Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Counseling Program Review Handbook

Fall 2015

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of general counseling.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that counseling services reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Counseling Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of counseling services. These questions direct faculty to examine the curriculum, pedagogy, assessment results, SSSP services and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Counseling Program Review process include:

- The Counseling Program Review Team

- Core data elements

- Completion of a Counseling Program Review Narrative Report every three years

- Validation of the Counseling Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

    - The Counseling *Program Review Resource Requests Template* in which to summarize key resource needs.

    - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Library Services Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

    - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Counseling Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.

Thus, the recommendations and priorities from the Counseling Program Review feed directly into the development of discipline/departmental and/or unit plans. In turn, the discipline/departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Counseling Program Review Team

The Counseling Program Review Team at the College is comprised of the following members:

- Department Chair/Co-chair or discipline designee.

- Division Dean or Vice President of Student Services

- All faculty members within a department are encouraged to participate in the Counseling Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The Counseling Program Review Team will analyze the core data elements, course outlines (if applicable), SLO and Service Area Outcomes assessment results, and complete the Counseling Program Review Narrative Report.

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Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Counseling Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction and Vice President of Student Services.

Counseling Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1ˢᵗ of each comprehensive program review year.

A.   Instructional Data:

- Total enrollment data for each counseling course (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- FTES per FTEF (productivity) by course for the last three years.

- College productivity rate for the last three years.

- Retention rates by course for the last three years.

- Overall college retention rate.

- Course completion (student success) rates, by course for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

B.   Student Support Services Data (retrieved from SARS):

- Total number of students served disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.

- Total number of students that completed orientation for the past three years.

- Total number of students that completed assessment for the past three years.

- Total number of completed Student Educational Plans (SEPs).

- Number of Abbreviated versus Comprehensive SEPs.

- Total number of follow-up services.

- Number of Early Alert referrals.

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to the Counseling Chair/Co-chair.

•   A list of active counseling courses and the date they were last updated/approved.

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to the Counseling Chair/Co-chair.

•   A list of courses and programs that depicts the current status of assessments at the course level.

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C. The *Office of Instruction* at the College will provide the following to the Counseling Chair/C-chair.

•   A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
•   A copy of the College Goals and Objectives for the current academic year.

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D. The *Vice President of Student Services and/or the Office of Instruction* will provide the following to the Counseling Chair/co-chair.

•   Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable.

http://alameda.peralta.edu/planning-documents/

8. With the assistance of academic counselors, I have set academic goals and created an educational plan for achieving them.	COLLQ3467	Strongly agree	147 20.0	20.0
		Agree	Agree 341	Agree 46.4
		Disagree	113	15.4
		Strongly disagree	32	4.4
		I have not seen an academic counselor	102	13.8
		Total	736	100.0

9. How would you rate the overall quality of academic counseling that you have received from the college?	COLLQ3505	Excellent	184	25.0
		Good	203	27.5
		Fair	217	29.6
		Poor	52	7.1
		I have not seen an academic counselor	80	10.8
		Total	736	100.0

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

WSCH (Weekly Student Contact Hours from the census) / 525 x 17.5 = FTES

The WSCH of "contact hour" is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

120 / 525 x 17.5 = 4.0 FTES

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors.

Retention: After the first census, the percent of students earning any grade but a "W" in a course or series of courses. To figure retention for a class, subtract the "W"s from the total enrollment and divide the number by the total enrollment.

SSSP: Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

Student Success: Course completion rate with a grade "C" or better.

The Counseling Program Review Report

1. **College: College of Alameda**

   Date: 11-19-2015

   Members of the Counseling Program Review Team: Jamar Mears

   Members of the Validation Team:

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2. **Narrative Description:**

Please provide a mission statement or a brief general statement of the primary goals and objectives of general counseling. Include any unique characteristics or trends affecting the discipline, and a description of how counseling services align with the college mission statement.

The mission of College of Alameda's Counseling Department is to provide comprehensive services and programs that empower students to identify and achieve educational, career, and personal goals. Additionally, the Counseling Department strives to assist students in meeting life's many opportunities and challenges.

The Counseling Department also offers classroom instruction in Counseling and Guidance courses to assist students with recognizing their full potential through developing self-awareness, educational management, and life-long independent career planning skills.

Student Learning Outcomes (SLOs) _(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)_	1. Students will be able to articulate an understanding of their personal responsibility in creating their own academic, personal, and professional successes. 2. Students will be able to utilize the necessary information, resources, and options available for them to make sound educational and lifelong decisions. 3. Students will be able to identify specific tactics and strategies used in order to achieve their desired goals

SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	SLO #1 is mapped to ILO #1, #2, #3, #4, #5 SLO #2 is mapped to ILO #1, #2, #3, #5 SLO #3 is mapped to ILO #1, #2, #3, #4, #5 1. Problem Solving and Decision Making Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement. 2. Technology and Communication Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments. 3. Reflection, Participation, Creativity Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity. 4. Interpersonal Skills Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. 5. Civic Responsibility Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Counseling course outlines are on track to be updated during the spring 2016 semester. A committee of counselors have assembled to address this matter to make sure the counseling courses are updated and/or deactivated.

Outline will be updated for the following counseling courses are:

Course No.	Course Name	Approval Dates
COUN 024	College Success	09/19/2007
COUN 030	Personal Growth and Development	07/01/2008
COUN 057	Career and Life Planning	09/19/2007
COUN 200A	Orientation to College	09/19/2007
COUN 200B	Orientation to College	09/19/2007
COUN 201	Orientation to College: Student Success and Support Program	1/22/2014
COUN 207A	Career Exploration	09/19/2007
COUN 207B	Career and Life Planning	09/19/2007
COUN 207C	Career Exploration	09/19/2007
COUN 221	Preparing for College/University Transfer	09/27/2010
COUN 224	College Preparedness	09/19/2007
COUN 230	Strategies for Personal Development	06/30/2008
COUN 248AA	Strategies in Community Learning I	Deactivated/Hibernated
COUN 248AB	Strategies in Community Learning II	Deactivated/Hibernated
COUN 501	Counseling Learning Lab	11/30/2010

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

In order to keep the counseling courses current, counselors has recently assembled a counseling discipline curriculum committee. In this committee, the following is addressed:

- o SLO's
- o Keep course outlines updated
- o Develop new counseling curriculum
- o Revise existing curriculum
- o Recommended counseling course schedule
- o Program utilization of counseling courses
- o Task Stream data entry
- o Create assessment tool for counseling courses
- o Designate counselors to counseling course to implement assessment

4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline ensure that students are aware of the learning outcomes of the counseling courses? Where are the counseling course or service area outcomes published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

   The counseling course outcomes are published on all counseling syllabi. Also, the Counseling Department plans to have all counseling courses along with the course outcomes published on the counseling website during the spring 2016 semester.

- Briefly describe at least two of the **most significant changes/improvements** your discipline made in the past three years as a response to counseling courses or service area assessment results. Please state the course number or service area outcome and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

   Improvement 1.

   Increase use of technology in providing more information to students regarding educational opportunities and planning.

   Improvement 2.

   The new online student educational plan is planning tool that the student and a counselor create together based on the student's future academic and career goals.

- Briefly describe two of the **most significant examples** of plans for counseling courses or service area improvement for the next three years as result of what you learned during the assessment process. Please state the course number or service area outcome and attach the data from the "Assessment Findings and Action Plan" section for each example.

   Plan 1.

   Increase counseling staff to include an Early Alert Counselor and a General Counselor.
   .

   Plan 2.

   Explore satellite counseling campus-wide to broaden access and delivery of services.
   Increase use of technology in providing more information to students regarding educational opportunities and planning

- Describe how assessment results for Distance Education counseling courses compare to the results for the corresponding face-to-face classes, if applicable.

   Currently there are not any assessment results to compare face-to-face distance education. The Counseling Department will begin assessing counseling course during spring 2016.

- Describe assessment results for counseling courses with multiple sections or sessions. Are there similar results in each section or session?

Currently there are not any assessment results to compare face-to-face distance education. The Counseling Department will begin assessing counseling course during spring 2016.

- Describe your discipline/department's participation in assessment of <u>institutional level</u> outcomes (ILOs).

  The Counseling Department has appointed various counselors to the IEC committee.

- How are counseling courses or service area outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

1. Students will be able to articulate an understanding of their personal responsibility in creating their own academic, personal, and professional successes. (ILO 1 Problem Solving & Decision Making; ILO 2 Technology & Communication; ILO 3 Reflection, Participation, Creativity; ILO 4 Interpersonal Skills; ILO 5 Civic Responsibility)

2. Students will be able to utilize the necessary information, resources, and options available for them to make sound educational and lifelong decisions. (ILO 1 Problem Solving & Decision Making; ILO 2 Technology & Communication; ILO 3 Reflection, Participation, Creativity; ILO 5 Civic Responsibility)

3. Students will be able to identify specific tactics and strategies used in order to achieve their desired goals ((ILO 1 Problem Solving & Decision Making; ILO 2 Technology &Communication; ILO 3 Reflection, Participation, Creativity; ILO 4 Interpersonal Skills; ILO 5 Civic Responsibility)

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  1. Faculty teach students how to use Moodle online course website. This will also support students with using Moodle in other courses taken at the College of Alameda.

  2. In counseling 57, counselors are utilizing a comprehensive approach by using Eureka, MBTI for online students.

- How has new technology been used by the counseling department to improve student learning?

  Counseling offices are equipped with dual monitors to support with engaging students in a more effective manner.

- How does the counseling department maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, and online counseling services?

  Regardless if counselors are meeting with students face-to-face or providing online counseling, counselors adhere to FERPA, NACACA, and ACA ethics and standards.

- Briefly discuss the enrollment trends in counseling courses. Include the following:

In the past three years, there has been a spike in enrollment in counseling courses. Data indicates that each semester the number of students taking counseling courses has significantly increased. Note that number of students taking enrolled in counseling courses are compared by specifics semesters (i.e. spring 2014 vs. spring 2015)

o Overall enrollment trends in the past three years

Please insert the data chart here

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	91	403	390	133	542	509	132	574	301

o An explanation of student demand (or lack thereof) for specific courses.

o Productivity for the counseling courses compared to the college productivity rate.

  There is only a 2% difference between the counseling courses productivity rate and the college productivity rate. Data supports that over the past three years, counseling courses has remained the same or less than 2% of the college productivity rate.

Please insert the data chart here

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	15.17	17.96	14.84	15.20	16.60	15.24	14.16	18.21	14.33

College productivity rate _____16.28_____

13

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

In order to gage student needs for counseling courses, classes are scheduled by reviewing previous counseling course offerings, as well as, considering enrollment for prior semesters. Based on course enrollment and course demand the department chair and dean of counseling are able to identify classes needed for each academic semester.

- Recommendations and Priorities:

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6. Student Success:

Part A.

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the counseling courses for the past three years. Please list each course separately. How do the counseling course completion rates compare to the college course completion standard?

Data indicates that most counseling courses has met and/or exceeded the college course completion standard. With the exception of the following for specifics semesters:

Coun 221- during spring 2015, did not meet the college course completion standard
Coun 244- in the past three years, counseling 224 has not met the college course completion standard.
Coun 230- in the past two years, counseling 230 has not met the college course completion standard.

College course completion standard _____67.50_____

Please insert the data chart here or complete the section below.

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
COUN 200A - ORIENTATION/COLLEGE	NA	100.00%	100.00%	NA	84.54%	95.38%	NA	NA	NA
COUN 200B - ORIENTATION/COLLEGE	NA	38.46%	NA	NA	94.92%	84.21%	NA	NA	NA
COUN 201 - Orientation to College	NA	NA	NA	NA	NA	NA	NA	83.50%	84.55%
COUN 207C - CAREER EXPLORATION	NA	NA	NA	NA	NA	100.00%	NA	NA	100.00%
COUN 221 - COLLEGE/UNIVER TRANS	NA	NA	100.00%	55.56%	84.62%	92.86%	95.45%	93.75%	58.33%
COUN 224 - COLLEGE PREPAREDNESS	NA	78.57%	65.08%	NA	67.24%	43.48%	NA	47.37%	36.36%
COUN 230 - STRATEGIES/PERSONAL DEV	NA	NA	NA	NA	73.53%	72.41%	NA	44.44%	62.50%
COUN 24 - COLLEGE SUCCESS	NA	73.68%	58.14%	67.16%	61.00%	70.07%	78.72%	70.27%	56.90%
COUN 248AA - COMMUNITY LEARNING I	NA	85.29%	85.19%	NA	NA	NA	NA	NA	NA
COUN 248AB - COMMUNITY LEARNING II	NA	90.91%	71.88%	NA	76.92%	NA	NA	NA	NA
COUN 30 - PERSONAL GROWTH/DEV	NA	77.78%	76.00%	NA	72.92%	81.08%	NA	NA	NA
COUN 501 - COUNSELING LRNG LAB	NA	NA	NA	NA	NA	NA	NA	NA	NA

COUN 57 - CAREER/LIFE PLANNING   66.67%   80.95%   54.02%   75.86%   81.63%   86.36%   68.66%   76.67%   78.33%

Counseling course completion rates:

Course 1.__Coun 24- College Success__   56.90___
        (Course name and number)   rate

Course 2. ._Coun 57- Career/Life Planning_ 78.33____
        (Course name and number)   rate

Course 3. ._Coun 201- Orientation to college 84.55_____
        (Course name and number)   rate

- Describe course completion rates in the department **for Distance Education** courses (100% online), if applicable, for the past three years. Please list each course separately. How do the counseling Distance Education course completion rate compare to the college course completion standard?

College course completion standard _____67.50_____

Please insert the data chart here or complete the section below.

100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
COUN 221 - COLLEGE/UNIVER TRANS	NA	NA	100.00%	55.56%	84.62%	92.86%	95.45%	93.75%	58.33%
COUN 24 - COLLEGE SUCCESS	NA	NA	NA	55.88%	48.57%	55.56%	76.00%	44.12%	NA
COUN 57 - CAREER/LIFE PLANNING	66.67%	80.95%	61.67%	75.86%	81.63%	86.36%	68.66%	76.67%	78.33%
Grand Total	**66.67%**	**80.95%**	**67.14%**	**66.36%**	**73.17%**	**77.59%**	**75.44%**	**72.22%**	**70.83%**

Counseling Distance Education (100% online) course completion rates:

Course 1._Coun 221 College/Univer Trans_ ____58.33__
        (Course name and number)   rate

Course 2. ._Coun 24- College Success_   ___N/A___
        (Course name and number)   rate

Course 3. ._Coun 57- Career/Life Planning ____70.83__
        (Course name and number)   rate

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the counseling department deal with this situation?

The data does not show a big significant difference between the face –to- face and distance education counseling courses. Counseling 221 is only offered online, and Counseling 57 the completion rate is roughly the same by semester. The most significant difference in completion rate is with counseling 24. During the summer, counseling 24 completion rate is nearly the same; however, in the fall and spring semesters there is roughly a %25 difference. The data shows that counseling 24 has a hire completion rate in face-to-face when compared to distance education.

Based on the data, the counseling discipline curriculum committee, along with the dean will discuss the best way to offer counseling 24 (face-to-face vs. DE). Also, the CDC committee will look into and assess the course curriculum and update where necessary.

- Describe the counseling courses retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses)* for the past three years. How does the counseling course retention rate compare to the college retention standard?

  College retention standard _____81.54_____

  Counseling course retention rates

  Year 1._____94.12_____

  Year 2. ._____88.55_____

  Year 3. ._____88.87_____

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	68.97%	94.12%	80.71%	83.92%	88.55%	90.88%	79.41%	88.87%	80.61%

- What has the counseling department done to improve course completion and retention rates? What is planned for the next three years?

There are many factors that have been found to influence retention and to be strongly associated with student persistence. Counselors attempt to develop initial student commitments, peer support, involvement in the institution's academic life, and frequency and quality of faculty-student interaction.

Also, in order to improve course completion and retention rates, counselors has recently assembled a counseling discipline curriculum committee. In this committee we address the following:

- SLO's
- Keep course outlines up to date
- Develop new counseling curriculum
- Revise existing curriculum
- Recommended counseling course schedule
- Program utilization of counseling courses

Part B.

Please provide the following information about these specific SSSP counseling services for the past three years.

	Year 1.	Year 2.	Year 3.
Total number of students served	N/A	N/A	N/A
Number of students that completed orientation	1275	N/A	N/A
Number of students that completed assessment	2332	N/A	N/A
Number of completed Student Educational Plans (SEPs)	2973	N/A	N/A
Number of Abbreviated versus Comprehensive SEPs	1156	N/A	N/A
Total number of follow-up services	10573	N/A	N/A
*Number of Early Alert referrals	N/A	N/A	N/A

- What has the counseling department done to improve SSSP counseling services? What is planned for the next three years?

    o Early Alert is currently taking place
    o Mandatory online orientation
    o Online SEP's

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

    Full-time faculty headcount _____3.5_____

    Part-time faculty headcount _____9_____

    Total FTEF faculty for the discipline, department, or program _____Need BI tool_____

    Full-time/part-time faculty ratio _____2.57 to 1_____

    Classified staff headcount, if applicable _____1_____

Other:

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.

Contract FTE (minus special assignments) 3.5
(Full-time) Counselor: Student Ratio 1:2192
Given the recent changes to Financial Aid and the importance of students maintaining satisfactory academic progress, the Department requests a Financial Aid Counselor to work specifically on addressing the needs of Financial Aid students. Also, to get remotely close to the median ratio of counselor to student, COA would need to hire at least 3 fulltime counselors.

In addition, discussion with the Kinesiology faculty indicated a future increase in the program and students served. An Athletes Counselor would ensure that students are counseled appropriately, with adherence to any mandates relegated to student athletes

Moreover, In order to support the counseling staff assistant, the counseling department needs an hourly scheduler staff assistant. Part of the scheduling staff assistant duties will include: scheduling counseling appointments; responding to counseling department phone calls; and scheduling walk-up/drop-in appointments.

- Describe your current utilization of facilities and equipment.

Currently, all general counselors are located in the A-building. There are seven offices for counseling use, each office has a personal computer and printer. The seven offices are shared between full-time and adjunct counselors. The transfer center is also located in the A-building, the university representatives use the space just outside the transfer center director's office. Two computers are available for student use and two are for the university representatives.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.

The Counseling Department utilizes various systems like PeopleSoft, SARS, and e-Counseling in providing services to students. If computers and software are not current and functioning properly, this negatively impacts the work the counselors and staff do to assist students.

New technology would enable the department to expand current services and engage more students and increase access to important student support information and resources. Continuous upgrades to computers, monitors and laptops are needed for counselors to keep up with technological changes. In meeting the needs of student's counselors access ASSIST, PASSPORT, SARS, to name a few.

Ideally the upgrades would need to occur once every 2-3 years to keep up with technology to efficiently serve students.
Enrollment data and student's served

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.

  In order to expand the services for the transfer students, the transfer center should be relocated to the second floor of the A-building. Subsequently, that would free up an additional counseling office. Relocating the transfer office would provide additional counseling offices to help resolve a counseling office space issue. Adequate office space is a challenge as the Counseling Department expands the faculty needed to meet student needs and State mandates

- # Please complete the Counseling Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Faculty in the General Counseling department attends various conferences and webinars with intent to gain insight on updated policies and procedures regarding transfer requirements, major preparation, specialized programming and resources for at risk student populations, including but not limited to veterans, foster youth, first generation college students and men of color. In addition to attending the CSU and UC conferences faculty members also attended the Regions 3 & 4 Veterans meeting and the A2Men: Building Pathways for African American Male Student Success Conference. Webinars include the UC Berkeley Engineer and Associate degree transfer pathway for CSU.

 List of the committees that full-time faculty participate in:
  - District Academic Senate
  - Academic Senate

- Curriculum committee
- Early Alert
- SSSP committee
- Student Success committee
- Transfer center advisory group
- State wide transfer center

- Discuss how faculty have engaged in community activities, partnerships and/or collaborations.

The College of Alameda, recently hosted a grand opening of the Veterans Resource Center for our students veterans, military personnel and their families. The Sentinels of Freedom Scholarship Foundation, PG&E, HomeAid and Dahlin Group partnered with COA to create a space where veterans can connect, study, hold workshops or just have a place to reflect.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The counseling department supports and encourages adjuncts to be observed by experienced counselors by pairing adjuncts with faculty. Minutes are taken during the joint counseling meetings and are made available for all counselors (full-time and adjuncts) to review. However, all adjuncts are not scheduled to work during the joint counseling meetings, they are still welcomed to attend.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  Leadership training will provide faculty with essential leadership skills that are valuable in the classroom as well as for participation in numerous campus initiatives. Both new and experienced faculty can benefit from training based on traditional and current educational theory and research.

  Also, counselors need to attend one of UC's and CSU annual Counselor Conferences for the latest information, recommendations and advice. The Counselor Conferences offer the latest information about UC/CSU admissions, policies and practices. Anyone who advises students about higher education, from community college transfer counselors to high school guidance counselors, principals and teachers, should attend.

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10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

1. Counseling faculty increase enrollment by assisting in the appropriate placement and scheduling of classes for students
2. Insure all counselors are trained on using the new online student educational plan is planning tool that the student and a counselor create together based on the student's future academic and career goals.
3. Adequate office space is a challenge as the Counseling Department expands the faculty needed to meet student needs and State mandates
4. Provide for dedicated smart classroom for counseling course instruction and education planning workshops.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

   Activities and Rationale:

To update the outline for counseling 221 (preparing for college/University Transfer), to have be transferable and eligible for CSU- G.E. area E

- **Goal 2. Assessment:**

   Activities and Rationale:
The goal is update the Counseling Department SLO assessment tool (Survey) for the next assessment cycle. In addition, the goal is to update the Counseling Department SLO's so they are more measurable for data gathering and reporting.

- **Goal 3. Instruction:**

   Activities and Rationale:
Counselors have been proactive in updating the liberal arts major to utilize the local A.A. G.E/IGETC. This is pending the curriculum committee approval and CIPD.

- **Goal 4. Student Success:**

   Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

   Activities and Rationale:

All counselors are able to attend CSU/UC conferences, on-going training is needed on financial aid, and transfer counseling.

- # Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Counseling Program Review
Prioritized Resource Requests Summary

College: ___College of Alameda_____

Discipline, Department or Program: _Counseling_____

Contact Person: _____

Date: _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty					
Human Resources: Classified					
Human Resources: Student Workers					
Technology	Upgrade computers and software once every 2-3			Page #18	
Equipment					
Supplies					
Facilities	The transfer center should be relocated to the second floor of the A-building.			Page #19	

Professional Development	Attend counselor conferences			Page #20	
Other (specify)					

Appendix B

PCCD Program Review
Alignment of Goals Template

College: __College Of Alameda_____

Discipline, Department or Program: __Counseling_____

Contact Person: _____

Date: ____11/23/15_____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. To update the outline for counseling 221 (preparing for college/University Transfer), to have be transferable and eligible for CSU-G.E. area E		
2. The goal is update the Counseling Department SLO assessment tool (Survey) for the next assessment cycle. In addition, the goal is to update the Counseling Department SLO's so they are more measurable for data gathering and reporting		
3. Counselors have been proactive in updating the liberal arts major to		

utilize the local A.A. G.E/IGETC. This is pending the curriculum committee approval and CIPD.		
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed.	
☑ 2. The analysis of data is thorough.	
☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	

■ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ■ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
■ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
■ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
■ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

_____   _____   _____
Print Name   Signature   Date

Validation Team

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date

College of Alameda

MISSION

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.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **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. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and

	administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.