

PROGRAM REVIEW Fall 2021

Program: Counseling

Division: Student Services

Date: 10/29/2021

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SLO/SAO Point-Person: Joel Gagnon

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description (2020-21)	Mission	Master Plan	Presidential Task Force
1. Counselors utilized Cranium Café (online virtual counseling“office” platform) to provide comparable services to on-campus/in-person services including drop-ins, scheduled appointments, workshops and group counseling sessions. The various technology tools in Cranium Café allowed counselors to work with students from various backgrounds in real time. For example, Cranium Café provided automatic closed captioning for students who were hearing impaired/ESL/international students so that they could have a transcript of the discussion. Cranium Café also allowed students to speak to a counselor without sharing their webcam so that they could feel more comfortable and at ease.	X	X	
2. In Spring 2021, we surveyed students (n =919) who utilized Cranium Café and 87% of the student respondents indicated that they were “satisfied or very satisfied” when asked “how would you rate the counseling services that was provided in your meeting.” 95% of student respondents indicated that they would recommend Cranium Café and online counseling services to other students.	X	X	
3. For those students who were disproportionately impacted by the shift to remote services, counselors utilized Cranium Café (online,real-time, virtual service). This allowed students to directly speak, see, and communicate with counselors with any of their concerns (academic, personal, transfer, etc). Counselors could, then, advocate to other student service offices on behalf of students so that there could be resolutions of any issues.	X	X	X

4. Counselors worked with students (online, email, phone) on how to complete their degree applications for their degree/certificates. They also worked with LPC evaluators to edit and make any necessary updates to ensure that their degree/certificates are awarded if denied in error. We actively worked with students on how to apply for their degrees (informing students when they didn't know that they were eligible for degrees) and believe that we have indirectly assisted in the increased number of degrees awarded at LPC .	X	X	
5. We collaborated with Admissions & Records evaluators regarding submitted AA/AS/ADT degree petitions using Plan B: CSU GE for this academic year (2021-22). If students did not indicate a catalog year, the evaluators will also check the students' CSU GE for catalog year: 2020-21 if eligible. This will positively impact any students who completed their degree applications incorrectly by forgetting to use catalog year: 2020.	X	X	X
6.			

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description (2020-21)	Mission	Master Plan	Presidential Task Force
1. Similar to your 2020-21 Program Review, our most significant challenge in 2020-21 has been recruiting, referring, and scheduling students to use the virtual counseling services (see data in next section). One critical variable here is that we do not have the level of classified professional support in place to support student demand, and effectively connect students with counselors. Unfortunately, we believe that this has disproportionately impacted those students impacted by the shift to remote instruction and services. Additionally, we have had a challenging time training our sole classified professional to use Cranium Café, a task complicated by her home internet/wifi issues, and an	X	X	

inability of her computer/laptop to allow for webcam/audio permissions. With this one classified professional working our front desk (down from 2 full-time a year ago), and no student assistants, the counseling front desk has not been able to forward student emails to counseling in a timely manner, nor schedule students appointments consistent with the demand. For comparison, our front desk was open to schedule appointments 42 hours/week in 2019-20, but that has been reduced to only 12 hours per week in 2020-21 (M&W 10-1; 3-5 and Fri 10-12 per Counseling website). Students' comment from the Fall 2020 DE student survey included: "Counselor system needs to be improved and more readily accessible. (Email system and drop in for appointment making would be good starting points.)" (page 11/16) and "Counselors are GREAT but but Incredibly difficult to book a counseling appointment. rarely online during scheduled hours when I wanted to book and did not respond to emails. Very disappointed with that." (page 16/16)			
2 In addition, another significant and ongoing challenge is that our department does not have an adequate number of full-time counselors to serve the campus need. In Fall 2019, LPC served 9,061 students with only 4.4 full-time equivalent counselors in General Counseling to serve that need. While some of the 9,000+ students are being served by counselors in special programs (i.e. Veterans, EOPS, CalWORKs, and DSPS), the remainder (~8,000 students) are left to be served by a General Counseling team that is limited through reassignment to various campus initiative and PCN instructional responsibilities. This represents a General Counselor-to-student ratio of ~1800/1. Our department recognizes that in the March 2021 Student Satisfaction Survey, 69% of student respondents rated their "overall experience with counselors" as "satisfied or very satisfied" and the same percentage "agreed or strongly agreed" that "counselors have helped me understand the requirements to complete my program of study." At least 70% of student respondents indicated that they "agree or strongly agree" with the statement:	X	X	

Counselors provide timely and accurate information about relevant academic requirements. 74% of student respondents indicated that they “agree or strongly agree” with the statement: Counselors provide useful information about relevant academic requirements. While our department continues to try innovative ways to meet with students, our staffing levels are staggeringly limited and, as a result, have not been able to keep up with the demand. 81% of student respondents (434) from the Fall 2020 DE student survey indicated that access to online counseling was “somewhat/very necessary.” However, from the same survey, we had student comments such as: "Much more help with counselors. I have had a really hard time talking to them about what courses I need for my major. I would like to see more available, because they always seem so rushed and can't really have time to help me within the 15 minute window." (page 6/16) “Counselor system needs to be improved and more readily accessible. (Email system and drop in for appointment making would be good starting points.)” (page 11/16) "...more time to speak to counselors." (page 15/16) "Have the counselors answer email as well as be online. Email is more convenient for some students to ask questions so that should be an option and actually receive a response." (page 15/16) "Counselors are GREAT but but Incredibly difficult to book a counseling appointment. rarely online during scheduled hours when I wanted to book and did not respond to emails. Very disappointed with that.” (page 16/16) The effect of reducing counseling hours combined with limited classified support has effectively reduced our ability to serve students in numbers consistent with past years. With these ongoing challenges, our need continues to be the need to recruit and hire classified professionals and General Counseling faculty.			
3 Counseling has an identified need for continued professional development activities. We recognize that	X	X	X

on-going professional development will help keep Counselors current in their profession and in the best practices that work to support our students' success.			
4			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
1. Submit at least 6 counselor positions to the Faculty Hiring Prioritization Committee in 2021-22. From a long-term perspective, additional staffing continues to top the list of program needs. In addition to the needed classified professional support mentioned above, the team needs additional counseling faculty to provide the necessary support for students, and to continue as the coordinators and champions of student support programs across campus. We are still in need of a General Counselor replacement for a resignation from over 2 years ago, and have prioritized a full-time Career Counselor at the top of our faculty needs.		X	X	X
2. Hire a second counseling assistant	X	X	X	X
3. In Spring 2022, counseling office will be offering both in-person/on campus as well as online services. We need to plan carefully so that we do not negatively impact students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.	X		X	X
4. We have recently learned that LPC may be able to purchase a multi-year subscription for Cranium Café. If this occurs, then we could look into allowing students to self-schedule through Cranium Café and/or give counselors scheduling privileges.	X	X	X	X
5. Counseling will continue to promote and support faculty professional development opportunities. Recognizing that faculty must stay current in the emerging trends and best practices within their profession, Counseling will work proactively with their Administrator to prioritize departmental and/or individual professional development opportunities. Professional development opportunities are an essential component of a Counselor's work to support student success, and in		X		

particular among students who are disproportionately impacted in success indicators.				
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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

Campus system or Committee	How has it benefitted your students?
Guided Pathways (ie., Career Coach, Program Mapper, Student Success Teams)	Counseling is developing many short and long-term plans through our participation in Guided Pathways. We are working to improve early career exploration opportunities for students, and rethinking counseling interventions relevant to the overall career continuum of students throughout their time at LPC. We're redesigning our onboarding experience including the possible development an all-hands-on-deck style orientation day for new students. We're exploring the development of student success teams, where counseling services can be more readily marketed to students within their Meta Majors or "Academic Communities." We're also looking at innovative ways to do student education planning through our guided pathways onboarding team.
Presidential Task Force on Systematic Change	Counseling representatives served and continue to serve as individual contributors in addition to serving as a workgroup Lead for a short-term solution, ConnectUp (CUp). CUp serves and provide African American/Black students who are not participating in the Umoja Learning Community and are enrolled at LPC for the first-time or returning to LPC after being away for more than a year. In addition, Counselors are serving as CUp Coaches.
Undocu Ally TaskForce	Counselors served on this task force to educate LPC community at large and promote services and support for undocumented students.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Data to demonstrate the reduction in student access to counseling services is presented here (SARs). This data shows Total Appointments attended Fall 2019 compared to Fall 2020 and Fall 2021 (2-months):

8/15/19 – 10/15/19: 953 appointments attended
8/15/20 – 10/15/20: 238 appointments attended
8/15/21 – 10/15/21: 530 appointments attended

The above illustrates a 75% reduction in student appointments attended when comparing the first two months of Fall 2020 to the first two months of Fall 2019. Fall 2021 showed strong growth from the previous year, but still illustrates a 45% reduction in student appointments from peak usage in Fall 2019. While the data alone doesn't speak to the cause of such reduction in access, the limited staffing described above (section 1.B) is in great part responsible.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
___yes ___no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

Counseling had chosen to assess the following SAO that was up for review in 2020 (according to [SAO Counseling 3 year planning template](#)):

--As a result of attending Counseling Probation Workshops, students will gain awareness of and commit to utilizing campus resources designed to improve academic achievement.

The reason that we have selected this SAO is because 1) probation clearance processes have been

redesigned, and 2) we'll be coming off a 4-semester probation waiver due to the Pandemic, and as such want to pay extra attention.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). __0____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Based on the probation clearance cycle and due to the fact that counseling office is operating remotely (100% online) in Fall 2021, we will not be offering in-person workshops in Fall 2021. So, analysis of this data will not be complete until mid-Spring 2022 in preparations for the Summer/Fall 2022 registration. Due to this, this information will not be available for the Fall 2021 program review cycle.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

Based on the probation clearance cycle and due to the fact that counseling office is operating remotely (100% online) in Fall 2021, we will not be offering in-person workshops in Fall 2021. So, analysis of this data will not be complete until mid-Spring 2022 in preparations for the Summer/Fall 2022 registration. Due to this, this information will not be available for the Fall 2021 program review cycle.

Counseling recognizes that there is a need to re-think and revise SAOs given the COVID 19 pandemic and how we were unable to assess the stated SAO that we had on our previous 3-year planning template. Counseling was also unable to identify a new SAO to assess in the virtual environment (this was planned for Spring 2021).

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____XX____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?