

Peralta Community College District
Annual Program Update Template

Final Version: May 20, 2016

Amended by COA College Council: May 27, 2017

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Counseling Instructional

Date: 10/30/2017

Program Type:

Instructional

Student Services

Administrative Unit

(circle the answer)

College and District Mission Statement:

The Mission of **College of Alameda** to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Peralta Community College District Mission Statement: We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multicultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future

Program Mission: The Counseling Department offers several Counseling classes to assist students with recognizing their full potential through developing self-awareness, educational management and lifelong independent career planning skills. Counseling courses are designed to provide an in-depth exploration into the process of self-knowledge. These courses taught by the Counseling Faculty, will enable students to identify educational and career goals, assist students with student success strategies, learning, and study skills, and Associate Degree and Transfer planning.

Date of Last Comprehensive Program Review: 10/2016

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO)	Which institutional goals will be advanced upon completion?	Progress on goal or AUO attainment	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Curriculum (if applicable) Update the Counseling Department SLO assessment tool (survey) for the next assessment cycle. (from program review fall 2016)	1. PCCD Strategic Goals D. Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. 2. College Goals: Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	Completed: May 2017 Ongoing: Agenda for November 2017	Discussion regarding SLOs and curriculum development is an ongoing department agenda item.

<p>Instruction (if applicable) Counselors have been proactive in updating the liberal arts majors to utilize the local A.A. G.E./IGETC. Pending curriculum and CIPD approval. (from program review fall 2016)</p>	<p>1. PCCD Strategic Goals A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. 2. College Goals: (list the specific goal here). Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.</p>	<p>Ongoing: Fall 2017</p>	<p>Degrees have gone through revisions and await state approval.</p>
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<p>Student Success and Student Equity Set up follow up appointments with academic probation and dismissal students to evaluate progress with students.</p>	<p>1. PCCD Strategic Goals A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientation, assessments, academic advising and student educational plans. 2. College Goals: Exhibit aesthetic reflection to promotes, participate and contribute to human development, expression, creativity, and curiosity.</p>	<p>Ongoing: Fall 2017</p>	
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<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>Attend workshops, webinars, conferences, and Student Service division retreats.</p>	<p>1. PCCD Strategic Goals D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators, which results in better services for our students and colleagues.</p> <p>2. College Goals: Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.</p>	<p>Ongoing: Fall 2017</p>	<p>In addition to attending UC and CSU conferences the Counseling Department participated in the fall 2016 and spring 2017 Student Services retreat and ongoing UC partnership webinars. The Counseling Department would like to request funding to provide more counselors with opportunities to attend conferences.</p>
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III. Data Trend Analysis

Please review and reflect upon the data for your program. Data is available via the hyperlinks below, on the COA Program Review page, as well as on your program's individual Program Review/APU webpage (accessible [here](#)) under Program Information. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. [Student Demographics](#) (age, gender, ethnicity, special populations). **Comments about changes:**

Student Demographic data for Counseling Courses over the 2014-2015, 2015-2016, 2016-2017 academic years has remained fairly consistent across tracked ethnic groups. In reviewing enrollment data, there are no significant changes in regards to demographics. The college is not able to track the Middle Eastern student population, as they are not accounted for in data collection.

The counseling department feels that there has been an increase in the amount of students attending College of Alameda that come from Middle Eastern descent. The department can not confirm this data

due to Middle Eastern students being categorized as White under the demographics table. Hence, demographics for Middle Eastern students are currently not being tracked separately.

B. Enrollment (sections, course enrollment, [productivity](#), # of student contacts, etc). **Comments about changes:**

Counseling Enrollment

Term	Enrollment	# Sections
F15	717	9+
S16	301	7
F16	303	8
S17	217	5

Counseling course enrollment has remained consistent over the last two academic years with minor fluctuations. Fall 2015 enrollment numbers were more than double due to offering several sections of Coun 201 for new student orientation.

C. Student Success ([retention](#) and [completion](#) rates, # of student contacts, etc.). **Comments about changes:** Retention rates over all demographic groups, with the exception of Asian students, increased between 2015-2016 and 2016-2017. Pacific Islander numbers fluctuated greatly between 2015-2016 and 2016-2017 academic years most likely due to the small number of students enrolled.

Overall

2015-2016 81%

2016-2017 85%

Asian

2015-2016 89%

2016-2017 88%

African American

2015-2016 75%

2016-2017 82%

Hispanic/Latino

2015-2016 79%

2016-2017 81%

Pacific Islander

2015-2016 75%

2016-2017 100%

White
2015-2016 85%
2016-2017 91%

Completion rates summary: Completion rates increased between 2015-2016 and 2016-2017 academic years with the exception of Asian students.

Counseling course completion rates:

Overall
2015-2016 71%
2016-2017 72%.

Completion Rates:

African American
2015-2016 - 62%
2016-2017 - 66%

Hispanic/Latino
2015-2016 65%
2016-2017 69%

Pacific Islander
2015-2016 56%
2016-2017 100%

White
2015-2016 77%
2016-2017 75%

Asian
2015-2016 84%
2016-2017 79%

D. [Student Success](#) in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

E. Other program specific data or unplanned events that reflect significant change in the program.

IV. Equity

· Please review the [student success data](#) for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Student success data shows that there is room for growth among all ethnic groups. A significantly low completion rate exists among Foster Youth at 48% for the 2015-2016 academic year and 42% during the 2016-2017 academic year. The College is participating in an Early Alert program that will provide students with additional support if they are flagged by instructors as being in danger of not successfully completing a course. While not a part of the general counseling department, the college's foster youth program supports foster youth successfully complete their courses.

• **Please review the SSSP plan, Equity plan, and Basic Skills plans at your college – these plans are available online [here](#) under Program Planning & Assessment. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?**

The Counseling Department is involved with SSSP, Equity, and the Basic Skills plans in that counselors are engaged in committees on campus such as Academic Senate, Financial Aid, Transfer, MESA, CTE, SSSP, Early Alert, Athletics, Curriculum, Distance Education, Veterans, and hiring committees. In addition, the Counseling Department is involved with high school outreach efforts coordinated by the Outreach Department and counselors are also engaged in creating Abbreviated Student Educational Plans (SEP) as well as Comprehensive Student Educational Plans (SEP) (map out a roadmap for students to be able to help them achieve their personal, career, and academic goals). The Counseling Department is also engaged in classroom presentations as a way to help promote SSSP services, which also promotes Equity and is often presented in Basic Skills courses.

V. Curriculum and Assessment Status

• **What curricular, pedagogical or other changes has your department made since the most recent program review?**

No changes in curriculum has occurred since the last program review.

• **Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.**

• Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

During the 16-17 academic year

	2016-2017	2017-2018	2018-2019
Counseling Instructional SLOs	S02	S03	S01

Counseling courses have three SLO's on a three-year-cycle. Instructors will assess the 3rd SLO for all counseling courses during the 2017-2018 academic year.

- **What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?**

The Counseling Department is scheduled to consult with the SLO Coordinator to review SLOs and the department's assessment strategy. The department has also included SLOs as part of the department's meeting agenda/s to encourage department wide discussion. Evidence of discussions can be located in meetings minutes.

- **Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results)**

B. For Counseling:

- **What has the counseling department done to improve course completion and retention rates? What is planned for the future?**

The Counseling Department hired a designated Early Alert Counselor. 2016-2017 was the second year of the district initiative to pilot the PROMT Early Alert System. At COA the Early Alert (EA) team included Jasmine Thompson (Counselor), Rachel Goodwin (DSPP) and Anna O'Neal (ESL/LRC). There were EA functions turned on in selected English, Math and ESL remedial courses and there were a total of 37 students alerted in the spring 2017 semester. There was an EA faculty guide video created and several communications/trainings with the respective departments.

A new system may be adopted by the district. This would allow the college to use the fall 2017 semester to bring faculty/counselors/admin/classified together. The EA working group will help teach college faculty/counselors/admin/classified about the new technology and develop a strategy (**for early adopters**), which would be faculty driven. The pilot is in development and is expected to launch in the spring 2018 semester.

Research was conducted during the spring 2017 semester to identify an online counseling platform. Cranium Cafe has been identified by the California Community College Chancellor's Office as the platform best suited to deliver online counseling services. Cranium Cafe is in the early stages of being purchased for the College of Alameda. Currently no timeline has been established for implementation.

The Counseling Department is continuing to develop in class presentations as well as participate in the Student Activities Workshop Series, which includes workshops on a variety of student success topics such as - studying, scholarships, transfer basics, career and major selection.

- **What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.**

The SSSP Coordinator/Counselor provides regular trainings to ensure SSSP coding is accurately recorded. Training materials and work aids are regularly produced, updated and distributed.

D. For Student Services and/or Administrative Units:

· **Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?**

College of Alameda administered the Center for Community College Student Engagement survey in 2017. Results of the most current CCSSE included special-focus items regarding academic counseling. The following is a summary of the survey's results pertaining to the Counseling Department. 37.9% of COA students surveyed are meeting with a counselor before every academic term. 27.8% of COA students are meeting with a counselor before some academic terms. 34.4% of COA students did not see a counselor prior to enrolling.

Students were asked the number of times they met with a counselor. 33.8% responded they have not met with an counselor; 30.3% responded they have met with a counselor once; 20.8% responded they met with a counselor twice; and 15% responded they met with a counselor more than twice.

Students surveyed were asked if they met with a counselor more than once did they meet with the same counselor. 26.7% responded they have met with the same counselor during repeat visits; 34% responded that they did not meet with the same counselor in subsequent visits; 18.6% responded they have met a counselor only once; while 20.7% reported not meeting with a counselor before.

Students surveyed were asked in their most recent meeting did the counselor discuss when the next counseling session should occur. Of students surveyed, 33.6% reported that the counselor did advise them when their next session should be; 39.6% reported that the counselor did not refer to the next session; while 26.8% had not met with a counselor during the term the survey was taken.

Results of the most recent CCCSE will be reviewed and discussed in upcoming department meetings.

The College of Alameda Counseling Department administers student surveys to assess service area outcomes. According to the most recent SLO summary, targets were met.

How has this information informed unit planning and goal setting?

The most recent CCCSE survey has not been utilized for this purpose as of yet. The department has discussed the need to have on-going discussions and planning around SLOs and have included SLOs as a part of meeting agendas.

Briefly describe any changes that have impacted the work of your unit:

As the economy has improved, enrollment has been in decline over the last few semesters.

Limited SSSP funding has decreased the number of student workers at the Counseling Department's reception desk. Part-time counseling faculty were reduced in the prior academic year and eliminated at the beginning of the 2017-2018 academic year, due to the filling of full-time positions and budget constraints. Modified scheduling during peak enrollment has improved workflow and wait times for students.

Discussion regarding what services to provide students who are not currently enrolled at COA or consider COA their "home" campus, resulted in changes to front desk protocol.

VII. Prior-Year Resource Utilization Self-Evaluation

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds. A link to the actual revenues and expenses for your program can be found on [your program's page](#) – see the Prior Year Resource Utilization Self Evaluation.

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
General Fund								
Instructional Equipment								
Instructional Supplies								
Fund 10								
Measure A								
Strong Workforce								
Perkins								
Equity								
Basic Skills								

Work-Study								
Other								
TOTAL								

VIII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)