

Program Review, Analysis, and Planning

Department Name: Counseling program (instructional)

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

Counseling's FTES/FTEF was lower than the college-wide average for the 2017-18 year. FTES/FTEF has been declining over the last five years. The previous full-time instructional faculty in counseling was not involved in curriculum development, course improvement, recruitment, or outreach. During 2017-18, the department suffered extreme negative publicity due to this former instructional faculty, which likely had a significant affect on our enrollment.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

Counseling has been experiencing an enrollment decline over the past three years. For COUN 104, an OER textbook has been developed with full implementation for Summer 2019. In addition, a Canvas course shell has been created with enhanced content to increase student engagement. COUN 103 is being considered for revision or suspension. There is a plan to survey students to determine if a 1-unit transfer planning course would be in demand. We will also explore the development of a combination course covering college success and career planning. However, there may be some restrictions due to the FSA conflict in the College Success department. The inability for counselors to teach in load could hinder the creation and success of new courses. Counseling is also planning to implement an outreach plan in English and math courses to recruit first year students and post flyers advertising our courses around campus during registration periods.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

Puente has its own learning community to serve the Hispanic/Latinx population which includes COUN G104. We are currently exploring the creation of an Umoja program, as well as looking to develop a First Year program that would pair Counseling courses with another course to create learning communities inclusive of the distinct populations on campus.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Counseling success rates slightly increased over the past three years. Our success rates are two percent lower than the college average. Faculty wrote an OER textbook for COUN 104, which has been shown to increase success rates. Faculty are also engaged in developing an updated Canvas online course shell for Counseling G104 to better engage students and to align curriculum delivery. Faculty standardized curriculum across all sections offered aims to increase instructor input and collaboration to enrich the student experience. Instructional videos are being created to supplement course instruction.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

The largest disproportionate impact groups in counseling are male, Hispanic/Latinx, DSPS, and Black/African American. We are currently exploring the creation of an Umoja program aimed to decrease the DI for Black/African American. Counseling is looking to develop a First Year Experience program that would pair counseling courses with another course to create learning communities to support DI groups in their first year.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

There is not a degree offered in counseling. The counseling faculty developed Liberal Arts degrees, which are interdisciplinary in nature. These degrees are maintained by the department and designed to increase student awards that match their educational/career goals. The Liberal Arts degrees support multiple university major programs outside of the Associate Degree for Transfer process.

While we do not directly offer the curriculum in these areas, the department has successfully updated the Associate of Arts in Elementary Education for Transfer and Associate of Arts in Child and Adolescent Development for Transfer.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

There are no undergraduate degrees in counseling. Counseling attempts to fill in the gaps for interdisciplinary majors (Liberal Arts), which are frequently used for students transferring without an ADT. The department also created an Associate Degree for Transfer in Elementary Education and Child Development in support of our teaching education pathways.

The department works closely with discipline faculty to increase articulation for major preparation to universities.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

Not applicable. The teacher preparation courses were recently updated and are going through a revision connecting them to CTE top codes. Collaboration will need to occur in future reviews, if the CTE top code is approved.

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)
Yes

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?
Yes

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

- The ability to teach in-load for full time faculty. This is the norm at all other California Community Colleges. Counseling faculty hold specific skill sets that cannot be discounted, and teaching our student population is part of the job description that is currently restricted to an “overload” assignment and can discourage participation by those that do not want overload assignments.
 - o This continues to be a challenge and no progress has been made due to lack of administration support. Student success rates are higher in F/T faculty sections based on recent data collection. Teaching in-load would have a positive effect on retention and completion rates in counseling.
- Fostering more communication between instructors to assess whether SLOs are being met in each course and exchange ideas.
 - o Counselors began meeting to discuss course SLO revisions and assessment. We continue to meet every semester to coordinate SLO assessment across all sections. We collaborated to develop surveys to standardize course evaluation and continue to review the data in order to improve our student outcomes.
- Lack of dedicated space for counseling courses.
 - o Counseling now has a dedicated classroom and access to a computer lab in the same building as non-instructional counseling services. There is currently a threat of removal of the computer classroom.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

1. Increase the overall student success in counseling classes through the ability to teach in-load for full time faculty.
 - a. Full-time faculty teaching in load would assist in our ability to develop new curriculum, collaborate with instructional disciplines, and assist with guided pathway development.
2. Reduce excessive units taken in Area E by developing a combination career planning, academic success, and education planning course that will meet the native AA and CSU general education Area E requirement.
3. Improve and maintain the recency and accessibility of counseling courses.

4. Revision of Counseling 103 education planning class to become an “introduction to higher education,” which is an extended orientation for graduating high school students. This course could be offered as part of the Dual Enrollment process for incoming students during their final Spring term of high school.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p>Goal 1:</p> <p>Increase the overall student success in counseling classes through the ability to teach in-load for full time faculty.</p>	<p>Percentage of courses taught by full time faculty. Success rates in Counseling classes.</p>	<p>Continue to document this practice at other community colleges and collect data on success and retention rates for classes taught by full-time faculty to gain administrative support.</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p>Executive team support to align with our district practice to teach in-load at sister colleges and state wide.</p>
<p>Goal 2:</p> <p>Reduce excessive units taken in Area E by developing a combination career planning, academic success, and education planning course that will meet the native AA and CSU general education Area E requirement.</p>	<p>Approval of course in CCI. Class fill rates.</p>	<p>Research similar courses at other campuses and write the curriculum. Take course to CCI for approval. Advertise and recruit for the class.</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p>Support to assign faculty to write the curriculum and develop a course shell and OER. Support from the Articulation Officer to get CSU/UC and CSU general education attributes.</p>
<p>Goal 3:</p> <p>Improve the recency and accessibility of counseling courses.</p>	<p>Updated CORs, 100% SLO assessment, increased enrollment, etc.</p>	<p>Assignment of a lead faculty for Counseling course curriculum review, recruitment, OER updates, and course shell maintenance and improvement</p>	<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p>Administrative support to reassign a counselor.</p>

<p>Goal 4: Revision of Counseling 103 education planning class to become an “Introduction to Higher Education,” which is an extended orientation for graduating high school students.</p>	<p>Approval of the course by CCI, and offering the course in a Spring term for graduating seniors.</p>	<p>Research similar courses at other campuses and write the curriculum. Take course to CCI for approval. Advertise and recruit for the class.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization 	<p>Support to assign faculty to write the curriculum and develop a course shell.</p>