**Peralta Community College District**

## Annual Program Update Template 2011-2012

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| I. Overview | |
| Date Submitted: | 10/07/11 |
| Data Download Date: | 09/19/11 |
| Discipline: | COUN |
| Campus: | Alameda |
| Administrator: | Dr. Kerry Compton |
| Department Chair: | Hector Corrales/Trulie Thompson |
| Mission Statement: | 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. |

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| II. Student Data\*Please note: Learning Communities which began in Fall 2009 were grant funded through Basic Skills money and not paid from General Funds.Also, there were technological difficulties with co-requisite locking for enrollment in Passport (pairing both English and Coun courses together) which affected enrollment in Coun courses Fall 2011 | | | |
| Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 284 | 320 | 324 |
| Sections (master sections) | 9 | 9 | 10 |
| Total FTES | 21.92 | 31.03 | 24.7 |
| Total FTEF | 1.54 | 1.54 | 1.73 |
| FTES/FTEF | 14.25 | 20.19 | 14.25 |
| **Retention** |  |  |  |
| Enrolled | 284 | 320 | N/A |
| Retained | 306 | 239 | N/A |
| % Retained | 83 | 73 | N/A |
| **Success** |  |  |  |
| Total Graded | 368 | 326 | N/A |
| Success | 272 | 215 | N/A |
| % Success | 73 | 65 | N/A |
| Withdraw | 62 | 87 | N/A |
| % Withdraw | 16 | 26 | N/A |

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| **III. Faculty Data** | |
|  | **Fall 2011** |
| Contract FTEF | 0 |
| Hourly FTEF | 1.3 |
| Extra Service FTEF | 0.43 |
| Total FTEF | 1.73 |
| % Contract/Total | 0 |

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| IV. Faculty Data Comparables F2011 | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0 | 0 | 0.13 | 0 |
| Hourly FTEF | 1.3 | 0 | 0.27 | 0.73 |
| Extra Service FTEF | 0.43 | 0.4 | 0.87 | 0.67 |
| Total FTEF | 1.73 | 0.4 | 1.27 | 1.4 |
| % Contract/Total | 0 | 0 | 10.55 | 0 |

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| **V. Accomplishments and Goals - Course SLOs and Assessment** | |
| Number of active courses in your discipline | 6 |
| Number with SLOs | 6 |
| % SLOs/Active Courses | 1.00 |
| Number with SLOs that have been assessed | 3 |
| % Assessed/SLOs | .50 |
| Describe assessment methods you are using | Student surveys; final exam tests; student portfolios |
| Describe results of your SLO assessment progress | For Coun 200A, 100% of the students enrolled in the class completed assessment and 85% of the students in the course scored 70% or higher on the Final Exam.  For Coun 57, 89% of the students scored 70% or higher on the final Career Fitness Portfolio |

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| **VI. Accomplishments and Goals - Program Outcomes and Assessment** | |
| Number of degrees and certificates in your discipline | n/a |
| Number with Program Learning Outcomes | Please see Counseling Department APU for more information |
| Number assessed | Please see Counseling Department APU for more information |
| % Assessed | Please see Counseling Department APU for more information |
| % Assessed/SLOs | Please see Counseling Department APU for more information |
| Describe assessment methods you are using | Please see Counseling Department APU for more information |
| Describe results of assessment progress | Please see Counseling Department APU for more information |

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| **VII. Accomplishments and Goals – Strategic Planning** | |
| Advance Student Access, Success, & Equity | Counseling courses help students in the identification and development of resources that facilitate college success. Students cover topics that increase their skills in effective time-management, critical thinking, learning styles and strategies as well as goal setting and planning which improves overall student success.  In addition, students focus on self-exploration, interpersonal relationships and coping mechanisms; all of which also contribute in a positive way to student success, retention, and persistence.  3 Counseling courses are CSU and UC transferable and also meet the life-long learning GE breadth requirement for CSU transfer. |
| Engage our Communities & Partners | Many of the Counseling Faculty who teach counseling courses are active in the community and partner with local highschools to do outreac h. In addition, the counselors who teach in the Learning Communities often interact with various local businesses and groups to support student activities and learning. |
| Build Programs of Distinction | The Learning Communities at COA are an exemplary model of how Counseling courses help improve student success and retention. By partnering a counseling course with academic ones like English (and in the near future Math and other social science disciplines) enables the student to have a support network and relationships that greatly improve their academic and personal success. Data shows that Learning Communities cohorts do better and withdraw less than those who are not participating in a counseling course with their English class. (see attached below) |
| Create a Culture of Innovation & Collaboration | Counseling faculty partner with instructional faculty in learning communities which increases student success, persistance, and retention. |
| Develop Resources to Advance & Sustain Mission | Often in counseling courses, students learn of the important campus resources available to them to assist them in achieving their goals.  Counseling classes can support academic courses by reinforcing success strategies and encouraging students to be responsible and proactive in their educational pursuits.  Because students have access to counseling faculty in classes, they are more likely to approach their instructors regarding personal issues and challenges they may be having rather than going to the counseling department to speak with a counselor there.  Counseling courses allow counselors to develop trust and working relationships that are not as easily formed through visits to the department. |

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| **VIII. Accomplishments and Goals – Strategic Plan Relevance** | |
| New Programs Under Development | Create a new counseling course that addresses math anxiety. This course in intended to be partnered with accelerated Math classes in a learning community.  Also, create counseling courses to address academic probation/dismissal status. |
| Programs Integral to Overall College Strategy | Students enrolled in remedial college courses, especially in Mathematics, English, and ESL, often have very low success and retention rates. They also demonstrate a lack of critical life skills such as emotional intelligence, self-awareness, and accepting personal responsibility which play an important role in their ability to reach their desired goals.  Counseling courses assist students by addressing those core issues which often negatively impact their academic and personal success. In addition, by creating learning communities and partnering with academic courses, students are more able to get the support they need which in turn increases overall success. |
| Programs Essential for Transfer | Coun 24, 57, 200A and 221 cover information regarding transfer and the transfer process. Coun 24, 30, and 57 meets Breadth E Life-long Learning for CSU transfer. |
| Programs that Serve a Community Niche | Counseling courses by nature serve the community large by enriching students and educating them in ways which improve their ability to interact with society around them. College success, career and life-planning, and preparing to transfer classes often incorporates representatives and contacts with the local community and services agents. |
| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. | Many of the students who enroll in counseling courses do so because they are searching for support systems. They encounter many external challenges and find the support and encouragement they need in counseling classes. Counseling faculty have the training and skills to provide holistic assessment of students in the classroom. |

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| **IX. Accomplishments and Goals - CTE, Transfer, Basic Skills** | |
| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | Given the current reduction in counseling faculty, when career counseling is reduced, students may spend more time in college, spend more effort than necessary wrestling with career decisions, remain as undeclared majors, take a number of courses without a sense of purpose, lose motivation and drop out, or, in fact, obtain a degree without a clear career goal.  Additional counseling courses would help students navigate faster and more effectively through college. With the current economy, subsequent lay-offs, and job reductions, many individuals are seeking career exploration and strongly demand counseling courses that enable them to assess themselves, their skills and abilities, and apply this information to their academic, professional, and personal goals. |
| Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion | Coun 24, 57, 200A and 221 cover information regarding transfer and the transfer process.  Coun 24, 30, and 57 meets Breadth E Life-long Learning for CSU transfer. |

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| **X. Action Plans and data sources (indicate which data sources used)** | |
| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. | According to ASCCC “Counseling faculty should develop curriculum and offer courses and workshops that teach the skills needed for student development and academic success, such as study skills,note taking, and time management. In addition, counseling faculty and faculty in other departments should collaborate to develop discipline-specific academic success courses.” |
| Data Source – Assessment Findings | Assessment finding show that more than the majority of students who participate in Counseling Courses are successful and withdraw less. |
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| Data Source – Institutional Goals | Counseling courses help support the institutional goals of the college. |
| Other Data Sources | See information below |
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| **XI. Needs and data sources (indicate which data sources used)**  **Please prioritize in each category, with highest priority first.** | |
| Please describe any **equipment, material and supply** needs. | Counseling courses need assessment instruments like the Strong Interest Inventory and MBTI.  Additional materials and supplies include DVD and videos to cover various topics like time-management, goal-setting, resumes, study skills, etc. |
| Please describe any **faculty/classified/student assistant** needs. | Hire additional counseling faculty to teach more counseling course sections.  Learning communities have demonstrated the effectiveness of pairing counseling courses with academic classes.  It’s been suggested that an innovative institutional change would be to couple all basic skills classes with a counseling course. This would require hiring more counseling faculty.  The current course offering for counseling classes barely meets the needs of our students. Additional sections would only improve their academic success. |
| Please describe any **facilities** needs. | Because counseling courses often utilize a variety of teaching modalities to engage students, the classes should be taught in Smart Classrooms. |
| Please describe any **technology** needs. | Again, because counseling courses often utilize a variety of teaching modalities to engage students, the classes should be taught in Smart Classrooms with access to current technology. |
| Data Source – Assessment Findings | See information below |
| Data Source – BI Data | Please note BI data should not include counseling courses that were grant-funded |
| Data Source – Institutional Goals | n/a |
| Other Data Sources | n/a |

Spring 2011

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| Class | Section | % of student who received a grade C or better (excluding W’s and I’s) |
| Coun 24 | A1 | 95.5 |
| Coun 24 | A2 | 91.2 |
| Coun 24 | A3 | 88.2 |
| Coun 224 | A1 | 83.3 |
| Coun 224 | A2 | 77.8 |
| Coun 224 | A3 | 81.8 |
| Coun 30 | A1 | 95.7 |
| Coun 30 | A2 | 84.2 |
| Coun 200A | A1 | 100 |

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| **Learning Communities**  **Fall 2010** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **LC English 269AB** | | | |  | **Non-LC English Basic Skills (267AB & 269AB)** | | | | | |  |  |
|  | Average | Adelente | Amandla | APASS |  | Average | 267A/B | 267A/B | 267A/B | 267A/B | 269A/B |  |  |
| # students initially enrolled | 33 | 28 | 44 | 27 |  | 32 | 35 | 27 | 38 | 28 | 32 |  |  |
| # of Withdrawals | 8.7 | 3 | 16 | 7 |  | 9.8 | 13 | 1 | 5 | 16 | 14 |  |  |
| # of Incompletes | 0 | 0 | 0 | 0 |  | 4.4 | 0 | 15 | 7 | 0 | 0 |  |  |
| Total # Completed | 23 | 25 | 28 | 17 |  | 17.8 | 22 | 11 | 26 | 12 | 18 |  |  |
| Total # Passed (A,B,C) | 20 | 19 | 26 | 16 |  | 12.4 | 15 | 9 | 20 | 7 | 11 |  |  |
| Pass Rate (of those initially enrolled) | **62%** | 68% | 59% | 59% |  | **38%** | 43% | 33% | 53% | 25% | 34% |  |  |
| Pass Rate (of those completed) | 88% | 76% | 93% | 94% |  | 69% | 68% | 82% | 77% | 58% | 61% |  |  |
| Retention Rate | 72% | 89% | 64% | 63% |  | 54% | 63% | 41% | 68% | 43% | 56% |  |  |
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|  | **LC English 201AB** | | | |  | **Non-LC English 201AB** | | | | | | | |
|  | Average | Adelente | Amandla | APASS |  | Average | 201 A/B | 201 A/B | 201 A/B | 201 A/B | 201 A/B | 201 A/B | 201 A/B |
| # students initially enrolled | 33 | 32 | 36 | 30 |  | 30.7 | 30 | 28 | 22 | 29 | 26 | 50 | 30 |
| # of Withdrawals | 6.3 | 8 | 9 | 2 |  | 11.4 | 22 | 18 | 6 | 3 | 5 | 15 | 11 |
| # of Incompletes | 0 | 0 | 0 | 0 |  | 1.1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total # Completed | 26 | 24 | 27 | 28 |  | 19.6 | 8 | 10 | 18 | 26 | 21 | 35 | 19 |
| Total # Passed (A,B,C) | 22 | 23 | 26 | 17 |  | 15 | 7 | 8 | 16 | 22 | 16 | 19 | 17 |
| Pass Rate (of those initially enrolled) | **67%** | 72% | 72% | 57% |  | **51%** | 23% | 29% | 73% | 76% | 62% | 38% | 57% |
| Pass Rate (of those completed) | 84% | 96% | 96% | 61% |  | 80% | 88% | 80% | 89% | 85% | 76% | 54% | 89% |
| Retention Rate | 81% | 75% | 75% | 93% |  | 64% | 27% | 36% | 82% | 90% | 81% | 70% | 63% |
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| **Spring 2011** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **LC English 269AB** | | | |  | **Non-LC English Basic Skills (267AB & 269AB)** | | | | |  |  |  |
|  | Average | Adelente | Amandla | APASS |  | Average | 267A/B | 267A/B | 267A/B | 269A/B |  |  |  |
| # students initially Enrolled | 31.7 | 24 | 44 | 27 |  | 29.5 | 32 | 25 | 29 | 32 |  |  |  |
| # of Withdrawals | 12.0 | 6 | 19 | 11 |  | 6.5 | 11 | 7 | 1 | 7 |  |  |  |
| # of Incompletes | 0.7 | 2 | 0 | 0 |  | 2.3 | 0 | 0 | 9 | 0 |  |  |  |
| Total # completed | 19.0 | 16 | 25 | 16 |  | 20.8 | 21 | 18 | 19 | 25 |  |  |  |
| Total # Passed (A,B,C) | 15 | 15 | 15 | 15 |  | 18.0 | 21 | 18 | 16 | 17 |  |  |  |
| Pass Rate (of those initially enrolled) | **51%** | 63% | 34% | 56% |  | **61%** | 66% | 72% | 55% | 53% |  |  |  |
| Pass Rate (of those completed) | 83% | 94% | 60% | 94% |  | 88% | 100% | 100% | 84% | 68% |  |  |  |
| Retention Rate | 61% | 67% | 57% | 59% |  | 70% | 66% | 72% | 66% | 78% |  |  |  |
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|  | **LC English 201AB** | | | |  | **Non-LC English 201AB** | | | | | | |  |
|  | Average | Adelente | Amandla | APASS |  | Average | 201 A/B | 201 A/B | 201 A/B | 201 A/B | 201 A/B | 201 A/B |  |
| # students initially Enrolled | 38 | 37 | 46 | 31 |  | 26.8 | 22 | 23 | 26 | 20 | 41 | 29 |  |
| # of Withdrawals | 9.7 | 8 | 11 | 10 |  | 9.3 | 7 | 12 | 5 | 10 | 6 | 16 |  |
| # of Incompletes | 1.67 | 2 | 2 | 1 |  | 0.0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Total # completed | 27 | 27 | 33 | 20 |  | 17.3 | 14 | 11 | 21 | 10 | 35 | 13 |  |
| Total # Passed (A,B,C) | 23 | 25 | 25 | 19 |  | 14.33 | 10 | 6 | 18 | 5 | 35 | 12 |  |
| Pass Rate (of those initially enrolled) | **61%** | 68% | 54% | 61% |  | **49%** | 45% | 26% | 69% | 25% | 85% | 41% |  |
| Pass Rate (of those completed) | 88% | 93% | 76% | 95% |  | 76% | 71% | 55% | 86% | 50% | 100% | 92% |  |
| Retention Rate | 70% | 73% | 72% | 65% |  | 62% | 64% | 48% | 81% | 50% | 85% | 45% |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |