academic Senate  
Foundation Skills  
Budget Advisory Council  
Catalog & Supplement  
College Council  
Curriculum  
Crisis Intervention  
Completion campaign  
Learning Communities  
Learning Outcomes  
Student Services  
Student Services Council  
Technology  
AB540

### **District Committees:**

District Ed. Committee (DEC)  
CIPD  
GE Subcommittee  
Counseling Functionality Team (CFT)  
District SSSP workgroup  
District SSSP

-The committee membership and liaison list demonstrate how counseling faculty are an integral and active part of the college community. In addition to the standing committees, counseling faculty are called upon for consultation on individual student problems and special meetings with instructional faculty and administrators.

- Discuss how faculty have engaged in community activities, partnerships and/or collaborations.

- One relationship that has proven to be effective is the Counseling Department's liaison assignment to instructional departments. (See Attachment 4, Counseling department 2015-16 Liaison list.) This is an effort to continue fostering collaborative communication and working relationships. The liaison counseling faculty member serves as the key contact according to designation. The counseling liaison is responsible for receiving and delivering information regarding curriculum/program changes, concerns, or problem solving opportunities between the counseling and instructional departments. The liaison representatives are willing to attend department meetings to exchange information and/or clarify issues.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

-The counseling department conduct all college wide counseling meeting monthly including all adjunct counselor and contract counseling faculty, which include training, discussions, programs updates and college department visit.

## **9. Professional Development:**

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

- Counselors within the department attend all district wide PASSPORT Academic Advising training sessions. Counselors also are attendees to monthly Counseling functionality meetings, which focus on PeopleSoft and changes to PCCD operating systems for student services. Counselors have also attended workshops' on the campus in regards to TaskStream training for imputing student learning outcomes. Counselors attend Articulation & Transfer meetings. Laney College has also hosted Athletic Counselor training meetings for Northern California Athletic Counselors. Counselors have also attended UMOJA conferences which focus on African American student's academic success and personal development. Counselors attend CSU/UC regional conferences and private colleges for ensuring transfer success. Attending these conferences is critical since changes and updates are announced at these conferences, which affect our transfer students. Career development training and certification, such as the Myers-Briggs Type Inventory (MBTI), would also be beneficial to our students.

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

- Instructors that teach Distant Education courses must take the Educational Technology courses taught within PCCD following the recommendation from the district DE committee. This has allowed for the Counseling department to add Coun 24, 200A and 201 as distant education classes.
- The counseling department recommended that the college hire a 1.0 DE coordinator to facilitate these Distance Education courses.

#### 10. **Discipline, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

**Goal 1. Curriculum:** Offer COUN (24, 30, 57, 200A, 201, 207, 224, 230) courses that provide students with information and tools for student success, including preparation for college, career development, transfer information, personal development and college success.

Activities and Rationale: Activities may include offering non-transferable and transferable COUN courses. Courses offered within the curriculum will provide students with information in order to make informed decisions regarding their respective goals.

**Goal 2. Assessment:** Assess Counseling Department and COUN courses in accordance with District and college goals.

Activities and Rationale: Assess SLOs and ILOs on an annual basis using validated instruments, which may include student surveys for counseling sessions, etc.

**Goal 3. Instruction:** Expand COUN course delivery options to include dynamic dated and/or online courses.

Activities and Rationale: : Continue to develop dynamically dated and online COUN course each year starting Fall 2016.

**Goal 4. Student Success Student Equity:** Counseling Department **Student Learning Outcome (SLOs):**

1. Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.
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 Student Education Plan.
3. Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing

Activities and Rationale: Fulfill Student Success & Support Program (SSSP) mandates via the development of abbreviated and comprehensive student educational plans and follow-up activities, such as Early Alert.

**Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:** Identify opportunities for counseling faculty to engage in professional development activities, shared governance, and community building.

Activities and Rationale: Participate in District and college staff development activities outside of peak enrollment as stated in the PCCD/PFT contract, shared governance committees, and outreach programs as appropriate.

- Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

## Appendices



# Appendix A

## Counseling Program Review

### Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney College

Discipline, Department or Program: Counseling Department

Contact Person: Lilian Chow & Terrance Greene, Co-Chairs

Date: 27<sup>th</sup> October, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Not at this time	N/A	Need Administrative input	
Human Resources: Classified	2-3 Full time Staff assistance (1 general counseling and 1-2 SSSP Staff assistance)	4		Pg 13 & 14
Human Resources: Student Workers	2-3 Student workers	3		
Technology	<ul style="list-style-type: none"> <li>Ongoing maintenance of department and online advising website</li> <li>Technology upgrades - speed, memory and current software</li> <li>Upgraded desktop computers and printers in each counselor's office and staff workstations.</li> <li>Upgraded laptops for all counselors in order to teach Counseling courses and Student</li> </ul>	3		Pg 14

	<p>Success &amp; Support program (SSSP) related orientation courses.</p> <ul style="list-style-type: none"> <li>• 2 Laptops for the front office staff for SSSP related work.</li> <li>• 1 Light weight computer projector for SSSP related presentation and to be used to enhance teaching in the classroom.</li> <li>• iPads or tablets would also be useful for counselors to bring to meetings and provide mobile counseling services. The Tablet can also available to hook up to each contract counselor's desktop, so that student can also type his/her password on the tablet to access out-of-district transcripts for the counselor to view.</li> <li>• A new printer/copier for the Counseling department front office in order to meet the high volume copy job needed for SSSP services.</li> <li>• 16 Video Cameras for Online advising services.</li> </ul>			
<p><b>Equipment</b></p>	<ul style="list-style-type: none"> <li>• Smart classroom equipment (projector, screen, computer, and speaker) in counseling conference room for presentation or SSSP related group advising/workshop.</li> </ul>	<p>3</p>		<p>Pg 14</p>

	<ul style="list-style-type: none"> <li>• Need for new telephones and ergonomic upgrades of computer equipment, desks, and chairs.</li> <li>• A new printer/copier for the Counseling department front office in order to meet the high volume copy job needed for SSSP services.</li> </ul>			
<b>Supplies</b>	Need ongoing purchases of office supplies and printer cartridges	3		
<b>Facilities</b>	Adequate office space for counselors ( 6 SSSP new counselors & 1 Career counselor)and 2-3 support staffs	4		
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Ongoing counseling function related professional development training especially for the new counselors.</li> </ul>	3		
<b>Other (specify)</b>				

# Appendix B

## PCCD Program Review Alignment of Goals Template

College: Laney College

Discipline, Department or Program: Counseling Department

Contact Person: Lilian Chow & Terrance Greene, Co-Chairs

Date: 27<sup>th</sup> October, 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<p>1. <b>Curriculum:</b> Offer COUN (24, 30, 57, 200A, 201, 207, 224, 230) courses that provide students with information and tools for student success, including preparation for college, career development, transfer information, personal development and college success.</p>	<p>Laney College ILO (effective Fall 2012)</p> <ul style="list-style-type: none"> <li>-Communication</li> <li>-Critical Thinking and Problem Solving</li> <li>-Global Awareness, Ethics and Civic Responsibility</li> <li>-Personal and Professional Development Students</li> </ul>	<p>Build Programs of Distinction: – Create a cohesive set of unique, high-quality educational programs and services coordinated across the District.</p>
<p>2. <b>Assessment:</b> Assess Counseling Department and COUN courses in accordance with District and college goals.</p>	<ul style="list-style-type: none"> <li>-Personal and Professional Development Students</li> <li>-Communication</li> <li>-Critical Thinking and Problem Solving</li> </ul>	<p>Advance Student Access, Equity, and Success : – Empower and challenge all our students to succeed.</p>
<p>3. <b>Instruction:</b> Expand COUN course delivery options to include dynamic dated and/or online courses.</p>	<ul style="list-style-type: none"> <li>-Communication</li> <li>-Critical Thinking and Problem Solving</li> <li>-Personal and Professional Development Students</li> </ul>	<p>Advance Student Access, Equity, and Success : – Empower and challenge all our students to succeed.</p> <p>Build Programs of Distinction – Create a cohesive set of unique, high-quality</p>

		educational programs and services coordinated across the District.
<p><b>4. Counseling Department Student Learning Outcome (SLOs):</b></p> <p>1. Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.</p> <p>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.</p> <p>3. Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing.</p>	<p>-Communication</p> <p>-Critical Thinking and Problem Solving</p> <p>-Personal and Professional Development Students</p>	<p>Advance Student Access, Equity, and Success :</p> <p>– Empower and challenge all our students to succeed.</p>
<p><b>5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:</b> Identify opportunities for counseling faculty to engage in professional development activities, shared governance, and community building.</p>	<p>-Communication</p> <p>-Critical Thinking and Problem Solving</p> <p>-Global Awareness, Ethics and Civic Responsibility</p> <p>-Personal and Professional Development Students</p>	<p>Advance Student Access, Equity, and Success :</p> <p>– Empower and challenge all our students to succeed.</p>

# Appendix C

## Program Review Validation Form and Signature Page

College: Laney College

Discipline, Department or Program: Counseling Discipline and Department

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<input checked="" type="checkbox"/> 1. The narrative information is complete and all elements of the program review are addressed.	
<input checked="" type="checkbox"/> 2. The analysis of data is thorough.	
<input checked="" type="checkbox"/> 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
<input checked="" type="checkbox"/> 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
<input checked="" type="checkbox"/> 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team Chair**

Print Name Date	Signature

**Counseling Department Chair**

Print Name Date	Signature

**Received by Vice President of Instruction**

Print Name Date	Signature

