

Program: Counseling

Division: Student Services

Date: 10/2/2024

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SLO/SAO Point-Person: Jared Howard (SAO only)

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
 - Collection of "NO SEP" data for new students: In the fall 23 and spring 24 semesters, the counseling front desk initiated a call campaign, contacting new students who had not worked with a counselor to create a comprehensive student education plan.
 - In Fall 2022, the Counseling Office requested three positions to the Faculty Hiring Prioritization Committee. In fall 2023, one position (50% general, 50% athletics) was granted. In 2023-2024, data shows that 100% of student athletes had an abbreviated education plan and the majority had also completed a comprehensive student education plan.
 - In fall 2024, one additional position (100% general with an emphasis on Interventions) was granted. This position will focus on student intervention practices, with goals to reduce numbers of students on probation and dismissal and help them increase success.
 - One counselor was reassigned to work specifically with LPC's Asian American, Native Hawaiian, and Pacific Islander students and the AANHPI Learning Community (Movement), with the learning community's first cohort beginning in the fall 2024 semester.
 - The Counseling Department has continued to utilize ConexEd as the virtual counseling platform to help provide equitable services to LPC's DE/Hybrid students. This will facilitate more student meetings in this continuously sought after modality. The ConexEd (Cranium Cafe) contract has been extended until December 2024, with the expectation that the contract will extend through the 2025-2026 academic year. This software will continue to allow counselors to provide uninterrupted online services to our DE students.
 - Per the Faculty contract, full-time counselors were granted 2.5 hours of proactive follow-up time that allowed for work in the areas of denied degrees, working with students with no comprehensive student education plans, and general work in pathways.
 - Revamped First Semester Planning Sessions (formerly known as Program Planning Sessions) for new students to provide more offerings during peak enrollment times, streamlining the process for new students to enroll at the college.
 - Assigned all full-time and part-time general counselors to individual Career and Academic Pathways. Counselors have started to work with their cohorts of students, utilizing proactive/ follow-up time to reach out to students with specific needs (ex. Sought Degree project, CSEP project).
 - Supervised one Counseling Intern in a year-long training program.
 - The Application to apply for a degree or certificate at Las Positas College now includes a counselor signature line, encouraging students to meet with a counselor as a final audit prior to submission of application.
 - Provided feedback to the DegreeWorks implementation team on best practices related to a single instance version of DegreeWorks.

- Assigned a dedicated MESA counselor for the 2023-2024 academic year.
- Supported High School Counselor Retreats to establish and develop collaborative relationships with local high schools in our service area.
- Did they relate to guided pathways?
 - Working with students to complete comprehensive student education plans directly relates to guided pathways (staying on the path).
 - Hiring designated counselors to provide services to our AANHPI and student athlete populations works toward providing intentional support to disproportionately impacted students and works toward the model of creating affinity groups within the guided pathways framework.
 - Maintaining the ability to provide services in both in-person and virtual modalities provides the flexibility for all learners supporting students to stay on the path.
 - Counselors now grouped by Career and Academic pathway. Student have the ability to meet with a counselor based on their major/pathway.
- Were they in support of the colleges [equity definition](#)?
 - With the hiring of the AANHPI, Athletic Counselor, and Interventions Counseling position, the Counseling department has placed resources in providing equitable services to disproportionately impacted students and prioritized proven services (learning communities, intrusive counseling services) to help our disproportionately impacted populations feel a sense of belonging.
- Did they connect to any of the college [planning priorities](#)?
 - Increase Success and Completion (removing barriers) -
 - Expansion of the New Hawk Day Event – this event targeted all new incoming first-time students and provided information, services, and registration to 450 students (with an estimated 750 parents and students in attendance)
 - Completion of Comprehensive Student Education Plans – General Counseling completed 1974 comprehensive education plans during the 2023-2024 academic year (fall and spring semesters – 8/15/23 - 5/31/2024). This was an increase of over 35% from the 2022-2023 academic year (1457 comprehensive student education plans completed)
 - General Counseling completed 3991 S08_COUNS (SARS-generated counseling meetings) meetings in 2023-2024 academic year (fall and spring semesters – 8/15/23 - 5/31/2024).
 - The Interventions Counselor position specifically focuses on helping students who are experiencing academic difficulty to help toward remediation and success.
- Did you receive any positive/negative feedback from students?
 - Per the Student Experience Survey done by the Office of Institutional Research in October 2023, 84% of students noted that LPC offers appropriate programs and support services that address my learning needs.
 - The Student Experience Survey also noted that 82% of students agree/strongly agree that they know how to find their college’s support services (including Counseling services).

- Are there any innovations or new processes you'd like to integrate?
 - There is a desire to utilize the Ellucian Advise tool to access important data regarding student populations that can then be used to communicate effectively and efficiently by pathway.
 - Research to be done on the effectiveness of students being able to self schedule for one-hour and 30-minute appointments.
 - Expansion of proactive communication to students to include, for example, confirmation of UC TAG eligibility, verification of Associate Degrees for Transfer for CSU; organized by pathway.
 - Update process for student major changes to include counselor-approved student educational plans in accordance with statewide regulations.

- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?
 - Implementation of Sought Degree Project, which looks at students who applied for degrees and were denied. This practice has resulted in a significant increase in students earning degrees and certificates and directly contributes to SCFF funding for the college.
 - The Counseling Office has worked to shift the ratio of drop-in counseling to appointment-based counseling in an effort to increase the total number of comprehensive student education plans. This shift was driven by the understanding that students who understand their pathway are far more likely to complete and retain from semester-to-semester.
 - Counselors are more proactively involved in the process for students to obtain their local certificates and degrees in an effort to proactively address issues and increase likelihood of successful outcomes.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

- With the legislative mandates (see memorandum from the California Community College Chancellor's Office – September 25, 2023 – see below) requiring all students to have a comprehensive educational plan, there are simply not enough appointment slots available to provide meaningful student interactions (including a comprehensive student education plan) for every student attending Las Positas College. The need for additional full-time and part-time hours is critical in meeting the legislative mandates as well as the demand from students. This is particularly true during the summer term, where counseling demand far exceeds supply.

Enforcing the use of an SEP. The Student Equity and Achievement Act (SEA, Education Code 78222) requires Student Education Plans (SEPs) for all enrolled California Community College (CCC) students. As part of the matriculation process students must visit with a counselor at least once and develop some version of a SEP. If this is not accomplished, per local protocols at the earliest

by the census date, or at the latest when the 15-unit requirement would be triggered (Title 5 §55530), a hold would be placed on the student's enrollment process.

Memorandum – CCCO – 9/25/23

- Academic year 2023-2024, LPC served 11,572* students (unduplicated annual headcount per IR Data) with only 6.5 full-time equivalent full-time counselors in General counseling to serve that need. While some of the 11,572 students are being served by counselors in special programs (i.e. Veterans, EOPS/CARE, CalWORKs, and DSPS, Puente, Umoja, MESA – an estimated total of around 1000 students), the remainder are left to be served by a General Counseling team that is also limited through alternate assignments to various campus initiatives (including Guided Pathways, Transfer, Faculty Association) and PCN instructional responsibilities. This represents a General Counselor-to-student ratio of ~1:1,780 when based on annual student headcount. 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. With the enrollment trend on the rise, the counseling department needs to be adequately staffed to accommodate our current enrollment in addition to future growth.

**(It is important to note that general counselors are required to serve all students regardless of full-time or part-time status, student headcount must be the measure when determining services related to counseling).*

- One desired outcome from the previous 23-24 Program Review was the intention to implement the CRM Advise system, which would provide streamlined, direct student-targeted services by pathway. This system has not yet provided counselors with access to relevant and accurate data to be used for proactive services and its communication tool is still in the process of development and rollout to the campus.
- 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 (movement toward Cal-GETC and local general education worksheets, change to common course numbering, etc.), while navigating the limited time to do so.
- Counseling needs to highly consider adopting student self-scheduling. Without this service, we are likely losing students who tend to book appointments after hours and weekends, to meet current student trends and needs.
- There is a need for additional office space to accommodate full and part-time counseling faculty in the 1600 building in order to grow the counseling program in response to enrollment increase and student demand.
- Ongoing need to establish strong articulation between Las Positas and other intersegmental partners, particularly high-demand campuses from outside the local area (i.e. San Diego State)

N/A_____

C. Planning: What are your program's most important plans, either new or continuing?

- Focused attention toward new students who have not completed a comprehensive student education plan through outreach efforts and dedicated counseling appointments.

- Request for a new general counseling position, particularly one with a focus on developing new comprehensive student education plans for new students in accordance with the legislative mandate.
- Collection of “NO SEP” data for new students: For the 2024-2025 academic year, the intention is again to contact new students who have not completed a comprehensive SEP, beginning with our disproportionately impacted students. This work will also be organized by pathway, where pathway counselors can provide additional support in the process.
- Expansion of the Puente Learning Community to two cohorts. Las Positas College historically has only been able to provide services to one cohort of Puente learners. The 2024-2025 academic year will be the first year that Las Positas College will provide these services to two cohorts.
- Introduction of the Movement Learning Community for AANHPI students (first cohort beginning in the fall 2024 semester).
- Finding innovative ways to support summer counseling availability, as demand far exceeds supply.

N/A_____

D. Identify any college, district, or legislative barriers to your program’s equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

- Legislative mandate to provide every student with a comprehensive educational plan, particularly focusing on students who are disproportionately impacted.

Suggestions:

- Decrease student to counselor ratio to 370:1 in accordance with best practices (CCC State Senate recommendation). By decreasing the student to counselor ratio, we can work toward serving all students who come to the college in an equitable manner, and proactively target students who may be disproportionately impacted and/or do not reach out directly to the Counseling Office.

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
Yes___ No__x__
2. Comments (Optional): N/A
3. Please review your program [maps](#). Do you need to make any modifications?
Yes___ No__x__

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
 - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
 - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

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 department's 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
- Comprehensive SEPS Completed in the 23-24 academic year: General Counseling = 2369
 - This notates an increase of 912 additional comprehensive student education plans completed year-to-year (62% increase).

During the first two months of Fall 2024, Comprehensive SEP completion has gone up over 1.5 times compared to the same period last year (and more than doubled from 2022 – 2024):

- 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)
- 1021 Comp SEPS completed 7/1/24- 10/19/24 (162% of the '23 production)

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes____ No____ N/A__x__

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

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

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes____ No____

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - _____%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will your area be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

As a result of attending a program planning session, students will articulate an initial education goal (i.e., Certificate, Degree, Transfer).

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

We will be assessing this SAO beginning spring 2025 and spring 2026.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

We would like to go through two years of this cycle before providing feedback. This will be available in the fall 2026 program review.

5. 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.

N/A

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?

