

# Outcomes and Assessment Report - Student Services/Non-Instructional Units

Addendum # 6

Office or Unit: Counseling Department	Contact: Iris Brooks and Adrienne Riley Co-chairs: Counseling Department	Date: March 2010		
<p><b>Unit Mission Statement:</b> 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.</p>				
SLOs/ Student services outcomes. Students that have used <u>counseling services</u> 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><b><u>SPRING 2008</u></b></p>	<p>-initiate &amp; 'shows up' for counseling appointments</p> <p>-develop a realistic SEP</p> <p>-identify &amp; develop career/educational goals</p> <p>-develop a realistic SEP</p>	<p>-3% increase in # of SEPs 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 have expanded their options. Measured by use of student survey (to be designed).</p> <p><b>See data summary attached.</b></p>	<p>Comparison of F'06 - F'07 - S'08 (appts &amp; drop-in):</p> <ul style="list-style-type: none"> <li>-Range appts vs. drop-in, no significant change - (e.g.: 29%, 31%, 30%); trying to achieve increase in APPT's</li> <li>-Range of "show" vs. "no show", no consistent improvement - (e.g.: 74%, 69%, 73%); trying to improve show rate</li> </ul> <p>Comparison of F'06 - F'07 (SEPs - paper/SARS):</p> <ul style="list-style-type: none"> <li>-SARS Reason Code has a broader definition/purpose than 'standard' SEP form on file (see Reason Code grid) and duplicated count in SARS vs.</li> <li>-Need to improve accuracy &amp; 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)</li> <li>-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</li> <li>-Some counselors use electronic form &amp; file &amp;/or keep copy in their ofc file and may forget to also file in office.</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>-Need to design student survey</li> <li>-Improve accuracy of data input, e.g.: reason codes, file copy of paper SEP</li> <li>-Ensure SARS Call (appt reminder) is working and message is appropriate</li> <li>-Ensure consistent use of Appt Reminder Card</li> <li>-Re-establish semester postcard mailings to increase appts, e.g.: new matric student &amp; 45+ units (unable to secure mailing labels from district)</li> <li>-In-service on SEP development to ensure quality &amp; comprehensiveness.</li> </ul>

Can't remember, co-chair, counseling

Unit/Office: Mission Statement & SLOs are in TaskStream, Page 1 of 4

NOTICE: Mission Statement & SLOs are in TaskStream, Page 1 of 4  
but not all other info (findings) is in yet.  
Dept. Plans to have it in by June 1, 2012 or before.

<p>1. Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.</p>	<p><b>Fall 2008</b></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 &amp; other course requirements related to stated goal.</p>	<p>60% of the random sample of students was able to 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 inservice training and discussion.</p>
<p><b>Spring 2010</b></p> <p>Develop and distribute student satisfaction survey.</p>	<p>60% of the survey sampling met the stated SLO standard.</p>	<p>March 30<sup>th</sup>:          Complete the design revise of survey.          April 12 – May 10<sup>th</sup>:          Distribute the survey to students.          May 11 – 13<sup>th</sup>:          Collect data and analyze.</p>	<p>March 30<sup>th</sup>:          Complete the design revise of survey.          April 12 – May 10<sup>th</sup>:          Distribute the survey to students.          May 11 – 13<sup>th</sup>:          Collect data and analyze.</p>	<p>Note:          When institutional research resumes standard district surveys, this data will also be incorporated in our analysis.</p>

<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"> <li>• Student can identify the factors that kept them from being successful</li> <li>• Student is aware of appropriate classes and support resources.</li> </ul>	<p style="text-align: center;"><b><u>Fall 2009</u></b></p> <p>Review a random sampling (30) of 'Academic Success Contracts' completed by student during the contact session with a counselor (before clearance to proceed with subsequent terms).</p>	<p>70% of students in the random sample progressed successfully according to their Academic Success Contract.</p>	<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;"><b><u>Spring 2011</u></b></p> <p>Review a random sampling (30) of 'Academic Success Contracts' completed by student during the contact session with a counselor (before clearance to proceed with subsequent terms).</p>	<p>70% of the random sampling met the stated SLO standard.</p>		

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

Unit/Office:

<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><b>Spring 2009</b></p> <p>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.</p>	<p>60% of the random sampling met the stated SLO standard.</p>	<p>-Compared Spring 2009 SEPs with the actual Fall 2009 enrollment.</p> <p>-97% of students identified a transfer college &amp; 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.</p>	<p>Will define/refine the specific definition of 'successful enrollment'.</p> <p>-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.</p> <p>- 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 Pre/Post surveys.</p>
	<p><b>Fall 2010</b></p> <p>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.</p> <p><b>AND/OR</b></p> <p>Distribute student satisfaction surveys.</p>	<p>60% of the random sampling met the stated SLO standard.</p>		