

## NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT

**Department Name:**

**Which components of the College Mission does your program support?**

- Transfer       Degrees       Certificates  
 Career advancement       College readiness       N/A

**Which college goals does your program support?**

- Student Success       Equitable Achievement       Learning Environment  
 Communication       Engagement       Resource Optimization

### REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved.

**We planned to review department FAQs and utilize a new platform to provide a more efficient way to disseminate answers to student questions.**

The FAQs were updated on our department website, and we are currently implementing Cranium Café to help provide an online platform for students to ask questions via live chat and/or by video conferencing. An additional handout for students visiting the Student Service Center was printed for the Answer Center / Information Booth in the lobby of the new center, and a new Canvas orientation “course” was developed for onboarding students through the Freshman Priority Registration process. This course also has the FAQs.

**We planned to create an online appointment system.**

We have linked Cranium Café with SARS appointment system allowing students to book appointments online. Students can book in person or video conferencing appointments. This was piloted during Fall 2018 and some technology difficulties arose with video conferencing appointments and this feature has since been disabled until further testing can be completed. Counselor training needs to be provided on video conferencing before full implementation.

**We updated the department website.**

A calendar of events and team photo has been added. Contact information with photos have been added via Cranium Café. With lack of direct control and the move to a new website, this continues to be a challenge. Due to staffing changes, this will continue to be an ongoing project.

**We planned to utilize an Early Alert program to support and improve student success.**

The dean has been using the Civitas program to communicate with students and provide additional support. The goal of the email outreach campaign was to increase student enrollment, scholarship application participation, and students making counseling appointments. We were able to track the open rate, which ranged from 15% - 51%. A direct link between the emails and the number of scholarship applications was confirmed.

**As planned, we reviewed and updated our department SAO's.**

We met as a team in Fall 2016 and created four new SAO's. We will again update and revise SAOs for the next program review cycle.

**We planned more discussion among faculty and staff about strategic department planning.**

As a department, we have tried to involve faculty and staff more, but many campus-wide events were planned without any prior input. We have been actively involved in the annual planning of events, such as Counselor Breakfast, FPR, High School Senior Day/ Campus Open House, and Rustler Welcome Day.

**We planned to improve the FPR planning process.**

The Freshman Priority Registration event and process is an extremely important event for the Counseling Department and for the campus. It is our incoming Freshman class' first, best opportunity to register for the appropriate courses related to their academic/career goal. However, there are a confluence of factors that have conspired to hinder Counseling's ability to facilitate an event that we would call a success by our metrics.

First, the date for Fall registration has been determined by the District, and that date has been in early May. That has been the determining factor for our date for Freshman Priority Registration. Early May is a peak period at the college, with finals and graduation approaching, while programs are finalizing projects for the academic school year. At the same time, Counseling is committed to delivering quality on-time orientation and informed academic planning to incoming Freshman, with the understanding that starting strong leads to retention to the second semester, and successful completion of students' academic or career goals. Intentional student interaction and quality information to prepare students for a successful registration for their first semester and beyond takes time. It has been more than challenging, nigh impossible to deliver that quality of onboarding while maintaining full service in the Counseling Department to current students on a walk-in basis who are continuing in fall and need guidance about their own fall registration and coursework, inquiring about Graduation, submitting SIR's to universities, fielding admission decisions/denials, and planning for contingency plans for future applications.

When Counseling set out to redesign this event, we intended to model the university orientation process. As individuals who all completed our Baccalaureate and Graduate degrees, we understand the value and necessity of a comprehensive orientation process. As community college students are traditionally students who need additional help with onboarding and Student Support Services during their tenure at our institutions, we wanted to deliver a one-day orientation process with comprehensive introductions to all components in place that could facilitate student success: Admissions and Records, Counseling, Career and Transfer Center, EOP/s, DSPS, Student Health Center, Campus Life, Tutoring and Writing Center, amongst others. This idea was not feasible as it would be impossible to hold full day sessions with the number of Counselors and Staff required to facilitate this size of an event while maintaining full coverage in the Department. Counseling has also felt increasing pressure from Administration to shorten registration sessions, limiting Counseling faculty's ability to deliver the necessary information and provide crucial Counselor to student interaction necessary for successful academic planning.

Beginning in October 2018 and launching March 2019, we decided to use Canvas as our new onboarding tool for incoming Freshmen. We designed, wrote, and recorded 7 introduction videos outlining several crucial processes that First Time Students (to college) need to know including: How to use the MyGWC Portal, How to use the Class Schedule, Registration processes, Considerations on being a full-time or part-time student, Academic vs. Career/Technical programs, etc. These videos were designed as a “How to College Successfully” series. As a mandatory registration process for FPR, First Time College Students, as self-reported and indicated in BANNER, were loaded into an unofficial Canvas shell created and facilitated by two Counseling faculty. Students were guided through the video series which included all nine mandatory components of the Orientation. At the end of the video series, students were asked to submit a First Time Student Survey answering questions about their academic/career goals, intended transfer institutions, intentions to register part-time/full-time, highest level of Math completed in high school, AP scores, IEP or 504 accommodations in high school, etc. These survey results were then loaded into a shared document within the Counseling Division and used to assign First Semester plans to students. When students arrive at FPR this year, they will have received all the information we want them to have prior to arriving to the event. Additionally, we will have built their first semester plans on answers they gave us through the survey. Our intention is to use this front-loading process to relieve us of having to cover this information on the day of the event, allowing us to build a more personal and relevant opening session which will include a Welcome Message from our President, introductions to Financial Aid and the Golden Promise, DSP/S, Transfer Programs, and Student Life with student highlight videos from those students who have participated in programs on campus and had a positive experience at Golden West. Students will then have access to a Resource Fair where they can connect with these programs and collect information before moving into Registration sessions. In the session, we will provide intentional programmatic information regarding the Financial Aid Fest, Welcome Day, new Supplemental Instruction courses designed with the implementation of AB705, and then their Registration session. We are also working with our Office of Research to conduct surveys of all students participating in the FPR process this year to evaluate our own efficiency, effectiveness, tone and pace according to the student experience.

## **PROGRAM DATA AND ANALYSIS**

### **Department Service Profile**

#### **Who does your department serve?**

The Counseling Department offers comprehensive, student-centered counseling services to prospective, continuing, and returning students. These services include general counseling, transfer counseling, and career services. Special student populations including: international, nursing, Puente, athlete, basic skills, non-credit, CTE, and veteran students.

#### **How many individuals does your department directly serve each year?**

General counseling has seen a rise in students serve since 2016 by appointments and walk-in counseling. In 2016, general counseling saw 6,640 students and in 2018, the number of students seen reached 9,088. From January 2016 to December 2018, the Transfer Center served a total of 4,721 students. The Career Center saw a total of 4,308 students this past three years. In

addition, counseling serves students on probation or disqualification through a three-module Canvas shell and saw a total of 8,349 students progress through the resource.

### **Measures of Customer Satisfaction**

#### **What instrument did you use to measure customer satisfaction? What are the results?**

At the end of our last program review cycle, we conducted a student survey to determine how effective counseling appointments were in helping students clarify and outline career, educational, or personal goals. 98% of the students surveyed reported that they either agreed or strongly agreed that their counselor helped them clarify academic, career, and/or personal goals.

We also conducted a survey to determine if completing the career assessment and counseling process increased the undecided student's understanding of the educational and career development process. Based on the data, most students increased their understanding of their interests and personality preferences. 80% were able to gain clarity on a major.

Additionally, we assessed the intervention we provide for probation and disqualified students. We used a survey to determine if the workshop increased the knowledge about how to avoid future probation/disqualification and if it led to the utilization of student support services. About 90% of students reported having a better understanding of how to avoid getting back on probation. Based on those surveyed, 100% had utilized some form of student service described in the workshop.

An analysis of faculty evaluations are conducted annually. In 2018, student satisfaction through surveys averaged 2.91 on a scale of 0 – 3. A “3” is “Strongly Agree”. In 2019, student satisfaction through surveys increased to an average of 2.94. As faculty, our goal is to continue to increase student satisfaction on the counseling services they receive.

The OIRPIE administered an ‘End of the Semester Survey’ to 3,087 students who were enrolled in 6 units or more during the Spring 2017 semester but have no more than 30 units earned, to help GWC get an idea of areas of strength as well as opportunities to improve. Counseling was mentioned as one of the things students liked.

#### **What's your plan for increasing customer satisfaction?**

We will continue to regularly assess our student satisfaction through surveys. We will review and update our department SAO's each cycle to ensure that we meet the objective of providing quality service to assist our students. We will continue to reach out to students who are struggling with choosing a major/career and probation issues. We plan to decrease student wait times, especially during peak periods and continue to make the appointment scheduling process easier for students. We will also increase accessibility to counselors via virtual counseling services.

### **Measures of Efficiency/Productivity**

Are your services being fully utilized by the college? Explain

- Yes, we support recruitment, enrollment, retention, persistence, and completion.

What are you using to measure your program efficiency/productivity?

- SARS appointments
- SEPs
- Graduation and certificate petitions
- Express/Walk-in during summer to provide more counseling services for students during peak times.

What are the results?

- In the three-year period since Fall 2016, the Counseling center has booked 15,965 individual student appointments. 13,689 of those students attended, resulting in an 86% attendance rate. 30,228 students have been served on a walk-in basis. The move to the student services building has caused a dramatic increase in the walk-in student population. During the Summer of 2018, a record 4,101 students visited between May 30<sup>th</sup> and August 23<sup>rd</sup>, with a high of 125 students on one single day. During the summer, limited staffing allowed only 3-4 counselors on schedule per day, leading to an average student wait time of nearly 120 minutes.

| Summer 2018 | Total volume | Average per day |
|-------------|--------------|-----------------|
| Monday      | 1,018        | 78.31           |
| Tuesday     | 1,100        | 78.57           |
| Wednesday   | 941          | 72.38           |
| Thursday    | 889          | 68.38           |
| Friday      | 153          | 38.25           |
|             |              |                 |

- We have served 3,682 students in group settings. Many of the group sessions are during Freshman Priority Registration.
- While the overall number of students visiting counseling that complete degrees and certificates is between 11 – 28%, the largest impact on completion can be seen in the Transfer Center, which is where students are directed during their last year for the transfer process. An overall 44% of all students seen in the Transfer Center earned a degree or certificate. However, through a concerted effort to increase these numbers, 2017-18 data revealed that 88% of all students seen in the Transfer Center posted degrees, and 76% posted certificates.
- Counselors continue to produce a high number of Student Educational Plans annually.
- 2016-2017: 1,368 Abbreviated SEP, 2,567 Comprehensive SEP, Total 3,935 SEP
- 2017-2018: 1,698 Abbreviated SEP, 2,427 Comprehensive SEP, Total 4,125 SEP
- 2018-2019 (to April 22, 2019): 677 Abbreviated SEP, 1,740 Comprehensive SEP, Total 2,417 to date

What's your plan for increasing program efficiency/productivity?

- Aligning extended contract / out of semester schedules to student demands. Based upon an analysis of Summer 2018, peak times and days were identified and future scheduling will be adjusted to reduce wait times to students. This will change the scheduling model to add additional counselors per day to better meet student demands. We are also

planning to develop a backup / on-call counselor list for outside the semester to account for absences. Continue to explore students scheduling online appointments and availability of video counseling services.

**Review of Budget/Expenditures**

Breakdown of allocated budget and actual expenditures

## SWOT ANALYSIS

### **Strengths: What does your program/department do well?**

- Created an online Disqualification/Probation tutorial via Canvas to provide students with the resources they may need to understand the probation/disqualification process, and methods for returning to good academic standing. The tutorial is continually updated and improved in response to student needs.
- 99% of all student athletes have an abbreviated or comprehensive SEP on file and have met the NCAA SEP deadline every year.
- Increased directed service to CTE departments via in-class presentations, counselor visibility, and specialized programming to meet needs of this population.
- Participation and engagement in campus wide committees and programs, district committees and task forces, and statewide initiatives.
- Puente full-time counselor co-coordinates the only true learning community on campus with English faculty and results in exceptional level of retention and persistence.
- Puente accelerated the English curriculum to ensure students complete transfer English requirements in one year.
- Developed three Puente Scholarships offered in Fall 2018.
- Expanded Puente outreach to the local high schools with and without Puente programs.
- Counselors funded two computer laptop raffles encouraging students to enroll in 15 units in Spring 2019.
- Continually engages in professional development including MBTI/Strong Interest Inventory, Historically Black Colleges and Universities in service training, CSU and UC counselor conferences, private university presentations, attendance at campus specific counselor conferences, planned department training for QPR Suicide Prevention training, annual counselor retreat,
- Support transfer and career fairs each semester.
- Continue to support Freshman Priority Registration (FPR).
- Move to Student Services Center to have all students services staff under one roof and efficiently direct students to appropriate service area.
- Dedicated classrooms and computer lab to conduct counseling classes and workshops with smart technology.
- Counselors currently assisting with graduation audits to check for all eligible awards – increase in total degrees posted to the college.
- Supported development in future ADT degrees in various disciplines.
- Created new ADT in Child Development.
- Created three new pre-health certificates to increase graduation numbers.
- Revised eight liberal arts degrees to increase graduation numbers.
- Revised the local general education pattern to increase the number of students earning local associate degrees.
- Removed the 12 unit unique graduation requirement through the Council for Curriculum & Instruction to award multiple degrees to qualifying students.
- Advocate and hire two new tenure track counselors through the mid-cycle review process in Academic Senate.
- Basic skills math / English inreach – sep completion, next semester courses.

**Weaknesses: In what areas does your program/department need to improve and how will you accomplish it?**

- Lack of training on new technology and testing before technology goes live.
- Lack of ability to improve FPR based off planning controlled at the administrative level.
- Inability to meet counseling demand due to counseling-to-student ratio below state guidelines.
- Online appointment system needs to be implemented.
- Technology to expand and improve e-counseling services and website.
- Decreased evening and summer counseling hours to accommodate the adult working population.
- Consistent training and updates for new department staff and counseling faculty.
- Lack of dedicated space for learning communities and special activities.
- Need for permanent classified staff to provide front desk coverage and assist counselors with the coordination of department scheduling, activities and events.
- Certificate/degree requirements not showing properly in DegreeWorks due to lack of script being updated.
- Puente general funding source is not permanent, has not increased in over eight years, and continues to lose funding from general and equity regardless of increased retention and persistence rates.
- Need permanent part-time staff at 49% dedicated to provide clerical assistance to the Puente learning community. Puente depends on 160 hourly position based on Equity funding.
- Challenges effectively serving Nursing students due to staff shortage in Admissions and Records. Students are unable to have prerequisite coursework evaluated and cleared prior to program application.
- Challenges with graduation petition, timely transcript evaluation, course substitution, and exception processing due to staffing shortages in Admissions and Records department.

**Opportunities**

- **What opportunities exist that may allow your program/department to expand/improve on program effectiveness and efficiency?**
- Puente has tenure-track full-time counselor and full-time English instructor coordinating the Puente curriculum/program.
- Two new ft / tenure track Counselors for athletics and financial aid.
- Continue to strengthen relationship with Admissions and Records, Financial Aid and Health Center to coordinate efforts to serve students.
- New tenured counselor transferred from Coastline College to provide services to non-credit, dual enrollment, and CTE.
- Department is working with the Civitas program to pull retention data and reach students that may be at risk.



- Freshman Priority Registration process for Student Athletes can be revamped with the addition of a dedicated full-time tenure track athletic counselor
- Stronger collaboration and participation of Puente students and Student Athletes in EOP/S and DSPS as appropriate.
- Advocate for a dedicated space for the Puente program where students can congregate outside of class, have access to counselor and English instructor in one space, create a tutorial center and host activities/events.
- Work closely with the BAT team to ensure student, staff, and campus health and safety.
- Development of an Umoja learning community.
- With AB705 removing basic skills, we'll have to revamp the English and math in-reach to align with guided pathways.

### Threats/Challenges

- **What challenges exist for your program/department and how will you mitigate those challenges?**
- Starfish...
- Lack of counselors to meet the needs of students due to counselor: student ratio.
- Loss of full-time tenured instructional counselor and two full-time tenured counselors due to loss of positions, retirement, and death.
- Retirement of full-time tenured counselor in December 2019.
- Lack of general funding for part-time counselors to meet general student demand.
- Counselors do not have the option to teach classes in load subjecting students in counseling coursework to part-time faculty with little to no teaching experience and content mastery.
- Requirement of a Student Educational Plan for Priority Registration is not mandatory, reducing the incentive for students to meet with a counselor, and as a result, leads to decreased funding for the college.
- Technology support for updated website. No department control of own website and changes are slow to post causing outdated information published on site.
- Limited Admission staff doing transcript evaluations and more accurate transcript evaluations to efficiently create SEPs.
- Degree requirements not showing properly in DegreeWorks.
- Risk of losing counseling/transfer center computer classroom in Student Services Center.
- Due to AB705 and the lack of an Assessment Center, a lack of guidance on how to properly place students without a self-placement tool for ESL courses.
- Puente general funding source is not permanent, has not increased in over eight years, and continues to lose funding from general and equity regardless of increased retention and persistence rates.
- Need permanent part-time staff at 49% dedicated to provide clerical assistance to the Puente learning community. Puente depends on 160 hourly position based on Equity funding.
- SSSP money decreased, yet counseling contacts continue to grow.
- No full-time staff or program funding dedicated to development and coordination of Umoja learning community.

- Completing Teacher Education Pathways without designated counselor (clarify – reporting of regional grant, summer institutes, JPL collaborative, etc).
- Difficulty planning accurate SEPS to completion based on unreliable class schedule.  
\*\*CLARIFY – class cancellations?

## **PROGRAM PLANNING**

Based on your analysis of previous program review and current data, what does your program want to accomplish in the next three years? (please make bullet point as the information will be included in Program Planning)

**Program Planning**

**Program Planning**

| Description of Department's Goal?  | What metric will it improve?  | 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><b><u>Goal 1</u></b></p> <p>Create innovative ways to provide support services to increase transfer to four-year universities.</p> <ul style="list-style-type: none"> <li>- Transfer?</li> <li>- Increase participation in guided pathways to align to transfer requirements?</li> <li>- Inreach to math / English coursework?</li> </ul> | <p>The number of students meeting transfer requirements.</p>                                    | <p>Support Transfer Center activities.<br/>Develop a First Year Experience program.</p>   | <p><input checked="" type="checkbox"/> Transfer<br/><input checked="" type="checkbox"/> Degrees<br/><input checked="" type="checkbox"/> Certificates<br/><input type="checkbox"/> Career advancement<br/><input type="checkbox"/> College readiness</p> | <p><input checked="" type="checkbox"/> Student Success<br/><input checked="" type="checkbox"/> Equitable Achievement<br/><input checked="" type="checkbox"/> Learning Environment<br/><input type="checkbox"/> Communication<br/><input checked="" type="checkbox"/> Engagement<br/><input type="checkbox"/> Resource Optimization</p> | <p>Replacement for teacher preparation counselor. Full-time staff for front desk coverage and scheduling support. Updated articulation with private universities.</p> |
| <p><b><u>Goal 2</u></b></p> <p>Identify strategies to increase the number of students earning degrees and certificates.</p>  | <p>The number of certificate and/or Degree posted and the number of students earning ADT's.</p> | <p>Increase classroom visits, develop a Major Declaration Day, expand participation in graduation fairs, graduation check Express hours for graduation petitions.</p> | <p><input checked="" type="checkbox"/> Transfer<br/><input checked="" type="checkbox"/> Degrees<br/><input checked="" type="checkbox"/> Certificates<br/><input checked="" type="checkbox"/> Career advancement</p>                                     | <p><input checked="" type="checkbox"/> Student Success<br/><input checked="" type="checkbox"/> Equitable Achievement<br/><input type="checkbox"/> Learning Environment</p>   | <p>Classified support staff needed n A&amp;R to provide transcript evaluation and</p>   |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   |   |  | <input checked="" type="checkbox"/> College readiness  | <input type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Engagement<br><input type="checkbox"/> Resource Optimization   | timely exception request processing.                                   |
| <b>Goal 3</b><br>Provide early and effective counseling services to mitigate students taking excessive units. | The number of units students earned when posting AA degrees.        | Students having a first semester plan at FPR, Getting students through college level math or English in first year, participate fully in guided pathways to assist students with early major and career decisions.<br><br>Foster partnerships with English or math faculty to build cohort based learning communities. | <input checked="" type="checkbox"/> Transfer<br><input checked="" type="checkbox"/> Degrees<br><input checked="" type="checkbox"/> Certificates<br><input type="checkbox"/> Career advancement<br><input checked="" type="checkbox"/> College readiness            | <input checked="" type="checkbox"/> Student Success<br><input checked="" type="checkbox"/> Equitable Achievement<br><input checked="" type="checkbox"/> Learning Environment<br><input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Engagement<br><input type="checkbox"/> Resource Optimization            | Replacement for loss of instructional and retiring general counselors. |
| Increase student retention from semester to semester.   | Students reached through in-reach and out-reach and retention rates | Provide early intervention counseling services using early alert program. Hire and train retention specialists to assist with student outreach, target strategies for probation and DQ students, provide comprehensive student education plans.  | <input checked="" type="checkbox"/> Transfer<br><input checked="" type="checkbox"/> Degrees<br><input checked="" type="checkbox"/> Certificates<br><input checked="" type="checkbox"/> Career advancement<br><input checked="" type="checkbox"/> College readiness | <input checked="" type="checkbox"/> Student Success<br><input checked="" type="checkbox"/> Equitable Achievement<br><input checked="" type="checkbox"/> Learning Environment<br><input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Engagement<br><input checked="" type="checkbox"/> Resource Optimization | Paraprofessional retention specialists.                                |