

Program: Counseling

Division: Student Services

Writer(s): Jared Howard and Michael Schwarz

SLO/SAO Point-Person: Jared Howard

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Collection of “NO SEP” data for new students: In the fall 24 and spring 25 semesters, the counseling front desk initiated a call campaign, contacting new students who had not worked with a counselor to schedule an appointment for a comprehensive student education plan.
- In fall 2024, one position (100% general with an emphasis on Interventions) was granted. In 2024-2025, this position focused on student intervention practices, integrated new processes to help communication and reduce numbers of students on probation and dismissal, and help them increase success. In the spring of 2025, a call campaign was initiated to contact all students on probation and dismissal. Probation and dismissal forms have moved to a secured shared drive with an electronic format for submission.
- One counselor was reassigned to work specifically with LPC’s Asian American, Native Hawaiian, and Pacific Islander students and the AANHPI Learning Community (Movement). The learning community’s first cohort completed their first year in 2024-2025.
- A second cohort of Puente was approved to allow two cohorts of Puente to run simultaneously, with the learning community’s second cohort beginning in the fall 2025 semester.
- The Counseling Department has continued to utilize ConxEd as the virtual counseling platform to help provide equitable services to LPC’s DE/Hybrid students. This facilitated more student meetings in this continuously sought after modality. The ConxEd (Cranium Cafe) contract was extended until beyond December 2025.

Program Review Update 2025

- 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.
- Continued to run 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).
- Supported High School Counselor Retreats to establish and develop collaborative relationships with local high schools in our service area.
- Hosted the annual New Hawk Day, welcoming 489 new students and hundreds of parents to the Las Positas College campus to welcome, plan their first semester schedules, and complete their enrollment in first semester (summer and/or fall) classes.
- Worked with the district ITS team to begin integrating automated communications into the Ellucian Advise platform and outline a plan for timely communication to students.
- Student major changes are now managed in the Counseling Department to ensure that students changing major understand the impact on their educational planning and helps to ensure that Las Positas College maintains compliance with statewide regulations.
- Counselors participated in associate degree general education taskforce to develop a single GE pattern for AA and AS degrees.

2. Please describe your most important **challenges** in year 24-25.

- 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

- One desired outcome from the previous 24-25 Program Review was the intention to implement the Ellucian Advise system, which would provide streamlined, direct student-targeted services by pathway. Progress has been limited, particularly in the area of the integration of the communication tool to send direct communication to students.
- 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 (updates to 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.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- In the spring 2025 semester, the Counseling Team assessed the SAO, “As a result of attending a program planning session, students will articulate an initial education goal (i.e., Certificate, Degree, Transfer).”
- Assessment surveys were administered and collected at the May 2025 New Hawk Day Event
 - Students were asked, “After attending the New Hawk Day program planning session, how clearly can you articulate your educational goal (e.g., Certificate, Degree, Transfer)?”
- Assessment results showed the following (n = 56):
 - 48% of students responded “very clearly”
 - 45% of students responded “somewhat clearly”
 - 7% of students responded “uncertain”
 - 0% of students responded “not clearly at all”
- Survey data showed positive understanding of students’ ability to articulate their educational goal.

Program Review Update 2025

- Based on the three-year review cycle for this SAO, the Counseling Department plans to assess this SAO at the New Hawk Day Session in 2026 to continue to gather feedback related to this SAO.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Focused attention toward new students who have not completed a comprehensive student education plan through outreach efforts, increased summer hours, and a movement toward increasing appointments and decreasing drop-in availability.
- Request for a new general counseling position.
- Collection of “NO SEP” data for new students: For the 2025-2026 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.
- Finding innovative ways to support summer counseling availability, as demand far exceeds supply.
- Plans to create a readmitted student contract for continuing students on dismissal status
- Plans to rename the probation and dismissal titles to a more student-friendly naming convention.
- Implement requirements from Senate Bill 640 to promote dual admission to California State University using the Associate Degree for Transfer.
- Plans to have a designated counselor to provide career counseling within the Career Center.
- Increased opportunities for in-house professional development. Future plans include AI training for counselors and ongoing counselor-led best practices sessions.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.