

Program: Counseling

Division: Student Services

Date: 11/3/23

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

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

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) 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, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

✓ **Check for Title V updates required for any of your courses or Programs:**

1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
2. If updates are needed, submit these updates to the Curriculum Committee
3. Then, 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 during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.

✓ **Review your programs to see if there are any modifications needed**

✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Updates -

-Fall '22 Counseling requested 3 positions to the F.H.P committee and out of 3, we were granted 1 FT Counseling Position: 50% General/50% Athletics.

Updates-

-Fall '22 counseling submitted three positions to the F.H.P committee and out of the 3, we were granted 1 FT counseling Position: 50% General/ 50% Athletics. This gain has been very helpful to student appointments and services, as well having a dedicated Athletic counselor to assist all our LPC athletes.

-Beginning Fall '22, with the changes to the faculty contract, and the allotted time for counseling faculty to establish set Proactive follow-Up times; Counselors have been instrumental in outreach to students with Denied Degrees; NO SEPs; and Individual student Pathway contact.

-ConexEd (Cranium Cafe) contract has been extended until 2024; allowing counselors to provide un-interrupted online services to our DE students.

-Between yrs. 2000-2022, DE success and retention has increased largely at LPC, and Counseling has played a large role in that upward trend by providing consistent academic, career and personal counseling accessibility via online services. The growth ranges from 63% retention in Fall '00 to 84% retention in Fall '22; we are very proud of our contribution in overall LPC retention efforts.

https://www.laspositascollege.edu/onlinelearning/assets/docs/de_rates_charts.pdf

-Additionally, according to the DE report for the 22-23 academic yr. The demand for online counseling persists, even as a high percentage of students return to campus, and in-person services have regained traction. In summer 2022, 732 students used Cranium Café (expected for summer services), while in fall 2022, 1,658 students used that service, and in Spring 2023, 1,949 used it. This upward growth is instrumental in our program traction. https://www.laspositascollege.edu/onlinelearning/assets/docs/LPC_2022-23_DE_report.pdf

Challenges & Barriers-

-Fall 2022, LPC served 6,825 students with only 6.15 full-time equivalent counselors in General counseling to serve that need. While some of the 6,800+ students are being served by counselors in special programs (i.e. Veterans, EOPS/CARE, CalWORKs, and DSPS), the remainder (~5,800 students) are left to be served by a General Counseling team that is also limited through reassignment to various campus initiatives (including Guided Pathways) and PCN instructional responsibilities. This represents a General Counselor-to-student ratio of ~1:1,106. This ratio proves unrealistic, putting the Counseling department at a disadvantage, affecting our ability to equitably serve students, and assisting students in meeting their goals. While overall enrollment has trended down in Fall '22, LPCs overall enrollments are trending upward this Fall '23, and the counseling dept. needs be adequately staffed to accommodate that growth.

-We continue to be at a disadvantage with Hiring sufficient Counseling Faculty to meet the demand of LPC students at large. This includes the growth projection with GP student outreach and SEP completion.

-Counseling Faculty continue to need professional development and training opportunities to support student success as we are constantly moving forward with new transfer programs and services, as well changes, while navigating the limited time to do so.

-Counseling needs to highly consider adopting student self-scheduling. With this missing opportunity, we are losing students who tend to book appts. after hours and weekends, to meet current student trends and needs.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

-Counseling integrated new strategies to reduce the number of students at LPC w/ no SEPs, our efforts have assisted with the goal of increasing student success, retention and student-counselor contacts. Our Departments effort and energy over the past year in increasing the percentage of students receiving comprehensive SEPs, proved instrumental. See below for comparison of SEP data collected:

Comprehensive SEPS Completed in the 22-23 academic year:

General Counseling = 1457

During the first two months of Fall 2023, Comp. SEP completion has gone up nearly 1.5 times compared to the same period last year.

Comprehensive SEPs Completed in General Counseling F'22 vs F'23

- **414 Comp SEPs completed 7/1/22 – 10/19/22**
- **632 Comp SEPS completed 7/1/23 – 10/19/23 (153% of the '22 production)**

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.

3. Got anything new planned for 23-24?

-As Counseling continues to work closely with A & R to collect NO SEP data by semester for new students entering LPC, we'd like to look further into closing gaps for disproportionately impacted groups of students, by looking at data that includes Race/Ethnicity/Gender/Enrollment status (PT / FT students) and other attributes that provide targeted outreach by GP counseling teams.

If approved to hire a FT Counseling Faculty positions (requested for Fall '24), the counseling dept can begin providing services specifically to LPCs Asian Pacific Islander students, with the newest Learning community (AANHPI) to be established at our campus; Beginning Fall 2024.

Similarly, counseling will also gain assistance to target our at-risk students with our Counselor / Interventions position (requested for Fall '24), to increase outreach, education, reduce probation and re-admission students and help them achieve their academic and career goals.

-Counseling will continue using ConexEd as our Virtual counseling platform to provide equitable services to our DE/Hybrid students, with the goal of migrating to an appt based model. This will facilitate more student meetings in this continuously sought after modality.

-Once the official launch, access, training & implementation of CRM Advise (District wide institutional data platform) happens (hoping Spring '24) counseling will be able to provide direct student-targeted services by pathway, in a streamlined and efficient manner.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____YES _____No
2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

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C1. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the

selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an

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absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?