

PROGRAM REVIEW Fall 2022

Program: Counseling

Division: Student Services

Date: 11/1/22

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SLO/SAO Point-Person:

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

1. We submitted 7 counselor faculty positions to the Faculty Hiring Prioritization Committee to support our program's plans identified in 21-22 PR. However, we received approval to hire 1 counseling faculty position (replacement) for the 2022-23 academic year.

2. Fall 21-Sp22 - Counseling continued utilizing Cranium Café for online virtual counseling platform to provide comparable on-campus/in-person services including drop-ins, scheduled appointments, workshops and group counseling sessions. We've continued increasing student access to counseling services.

- *In Fall 2021, 3,160 students used Cranium Café (2,825 used the drop-in service, 850 made appointments)*
- *In Spring 2022, 2,218 students used Cranium Café (2,033 drop-ins, 373 appointments)*

21-22 LPC annual DE Report:
[2021-22 LPC Annual Distance Education Report](#)

The continued use of a Online virtual platform like Cranium Cafe also aligns with LPC **students preferred way to access counseling services** (based on results from the March 2022 Student Experiences Survey) [Las Positas College Student Experiences Survey \(March 2022\)](#) - **showing that 87% of students Want/Need online counselor access.** (page 2).

In Fall 2022, counselors returned to In-person/Virtual combined counseling services, and have seamlessly transitioned to provide In-Office virtual counseling while also being available for In-person services.

- For students who continue to be impacted by the vaccine mandate, and require online access to counseling services, the overall shift to remote services has been essential- with (online, real-time, virtual services) for any of their concerns (academic, career, personal, transfer, etc).

- Cranium Café allows counselors to work with students from various backgrounds in real time. Providing automatic closed captioning for students who are hearing impaired/ESL/international students so that they have a transcript of the discussion. Cranium Café also allows students to choose to speak to a counselor without sharing their webcam so that they feel more comfortable and at ease.

*Fall 2022- Counseling was informed that LPC extended the subscription to ConexEd (Cranium Cafe) for 2 more years (ending Dec 2024). We are excited to hear that we have extended our online platform and eager to access all of the functions available to us.

3. We hired a counseling assistant 1 (Nov 2021) in General Counseling to support our program's plans identified in 21-22 PR. The increased support from our classified professional is beneficial to our program goals by assisting with:

- Counseling departments day-to-day functions
- Timely processing of pre-requisite clearances for students
- Dept email management/responses
- Appointment scheduling- all which helped meet the continued demand in both Online and In-Person services.

The addition of a counseling assistant 1 allowed us to increase our appointment scheduling hours from 12 hrs. p/wk Spring 22 (based on our 2020-21 PR challenges) to 38 hrs p/wk in this 2021-22 academic year (M/W/TH 9-5;T 9-7;F 9-1).

4. We hired 4 student assistants in General Counseling in Fall 2022, which we have not had since pre-pandemic academic years (2019). Having 4 student assistants on board to assist the front desk in monitoring the needs of our online and in-person lobbies has helped with overall counseling wait times, faster appt. scheduling, phone system monitoring, and other front desk supports.

5. During the 2020 - 2021 year we were not able to bring a Counseling Intern on board, due to the pandemic, and supervision needs within our department. However, in Spring '22, we began the process of interviewing for a Fall '22 Counseling intern; we confirmed the position and successfully onboarded them by the end of summer '22. This Fall we are happy to have re-initiated our program with 1 Graduate Intern for the 22-23 academic year.

The counseling department has been a long standing supporter of Continuing education and professional training w/in the Counseling field by hosting a Graduate Counseling Faculty Internship program. Past interns have moved on to either PT Counseling Faculty positions or FT Counseling Faculty positions throughout CCC's as well other 4 year university positions. LPCs Graduate Counseling Faculty Internship program has provided opportunities for Grad students from St. Marys, San Francisco State, San Jose State, +

other campuses. We are known in the CCC internship network to offer extensive field-training and preparation which leaves our interns ready to transition directly to Faculty opportunities.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____N/A

1. In Spring 2022, we were short 2 FT counselors because one counselor interviewed and was hired as the new Dean of Student Services and the 2nd counselor was on sabbatical leave.

2. During the Fall 21-Sp22, Cranium Cafe was jointly purchased by Chabot and LPC on a yearly subscription. During this time, we were not able to purchase a multi-year contract to create and institutionalize self-scheduling options in Cranium Cafe. This presented a challenge as there was no platform set in place once Fall 22 ends. This left many of us feeling the need to increase our training and functionality with Cranium (Troubleshooting issues).

*This Fall 22 (Last week 10/28/22) Counseling was informed that LPC has extended their subscription to Cranium Cafe for the next 2 years (ending Dec 2024).We can now begin looking into extended self-scheduling options, online usage reports, and ongoing in-house review/training w/ ConexEd (Cranium Cafe); especially if we are moving forward using this tool, so it does not affect our ability to serve students in remote mode. This is important as counselors will begin working remote hours again- up to 6 hrs p/w beginning Spring ' 23.

Counseling will still need to work through determining the direction of our counseling *scheduling* platform for virtual services- (between Conex-ed and SARs platforms). (This review can begin during Sp '23, as the extension was just announced).

3. A recurring challenge that Counseling has faced is the <u>lack of adequate number of full-time counselors to serve the campus need</u> . In Spring 2022, LPC served 6,565 students. Las Positas College Student Characteristics with only 4.4 full-time equivalent counselors in General Counseling.
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Although LPCs student population dropped during the pandemic, and some of those students were served by counselors in special programs (Veterans, EOPS, CalWORKs, and DSPS ~ 750 students), the remainder (~5,815 students) continue to access General Counseling, with a team that continues to be limited through reassignment and various campus initiatives (G.P) and PCN instructional responsibilities. This represents a General Counselor-to-student ratio of ~1492/1. Although the ratio is lower than the previous year, we are faced with trying to service this group during the counseling department hours of operation (38 hours per week). This counselor to student ratio continues to be a detriment to the Counseling Dept.

Counseling is exciting about the Guided Pathways Success teams progress over the Sp '22 - F '22 academic year, and general counselors being assigned to various pathways is an overall achievement to help in the College mission. However, we are stretched thin, and in need of hiring more General Counselors w/o reassignment time to adequately grow our services- as evident with data above in section B.3.

4. We need a PCN Discipline Coordinator for the AST in Social Work and Human Services, to spearhead the PCN program at large.

5. We need a SLO Coordinator.

6. We need 1-3 more General Counselors to continue meeting the overall campus needs.

7. We need to allow students to self-schedule their appointments with counselors. This offers positive student-friendly options that our dept needs to consider. Not only does this support student autonomy and appointment persistence rates; but also reduces equity gaps for online students if/when there are technology glitches/power outages/ or other unforeseen issues with our LPC systems. When students have direct access to book their own counseling appointments, access is available 24/7, which works best for our student groups.

*When FT Faculty positions are hired, we will inevitably need more office space. We currently have 3 "open" offices which are used by PT Counseling Faculty who are essential in supporting our counseling services. There is an overall need for more office locations available for counselor use in the general counseling department.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

1. We submitted 3 positions this Fall 2022 to the F.H.P Committee in Fall 2022. (Athletic Counselor; Puente Counselor-2nd Cohort; Career Counselor). The need to provide services to special populations of students is essential to our department needs.
 - a. Athletic Counselor - The addition of a 50% Athletic Counselor/50% Gen Counselor would increase equitable services to our Student Athletes @LPC and assure that these students meet eligibility requirements and educational (SEP) goals, while having consistent access to a FT counselor M-F (Currently Student athletes meet with a PT counselor who is available only 2 days p/wk) ; while also being able to assist general population students. Positively increasing the amount of gen pop students served.
 - b. Career Counselor - Students at LPC need access to a designated 100% Career Counselor. General counselors can provide small increments of career counseling, but in reality more availability is needed to adequately meet the needs of our Undeclared students (Per GP's goals). A Career Counselor would augment support to the Career Center which just hired a Coordinator this Fall 22. There is 1 newly designated Gen Counselor assigned to work with Undeclared Students (Per GP Success teams); however due to reassignment, PCN instruction, and overall counseling hours provided -coverage does not suffice to meet the needs of this student group.
 - c. Puente Counselor - The Puente Project provides a Learning community to students from educationally disadvantaged backgrounds, and the program has grown to the point where a FT counselor is needed in order to assist with the 2nd cohort of students. The Puente program has exceptional outcomes showing the positive impact that it has on students who participate in the program. Puente students completion rates as reflected in the institutional research data packages are as follows: Puente students obtaining AA's, AS's, and ADT's, data show 96% Puente students graduated in 2016 versus 82% college-wide, 96% in 2017 versus 72% college-wide, 93% in 2018 versus 70% college-wide, 78% in 2019 versus 70% college-wide, and 97% in 2020 versus 72% college-wide. The Annual Puente Program Review has continually mentioned, for the past five years, the need for a second cohort. A little bit more than 200 students per year showed interest in joining the program and were unable to get into the program due to its limitation and capacity of 28 - 30 students per cohort. Ultimately, only offering 1 Puente cohort is a dis-service to students. The data shows incredible outcomes and the need for the second cohort has been recorded in the past five years.
2. This Fall 22, a tentative agreement for the Faculty Contract agreed that beginning June of 2023, counseling will have continual access and will partner with administration to build a **Data-Dashboard** to provide needed data & metrics that will

influence the goals of the Counseling department. We are eager to have access granted as stated in the new Faculty Contract, for statistical data to build our program goals and delivery of service.

3. Fall 2022, Counselors transitioned smoothly (Thanks to systems already in place) to offering 100% In-Person & Virtual services (The covid-19 MOU which allowed a 60/40% split of In-Person/Remote counseling services ended in Sp 22). We continue offering both in-person /on campus as well as online services.
 - a. We are in progress with scheduling Plans for Spring '23 - per our tentatively approved Faculty Contract - in which Counselors will provide 22% of the 27.5 total student contact hours in remote modality, with remaining hours on campus in-person & virtual services. We plan to continue collaborating on schedule needs with our Dean and p/department needs after seeing the demands by mode of service this Spring '23.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The counseling department aligns itself with LPCs Vision Statement -by providing support to students who are enrolled, potential students, HS students and by empowering students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.

In addition, members of the Counseling department have collaborated and worked on Guided Pathways (as mentioned in the [Educational Master Plan, page 10](#)) to identify counseling faculty to be listed as part of the Student Success Teams on [Academic & Career Pathways](#) to work towards Goal A: Academic Excellence of the [Educational Master Plan \(page 72\)](#).

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

_____ N/A

Plan	New	Continuing	Short term	Long term
Hiring 1-3 of the Positions mentioned in section C1 (See above).	X		X	X

Submit 3 counselor positions to the Faculty Hiring Prioritization Committee in 2022-23. ● PCN Coordinator/Instructor ● General or Career Counselor ● General Counselor				X
We just recently found out (10.28.22) that LPC will be able to continue its subscription to ConexED (Cranium Café). We knew that a SARs/Zoom collaboration was being considered, and the department is fine with this transition, as long as there is a plan in place that allows for a smooth transition for both counselors and students (which includes training on both service ends).		X	X	
Counseling would like to look closely at the benefits of allowing students to self-schedule through Cranium Café and/or give counselors scheduling privileges. Other colleges allow this, and have seen incremental benefits with appointments filling, by allowing students to choose when to meet with a counselor. Fall 22 (Last week 10/28/22) Counseling was informed that LPC extended their subscription to Cranium Cafe for the next 2 years (ending Dec 2024). This is exciting news, as we move forward with access to a modernized, online tool that provides extended self-scheduling options & reports for online usage. Counseling needs ongoing in-house review/training w/ ConexEd (Cranium Cafe) especially now that we are moving forward using a new tool so it does not affect our ability to serve students in ConexED.		X	X	X
We plan to continue promoting and supporting 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		X	X	X

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				
Counseling will continue to review & outreach to students who were denied their degrees/certificates for the previous semester. Counseling faculty proactively assess if students were eligible for other degrees that students were unaware of and help advocate on behalf of students if there were any clerical errors that incorrectly denied their degree/certificates.		X		X

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F. 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.

___XX___ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	We did not outreach to students in the 21-22 academic year.
What did you learn?	
How will you use the feedback?	

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
1. Guided Pathways work is a crucial part of our equity goals, and counseling is	-Hiring 1-3 of the Positions mentioned in section C1 (See above).

actively supportive and collaborating with this vision. However, it also limits our Counselor availability and leaves the department in a Deficit model.	-Submit and get approval to hire 3 counselor positions to the Faculty Hiring Prioritization Committee in 2022-23. • PCN Coordinator/Instructor • General Counselor • General Counselor
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Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Counseling does not have a data packet nor dashboard data.

SARs reports provide total appointments attended in Fall 2021 compared to Spring 2022, and 2 months in Fall 2022:

Fall 21: 08/17/21 - 12/31/21: Total Served = **3135** (All Remote)

Spring 22: 01/18/22 - 05/31/22: Total Served = 2023 (In-Person); 1780 (Remote)= **3803**

Fall 22: 08/17/22 - 10/26/22: Two Month Total Served = **2400**

(1173 Virtual / Email contacts)

(*Data reflected may be less than actually listed, due to user error not selecting SARS reason Code-VIRTUAL Coding)

Spring 22 showed growth in overall counseling services to students, in comparison to Fall 21. Illustrating that (post-pandemic) counseling services remain in high demand; and counselor to student ratio persists as one of our department's biggest needs (section 1B.3).

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 are 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.

N/A

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(*Departments without degrees, non-major courses, and/or other courses up for assessment*\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-------------|-----------------|
| ● Gender | ● EOPS |
| ● Age | ● Veteran |
| ● Ethnicity | ● BOG Recipient |

- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

_____ YES _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Counseling had chosen to assess the following SAO that was previously 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 had selected this SAO is because 1) probation clearance processes have been redesigned, and 2) we were coming off a 4-semester probation waiver due to the Pandemic, and as such want to pay extra attention.

Unfortunately, because we had one counselor on sabbatical leave and lost another counselor when he became Dean of Student Services, we were not able to assess this SAO in our in-person workshops in Spring 2022. We plan on assessing this SAO in Spring 2023.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____0_____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

Unfortunately, because we had one counselor on sabbatical leave and lost another counselor when he became Dean of Student Services, we were not able to assess this SAO in our in-person workshops. We plan on assessing this SAO in Spring 2023.

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Unfortunately, because we had one counselor on sabbatical leave and lost another counselor when he became Dean of Student Services, we were not able to assess this SAO in our in-person workshops. We plan on assessing this SAO in Spring 2023.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES _____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

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

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