



Counseling Instructional Program Review

2006-2007

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Counseling Instructional Program Review Committee List:

| | |
|--------------------------------------|---|
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| Full-Time Counseling Faculty: | Audrey Abas Stephen J. Avalos Claudia Castillo Marilyn Eng Dorothy J. Hays Rafael Herrera Jr. Keleigh Lanphear Alicia Longyear Robin McBurney Jennifer McLeod Natalie Mendoza Vince Mercurio Ralph Meza Jimmy Nguyen Michelle Plug Justina Rivadeneyra Kristie Shimokawa Lisa Villa Laura M. Villegas |
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INSTRUCTIONAL FACULTY

Full-Time Faculty:

Stephen J. Avalos
Claudia Castillo
Marilyn Eng
Dorothy J. Hays
Alicia Longyear
Robin McBurney
Jennifer McLeod
Natalie Mendoza
Vince Mercurio
Jimmy Nguyen
Justina Rivadeneyra
Lisa Villa
Laura M. Villegas

Adjunct Faculty:

Naomi Avila
Emily Burch
Jeanne Howard
Becky Iott
Dominic Jacquet
Rene Lozano
Manny Martinez
Paige Miyabe
Sam Nassar
Lorena Velazquez

| | |
|---|-----|
| List of Certificate/Skill Awards Offered N/A | n/a |
| List of Degrees N/A | n/a |
| List of Industry Based Standards Certificate N/A | n/a |
| Advisory Committee List | n/a |

COUNSELING PROGRAM (Sequence of Courses)

UNITS

Career Education Courses

| | | |
|----------|------------------------------|---|
| COUN 142 | Careers in Teaching | 1 |
| COUN 143 | Career Exploration | 1 |
| COUN 145 | Career/Life Planning | 3 |
| COUN 150 | Job Search Planning | 1 |
| COUN 154 | Peer Counseling and Advising | 1 |

College Planning Courses

| | | |
|----------|--|------------|
| COUN 011 | Basic Orientation for International Students | .5 |
| COUN 156 | College Planning Today for Tomorrow | 1 |
| COUN 158 | Transfer Planning | 1 |
| COUN 159 | On Course to Success | 3 |
| COUN 160 | Strategies for College Success | 3 |
| COUN 860 | College Life | non-credit |

Classes Not Offered in Last 2 Years

| | | |
|----------|--|----|
| COUN 011 | Basic Orientation for International Students | .5 |
| COUN 154 | Peer Counseling and Advising | 1 |
| COUN 155 | Occupational Exploration | 1 |
| COUN 202 | Job Seeking Skills for the Disabled | 1 |

Drops

| | | |
|----------|--------------------------|---|
| COUN 155 | Occupational Exploration | 1 |
|----------|--------------------------|---|

Courses to be Developed

1. Non-Credit Career Course in Fall 2010
2. EOPS – Review COUN 154 Peer Counseling & Advising in Fall 2009

INSTITUTIONAL COMPETENCIES

The Counseling Program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th 2004) are as follows:

Institutional General Education Competencies– Part of Institutional Mission

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)

| | |
|---|---|
| <u>Examples</u> Reading analytically Writing with clarity and fluency | Speaking articulately Listening actively |
|---|---|

2. Computation

| | |
|---|---|
| <u>Examples</u> Technology Math proficiency Analyzing and using numerical data Application of mathematical concepts and reasoning | Computer proficiency Decision analysis (Synthesis and evaluation) |
|---|---|

3. Creative, Critical, and Analytical Thinking

| | |
|---|--|
| <u>Examples</u> Curiosity Analysis Synthesis Evaluation Creativity | Research Learning Strategies Problem Solving Decision Making Aesthetic awareness |
|---|--|

4. Community, Critical, and Analytical Thinking

| | |
|--|--|
| <u>Examples</u> Respect for others beings Cultural awareness Ethics Community service Integrity | Citizenship Interpersonal skills Lifelong learning Self esteem Empathy |
|--|--|

5. Technology/information competency

| | |
|--|--|
| <u>Examples</u> Basic computing and word processing | |
|--|--|

6. Discipline/Subject Area Specific Content Material – Project Plan

PROGRAM DESCRIPTION

The Counseling Instructional Program offers specially designed curriculum to meet the broad psycho-social needs of our diverse student population. Counseling courses provide a gateway to understanding the programs and services offered at Citrus College. Course curriculum addresses the issues of transition to college, educational planning, college success, transfer, career exploration and decision making, student responsibility, and educational goal setting.

PROGRAM OBJECTIVES ~ STUDENT LEARNING OUTCOMES

Communication (Personal Expression and Information Acquisition):

1. Students will self-advocate to meet their academic, personal and career goals by successfully communicating with campus faculty and staff.
2. Students will demonstrate knowledge of skill awards, vocational certificates, associate degrees and transfer options to classify their educational goal through class dialogue, group activity, and homework assignments.

Community/Global Consciousness and Responsibility:

1. Students will achieve academic, personal, and career goals to examine self-esteem and personal awareness by effectively working with the college counselor/instructor through variety of assessments and assigned activities.
2. Students will identify campus and/or community services to appropriately apply it toward their educational goals by employing the use of critical thinking skills through classroom discussion, guest speakers, research and other assigned activities
3. Develop a global appreciation and respect for diversity and cultural differences for the purpose of examining world communities, intercultural awareness through written text, lecture materials and classroom discussion.

Creative, Critical, and Analytical Thinking:

1. Demonstrate the ability to identify, analyze, and gather specific information about occupations, career opportunities and trends to increase understanding of the relationship of the student to the economic community and develop career plans through classroom

- discussion, presentations, personal exploration occupational research.
2. Students will examine topics related to student success so that they can categorize learning styles, personal strengths, and career interests, through a variety of formal and informal assessments.

Technology/Information Competency

1. Students will demonstrate knowledge and proficiency of technology to gain an increased understanding of matriculation and student services through orientations, classroom discussions, presentations, written text materials, website tutorials and assignments.
2. Demonstrate proficiency in the application of on-line resources such as career and transfer websites, distance education, library services and self-assessments to meet their academic goal through ongoing guest presentations and assigned research projects.

PROGRAM GOALS

The goal of the Counseling Instructional program is to provide comprehensive instruction that facilitates student success. A variety of instructional formats including learning communities, distance education, and traditional classroom instruction benefit the diverse needs of our student population.

- Provide student development courses that assist students in the successful transition to college life.
- Provide student development courses that support successful transfer to a four-year institution.
- Provide student development courses that offer students a framework for making effective career decisions.
- Provide coordinated credit and non-credit instructional opportunities within the counseling discipline to meet the needs of students. For example, College 860 is a non-credit course that provides a bridge for students who need more preparation before enrolling in credit courses such as COUN 156, COUN 159, or COUN 160.
- Provide student development courses to support students while they are enrolled in other credit or non-credit courses.

SLO TIMELINE

The Counseling Program will develop student learning outcomes for all counseling classes offered at Citrus College based on the following schedule:

| Course Title | Projected date to develop course outline |
|---|--|
| COUN 142 Careers in Teaching | Spring 2008 - completed |
| COUN 143 Career Exploration | Spring 2007 - completed |
| COUN 145 Career/Life Planning | Spring 2007 - completed |
| COUN 160 Strategies for College Success | Fall 2007 - completed |
| COUN 156 College Planning Today for Tomorrow | Fall 2008 |
| COUN 158 Transfer Planning | Fall 2008 |
| COUN 159 On Course to Success | Spring 2007 - completed |
| COUN 011 Basic Orientation for International Students | Fall 2008 |
| COUN 154 Peer Counseling & Advising (EOP&S) | Fall 2009 |
| COUN 150 Job Search Planning | Spring 2009 |
| COUN 860 College Life | Spring 2007 – completed |

MISSION

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success and the pursuit of academic excellence, economic opportunity, and personal achievement.

Commendations:

- The Counseling Instructional Program is consistent with the Citrus College mission.
- This program meets established core competencies.
- The instructional program develops curriculum with respect to the changing needs of diverse student populations.
- The program offers ongoing professional development for faculty with the goal of assuring course integrity and teaching consistency. Examples of faculty training have included: On Course training, Myers-Briggs/Strong II workshops, Learning Community Institute in Olympia, WA, StrengthsQuest training, Keys to Success training, UMOJA Conference, Region 7 Career Development training.

Recommendations:

- Continue to provide staff development opportunities to improve instruction such as retreats and on and off campus workshops.
- When individual counselors or groups of counselors attend professional development activities, methods need to be developed to allow for information sharing with as many counselors as possible. It is recommended that time be provided, beyond counselor work group, for this purpose.
- The courses should be reviewed annually to ensure a consistent emphasis on curriculum that addresses multicultural issues, learning outcomes and course delivery.
- Maintain and increase training opportunities for part-time and full-time faculty. An annual training schedule should be developed, implemented, and maintained as a departmental priority.
- Continue and strengthen the mentoring relationships for adjunct and new faculty.
- Meet during the Counselor Work Group to discuss and update syllabi, textbooks, course content and innovative pedagogy.
- Provide reassigned time or compensation to a full-time counselor for coordinating/leading the instructional program by helping to implement the recommendations of this document. (Refer to Citrus

College Academic Senate Resolution #05-01 Faculty Liaisons, May 2005.)

- Clarify the process and collaborate regarding textbook selection.

NEED

Commendations:

- The courses meet or exceed statewide community college matriculation requirements.
- Sections continue to be available for special populations including DSPS, Athletes, EOPS, Veterans, and Basic Skills.
- Recently sections have been developed for student athletes, veterans, dental assisting and learning communities.
- Athletics – New text added for athletes for COUN 156 in Fall 2007
- Developed non-credit courses that promote student success and transition students easily into credit counseling and basic skills courses.

Previous Recommendations Completed:

- “Due to staffing limitations evening sections are not always available. An increase in the number of general counseling faculty positions would allow for an improved program for evening students.”

Although course offerings remain limited, the counseling program is responding to student needs by offering distance education courses.

- “Continue to review the need for sections designed for special populations e.g. DSPS, EOPS, re-entry students, international students, athletes, CalWORKs students, etc.”

Within the last two years an increase in sections for special populations have been offered.

- “The issue of teaching load for counseling faculty needs to be reviewed and clarified. Ninety percent of courses are currently taught as overload or by part time faculty as a direct result of counseling faculty losing the ability to use a small portion of their time for classroom preparation and student evaluation. There is a history of the department applying a formula of 1 hour preparation/student evaluation for 1 hour in class per week. A survey of counseling faculty at other community colleges in the area should be conducted to determine a reasonable teaching load for counselors when they teach during their regular assignment.”

While adjuncts still teach a significant number of sections, many full-time Counseling faculty have made a commitment to teaching as part of load with the support of the administration and are contributing to the Learning Communities program. The preparation time described has been reinstated.

- "All of the College Planning courses are amenable to flexible scheduling such as late start, early ending, summer bridge, etc. This type of scheduling should be encouraged to meet the needs of students."

The department has been flexible in adding sections in alternative formats to meet the needs of students. Currently three courses (COUN 143, 145, & 160) are being offered in an on-line format along with the flexible schedule stated above.

- "The college should consider using College Planning courses in the development of learning communities with other instructional programs on campus to improve retention and student success. Currently, a learning community relationship with the early childhood career ladder (ECCL) program has been implemented."

Counselors began participating in the Learning Communities program in Fall 2006. Counseling courses initially taught in the Learning Communities program include Counseling 145 Career and Life Planning and Counseling 160 Strategies for College Success. COUN 159 On Course to Success was added in Fall 2007. These were paired with English, Math, and Reading. Recent data shows evidence of students passing learning community classes at a higher rate than the same traditional classes.

Recommendations:

- Continue to develop courses that pertain to learning communities or other special populations such as Veterans.
- In reviewing the data provided for this Program Review it is apparent that additional data is needed to help us evaluate the program (i.e. successful completions C or better, two year retention and persistence study with a control group, program performance over a five year period, and FTES generated by Counseling instruction converted to dollar amounts). Faculty should work closely with the College Researcher to develop a specific plan for increasing FTES, developing new and improved delivery of instruction, and assuring appropriate course offerings in future semesters.
- Develop a recruitment plan for all counseling courses that coordinates with other programs on campus such as Early

Decision, Early Alert, Basic Skills, EOP&S, DSP&S, Non-Credit, and more.

- Counseling faculty should be involved directly in planning counseling course offerings for each semester or session with sufficient lead time to avoid lost opportunities for serving students.
- A clearly defined and fair process should be developed that describes how classes will be offered to full-time and adjunct faculty each semester.

QUALITY

Commendations:

- The Counseling faculty continue to meet federal, state, and district qualifications.
- The Counseling teaching program is working on the stated course objectives in the form of student learning outcomes.
- Professional training was offered in Fall 2006 to provide a better understanding of SLO's to faculty and staff.

Recommendations:

- Provide on going counseling staff development and opportunities to participate in teaching seminars and workshops for counseling faculty.
- Provide counseling faculty workgroup opportunities to review matters of matriculation and to review course outlines.

FEASIBILITY

Commendations:

- Excellent working relationship between the Counseling faculty and library faculty to promote student learning including the application of technology.
- When counseling classes have been scheduled in smart classrooms, more effective technology-enhanced teaching takes place.
- All part-time and full-time instructors have access to a computer.
- A new building is being designed for Students Services increasing office space, providing dedicated counseling classrooms and bringing together counseling programs and services.
- As a direct result of the learning communities counseling faculty are developing more effective relationships with instructional faculty.

Recommendations:

- While the Student Services building is being designed and built a dedicated classroom for counseling classes is needed.
- This counseling classroom needs a smart panel, moveable desks, and ability to provide seating for thirty-five students.
- Keep laptops up to date and serviced. All desktop hardware and software needs to be updated on a regular basis. Counseling instructional faculty need to have the same computer access as other college instructional faculty. Adjunct counselors should have the same access to computer technology as full-time counselors have.

COMPLIANCE**Commendations:**

- The Counseling Department meets district and state regulations.
- The ongoing development of course outlines includes course requirements, counseling course objectives in the form of student learning outcomes, and a schedule of course topics in accordance with the Citrus College curriculum committee.

Recommendations:

- Course syllabus should include appropriate district policy and regulation regarding plagiarism and cheating.
- Each course syllabus should include Student Learning Outcomes.
- Assure that all counseling instructional faculty reference the Academic Senate document "General Guidelines for Making a Syllabus" on the college website.