

COUNSELING DEPARTMENT PROGRAM REVIEW

1. College: Laney College

Date: November 1, 2012

Program: Counseling Department

Review Team Members: Dean Tina Vasconcellos, Kathy Ma, Ann McMurdo

2. Background Information

A. Describe the Unit(History, Purposes/Needs Assessed, Current Components, Unique Aspects)

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. Although the student population has increased, the Laney Counseling Department has shrunk from a high of 16 full-time counselors in the late 80's to 6.08 FTE in fall 2012. The Articulation Officer and interim Transfer Center Director have a total release time of 0.92.

Current Components:

Services include counseling by appointment and on a drop-in basis; assistance to students with the development of Student Education Plans (SEP); development and offering of Counseling Discipline courses; response to student emails and phone calls; follow-up research on out-of-district transcript evaluations; follow-up on student issues/problems/questions - consultation with district A&R evaluator, instructional department chairs/faculty/division deans, other student services programs/services, and other counseling faculty; referral contacts with outside resource agencies; letters of recommendation and reference; develop and maintain work of liaisons with instructional departments, develop and maintain information on department and online counseling websites; development and implementation of department and instructional student learning assessments; participation in the important collaborative efforts of department, college, district, regional and state committee work, etc.

Department Needs: *See section 6. Resources

Unique aspects of program:

- Counseling Discipline course offerings according to department plan
- Support of existing special programs and learning communities, e.g.: UBAKA, Puente, Gateway to College, Trio, APASS, Green Jobs Education, and Career Advancement Academy, etc.

- Expansion in technology: initiation of online matriculation orientation, website development (department, transfer center, articulation and counseling faculty) and development of online courses (COUN 24 and 200A).
- Use of the district-wide probation & dismissal procedures as a tool for assisting at-risk students.
- Calls to dismissal readmits from staff to make progress check follow-up appointments
- Follow-up mailings, i.e. missing matric components, new matric student, 45+ unit letter, academic/progress probation and dismissal letters, etc.(suspended since the PeopleSoft conversion.)
- Collaboration with CTE/Vocational programs, i.e. invitations to department meetings (faculty/deans) and visits to program sites
- Continuing in-service training, i.e. Transfer Degrees, AB540, Veterans & VRAP, Student Educational Plans, transfer activities (4-year rep presentations& conferences and TAG requirements), etc.

Other Priorities:

- Assistance with data collection from SARS, PeopleSoft and data analysis. Note: since conversion to new system, standard reports, MIS data collection, follow-up mailings, etc. have not been maintained
- Impact of budget cuts on Counseling Department
- Tower Renovation/Office Relocation
- Concern regarding reduction of Counseling Courses
- Implementation and review of Counseling Department & Discipline SLO assessments
- Contract and adjunct counselor evaluations
- Update Counseling department and online counseling websites
- Training Needs of Counselors
- Status of online orientation
- Develop written rotational process for Dept. Co-chairs
- Development of dedicated counseling for Athletes
- Development of dedicated counseling for Veterans

B. Program/Service Area Goals

* See Sections 4. Student Learning Outcomes and 5. Program Effectiveness

Counseling Student Services Outcomes (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 SEP.
3. Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing. <ul style="list-style-type: none"> • Student can identify the factors that kept them from being successful • Student is aware of appropriate classes and support resources.

C. Student Demographics of Those Using Services (by numbers)

General counseling serves the total student population. The data below is from District Institutional Research Website.

	Fall 2009	Fall 2010	Fall 2011
AGE GROUPS			
UNDER 16	261	155	200
16-18	1262	1183	1134
19-24	5601	5313	5117
25-29	2447	2209	2090
30-34	1469	1454	1398
35-54	3250	2832	2749
55-64	720	656	561
65+	342	237	208
TOTAL	15352	14039	13457
GENDER			
MALE	8013	7417	6985
FEMALE	6564	5858	5655
UNKOWN	775	764	817
TOTAL	15352	14039	13457
ETHNICITY			
AFRICAN AM	3817	3691	3648
ASIAN/PI	4166	3770	3623
FILIPINO	246	258	227
LATINO	1506	1532	1565
NATIVE AMER.	70	62	43
WHITE	1698	1968	1953
OTHER/UNKNOWN	3849	2758	2398
TOTAL	15352	14039	13457

3. Student Performance and Feedback

The data below is from District Institutional Research Website.

Student Course Retention Rates

	FALL 2009	FALL 2010	FALL 2011
Census Enrollment	16324	14901	13013
Retained	12245	11782	10260
% Retention	75%	79%	79%

Student Course Success Rates

	FALL 2009	FALL 2010	FALL 2011
Total Graded	15003	13832	12233
Success	9980	9906	8604
% Success	67%	72%	70%

Fall to Fall Persistence Rates

	F09 to F10	F10 to F11	F11 to F12
Count 1 st Fall	5909	5587	4847
Count 2 nd Fall	3272	3115	2754
Persistence Rate	55%	56%	57%

4. Student Learning Outcomes

Attachment 5 - Outcomes and Assessment Report (SLO) provides a full description and overview related to all aspects of the identified Student Learning Outcomes for the department: SLO description, cycle of implementation, assessment method, criteria of measuring performance, actual performance data, and use of results and plan of action. For those SLO's implemented as scheduled, please note the information also includes associated action plan in the last column of the report. The Laney College Counseling Department regularly discusses Assessment in Department meetings and has made changes as a result of that discussion. In October 2012, the Counseling Department met to develop a pre- and post-survey to assess SLO #3: student will "understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing." Although counselors will continue to use the probation contract that is used by the four Peralta Colleges, the department believes that we can gather more useful information regarding SLO #3 through the use of a pre- and post-survey. See Attachment 6.

The Counseling Department is currently updating SLO information in TaskStream. The Counseling Department Mission Statement and SLOs were submitted via TaskStream to the Laney College Learning Assessment Committee for review. All three of the Counseling Department's SLOs will map to the College's Institutional Learning Outcome (ILO) which is as follows:

Personal and Professional Development: Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.

After the ILOs are in up-dated in TaskStream, the Department will map our SLOs to the aforementioned ILO.

5. Program Effectiveness

A. Interdepartmental/ Program/Campus Collaboration

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

One relationship that has proven to be effective is the Counseling Department's liaison assignment to instructional departments. 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. See attachment.

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.

The committee membership and liaison lists 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.

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 many 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.

B. Quantity of Services Delivered

The number of students served varies according to the time of year. For example the beginning of each semester and summer session is considered high-peak and a much higher volume of students are served to support enrollment and seen primarily on drop-in. The data below is from SARS reports.

Number of Individual Student Contacts

	2009	2010	2011
Appointments Attended	4839	4473	4163
Drop-Ins	20293	19175	14851

Number of Students Contacts for Initial or Updated Student Education Plans

	2009	2010	2011
SEP - Initial	2427	2090	1771
SEP - Update	696	571	717

6. Resources(See Attachments 1 & 2 for Resource & Facilities needs)

In spring 2011, the Counseling Department moved to temporary portables while its offices in the Administration building are being renovated. Renovation of the building will be complete sometime in 2013, and the Counseling Department will move back to the third floor of the Administration building. It will be located one floor above the Transfer and Career Center (to be developed).

As of fall 2012, the Counseling department has 7 full-time counselors including the Articulation Officer. In 2008, we had 12 full-time counselors, and 5 counselors have retired since then but have not been replaced. In the late 80’s, we 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.

We currently have one full-time Clerical Assistant. We previously had an additional full-time Clerical Assistant (.50 counseling support/.50 veterans affairs) who retired as well as a part-time Clerical Assistant who resigned. These two support positions have not been replaced. One Clerical Assistant is not sufficient to support the administrative needs and the great numbers of students who come in to the Counseling Department daily.

Current Counseling Faculty

General Counselors: 6 Full-time

Articulation Officer: 1 Full-time(.75 articulation/.25 general counseling)

Part-time Counselors: 5 - limited hours

Current Support Staff

Clerical Assistant: 1 Full-time

Human Resources Needs:

Faculty:

1. Transfer Center Director 1.0 FTE
(.50 Transfer Center/.50 General Counseling)
2. Career Center Director 1.0 FTE
(.50 Career/.50 General)
3. Athletics Counselor 1.0 FTE
(.50 Athletics/.50 General Counseling)
4. General Counselor 1.0 FTE
5. General Counselor 1.0 FTE
6. General Counselor 1.0 FTE

Classified:

1. Clerical Assistant 1.0 FTE – vacant due to retirement
(.50 counseling support/.50 veterans' affairs)
2. Clerical Assistant .50 FTE – vacant due to resignation

Facilities Needs:

Laney College has had a Transfer Center since 1985 but adding the Career Center is a much needed resource. It is unprecedented for a college the size of Laney to not have a full service Career Center. Laney College had an Employment Center, but that was closed due to budget cuts). Further, the Counseling department should be located in an area close to other student services programs and services, especially those involved in 'front end' matriculation services. It should be easily accessible to

all students, e.g.: Student Services One Stop Center. Additionally, the building should apply the Leadership in Energy and Environmental Design (LEED) Green Building Rating System to physical work area, since the Counseling Department has poor indoor environmental quality, e.g.: air quality, ventilation, thermal comfort, etc. We also 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.

Technology Needs:

- Ongoing maintenance of department and online advising website
- Technology upgrades - speed, memory and current software
- Need for new telephones and ergonomic upgrades of computer equipment, desks, and chairs.
- Career software needs include: the Eureka disk version which has a useful feature for linking majors with careers (not available on the web version); Discover and Career Cruising; we also recommend these career software programs be available on other computers throughout the campus, e.g.: library, Assessment and Welcome Centers, etc.

7. Action Plan

The following describes the action plans directly related to the results of the analysis of data collection from the Student Learning Outcomes:

- Development and distribution of a department student satisfaction survey
- District institutional research should also resume cycle of distributing and analysis of student satisfaction surveys
- Reevaluate Academic Success Contract and follow-up procedures
- Revise Academic Success Contract to gather more info on needs and problems
- Consider distinguishing between academic and progress probation students to assess needs
- Survey other colleges to see how they assist their students on academic/ progress probation
- Consistency in development of SEPs – major, goal and program requirements; ongoing in-service training and discussion

The Counseling Department has identified the following changes and/or strengthening activities and concerns that if addressed would enhance services to students. These initiatives will continue to be reviewed and revised as appropriate and will impact the priorities set by the department:

1. Increase the number of full time counseling faculty to restore prior base (replacement of retirees), department has shrunk from a high of 16 full time counselors in the late 80's.
2. Increase student retention and persistence.
3. Decrease number of students on probation and dismissal; pursue establishment of a monitoring hold for probation status students as was implemented for readmit/dismissal students.
4. Work collaboratively with Transfer Center Director to increase Transfer Admission Guarantees (TAGs) and implement strategies to increase transfer rates.
5. Increase number of students in concurrent enrollment programs with four-year institutions.
6. Increase Counseling Discipline course offerings, including full complement of all the offerings and continue alternative of online offerings with consideration for expansion.
7. Work to continue and strengthen methods to assess effectiveness of services, i.e. student surveys, implement criteria of SLO assessment methods established.

8. Develop and establish a full service comprehensive Transfer Center and Career Center.
9. Ongoing review of online Matriculation Orientation pilot.
10. Increase rate of appointment for student contacts vs. drop in.
11. Increase 'show rate' of students at appointment.
12. Increase degree/certificate completion rates and transfer rates.
13. Increase in number of students with appropriate SEP development.
14. Development of 501 workshops, i.e. career resources/websites, selection of transfer major, UC application & personal statement, steps to transfer, use of ASSIST, etc.
15. Continue collaborative efforts with instructional faculty, i.e. counseling liaisons with instructional departments; revisit proposal to improve the Early Alert system; and all associated training needs for counseling and instructional faculty; and development of improved enrollment and matriculation strategies (i.e. class scheduling, short-term, late start, online offerings, late add period, prerequisite/corequisite enforcement, etc.)
16. Re-establish the matriculation follow-up mailings that have been suspended since the PeopleSoft conversion, i.e. missing matric components, new matric student, 45+ unit letter, and academic/progress probation and dismissal letters.
17. Continue efforts to make suggestions to improve problems with PeopleSoft and participate in future enhancements.
18. Improve accuracy of SARS data input, i.e. reason codes, file paper copy SEP.
19. Improve following the standards of what activities should be conducted during drop-in vs. appointment.
20. Work to establish changes in the method of operation to address the budget cuts with minimal effect on the quality of services delivered.
21. Develop and implement First Year Intensive Orientation.
22. Need to consolidate/eliminate duplication counseling services (i.e. SEP, FA petition, Graduation petition) with Categorical programs (EOPS, CalWorks, DSPS) and other Learning Communities.
23. Schedule assessment appointments throughout the semester and reduce assessments during late enrollment period.
24. Need up-to-date information & clarity on how to refer students to the other learning communities, i.e. hours of operation and location.
25. Build service during 'Peak Period' by all counselors college-wide (EOPS, DSPS, CalWorks, & other Learning Communities) and devoting all working hours to help serve the number of students coming in for enrollment; develop means to defer student to other service areas as appropriate.

The Counseling Department has also identified the following needs, challenges, and limitations that if not addressed will continue to adversely affect the enhancement of services to students:

1. Lack of response from district for student mailing labels for outreach that is traditionally done each semester.
2. Limitations of space: negative impact of capabilities and development of activities and staffing, services such as student workshops (COUN 501s), development of comprehensive/full service Transfer and Career Center.
3. Limited resources for technology growth in services, need webmaster and a dedicated server, i.e. electronic SEP's (proposed since early 90's), online counseling services, online matriculation orientation, online COUN course development, upgrade of computers and software, etc.
4. Need to reinstitute district-wide annual student services surveys and graduation survey.
5. Need research support to develop appropriate and accurate assessment methods for SLOs.
6. Need counselor inclusion and training of the CollegeSource transfer evaluation system.

7. Need to apply to physical work area the Leadership in Energy and Environmental Design (LEED) Green Building Rating System; poor indoor environmental quality, i.e. air quality, ventilation, thermal comfort, etc.
8. Need 'ergonomic' assessment of work areas, i.e. computer & keyboard placement, chairs, etc.
9. Lack of ability for easy access of data in Passport, previously accessible in Legacy/mainframe.
10. PASSPORT conversion issues: requires longer time in a student contact to access information (requires accessing more screens to find needed information); lack of infrastructure to communicate challenges and work to resolve, etc.
11. Maintain involvement in the important and expanding collaborative efforts of department, college, and district committee work to assess and develop new and strengthened initiatives, strategies and programs, while maintaining the required and traditional counseling services of the college with decrease in assistance of adjunct faculty.
12. The Counseling Department should be located near the Transfer and Career Center and located close to other student services programs and services, especially those involved in 'front end' matriculation services. It should be easily accessible to all students, i.e. Student Services One Stop Center.
13. The essential equipment used by the Counseling Department to perform their required duties includes computers, monitors, printers, keyboards, and software, all of which need to be upgraded on a regular basis. 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; it is also recommended such career software programs are available on other computers throughout the campus, e.g.: library, Assessment and Welcome Centers, etc. There is also a need for new telephones, ergonomic upgrades of computer equipment and chairs and software/technology in-service training.