Counseling
PROGRAM REVIEW REPORT
2014-2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Audrey Abas	Naomi Avila	Jody Barras
Steve Avalos	Barry Gropp	Susan Gonzales
Claudia Castillo	Nellie Hernandez	Andrea Mullin
Dorothy Jean Hays	Becky Iott	Tonya Ryan
Rafael Herrera	Dominic Jacquet	
Michelle Hernandez	Manny Martinez	
Alicia Longyear	Cherlou Opulencia	
Robin McBurney	Emily Versace	
Jennifer McLeod		
Vince Mercurio		
Natalie Paredes		
Michelle Plug		
Justina Rivadeneyra		
Raul Sanchez		
Kristie Shimokawa		
Lisa Villa		
Laura Villegas		
Stephanie Yee		

Counseling

I. Executive Summary

Program Description:
Counseling classes explore personality, interpersonal communication, and psychological theories for practical application in academic, personal and professional life.

These classes help students maximize opportunities for success in career, personal, interpersonal, professional and academic areas of their lives. The focus is on career/life planning, personal and professional development, and college and career success.

Strengths/Effective Practices:
- Counseling courses are offered to support student learning and success. They are often the first step in providing students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career and personal goals.
- The curriculum is effective. This is demonstrated by the high retention and completion rates that Counseling courses have experienced over the past few years. The majority of course outlines have been reviewed and updated within the last three years, including the identification of SLOs and the assessment measures to go with them.
- Counseling faculty work together to discuss the results of outcomes assessment for counseling courses and use this data and follow up discussion to support changes in pedagogy and curriculum.
- The counseling faculty have worked closely with instruction in linking counseling courses with various learning communities. This has led to the collaborative effort with instruction especially within the areas of math and English. Over the past two years, there has been an increase in diversity of pairings within learning communities due in part to the Counseling division's participation.
- Counseling courses have also been modified, with an adherence to the course content, to be directed to certain populations. (EOP&S, DSP&S, Distance Education and most notably Veterans).
- In addition, Counseling courses are a cost effective way to provide matriculation services to large groups of students.

Weaknesses/Lessons Learned:
- While an instructional training was held in the Spring 2013, ongoing training focusing on instruction is needed for adjunct and full time counselors, particularly due to high turn-over and new incoming faculty. Regular, ongoing training for the sake of overall consistency is desirable.
- Although we now have dedicated counseling classrooms we are hindered by the fact that the capacity of the classrooms is lower than expected
  .

Recommendations/Next Steps:
- It is highly recommended that we expand the course offerings that are offered each semester. This can also help us in meeting several of the SSSP mandates in effect for 2015-2016.
- In order to realize this goal, additional counselors and adjuncts will be needed, as well as ongoing training.
- Encourage Faculty within the discipline attend conferences and workshops to update curriculum and share the ideas with other faculty within the department.
- Continue to offer a wide range of scheduling options to the college community allowing the different student populations that take these classes meet corresponding need and demand. (EG: Day, Evening, DE, Learning Communities, Late Start).
- Create new career courses to help students identify a program of study and educational goal as early as possible.
- Incorporate counseling courses into any future plans for a "freshman/first year experience".
- Continue to evaluate and provide feedback to adjunct faculty who are teaching counseling courses.

Counseling

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
COUN 142		0	0	0	0	**Deactivated**
COUN 143		0	0	0	0	**Deactivated**
COUN145 Career/Life Planning	**S12**	2	7	1	4	**Spring 2014**
COUN156 College Planning	**S11**	1	4	1	0	**N/A**
COUN158 Transfer Planning	**S11**	0	4	0	2	**N/A**
COUN159 On Course to Success	**S07**	0	4	0	3	**Spring 2014**
COUN160 Strategies for College Success	**S11**	4	5	2	4	**Spring 2041**

III. Degrees and Certificates: We have no degrees or certificates. (Stand Alone courses)

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014

TYPE: AA = Associate in Arts   **AS** = Associate in Science Degree **C** = Certificate   **S** = Skill Award

   AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:
1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

An increased offering of career courses may be seen to help fullfill SSSP mandates. Students are encouraged to select a program of study by the time they reach 15 units to maintain enrollment priority.

Counseling courses may also fill the role of meeting mandates required by SSSP.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

In terms of Distance Education, one interesting finding was that in the spring 2013, 72 students enrolled in DE counseling classes and it had a 96% retention rate. The retention rate of 96% beat out the campus wide retention rate of 91%. One other finding that was interesting was that in the summer 2012 75 students enrolled in DE counseling classes and it had a 92% retention rate but an 83% success rate. In summer 2012, that success rate is high perhaps due to the reason that students look for a short term classes and do well as of a result of being short term.

Observations and comments about course, program and college level data can be made below.

- *In Spring 2013 we had 424 Enrollments with a retention rate of 94%, witihin that group we had a 72% success rate.*
- *The data for 2012-2013 consistently reflects ages 25-49 as bring the largest age group to take counseling course. Students often ask about night course offerings or DE availability, perhaps this is a reflection of the age group.*

- Winter and Summer tend to have higher student success rates.
- In terms of ethnicity, Hispanic/Latino students reflect the largest population if students to take counseling courses at approxiamately 60%.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Provide examples of individual student success or instructional strategies that were effective.

COUN 145 helps students understand the career planning process. Students discover their interests, values, skills, and personality type and preferences. Career planning is about helping students set goals that they wish to accomplish in a specific occupation with a strategic plan to get there. A career goal helps students make decisions and focus on the kind of work they would be happy in. It motivates, directs and helps students achieve what they want.

Once they have chosen a career, they can then think about the steps they need to take to achieve their goal. Career planning is estimating, calculating and predicting all the steps necessary to accomplishing their career goal. This involves understanding the world of work which may mean understanding societal influences on career choices, striving for equality in the workforce, researching careers, and understanding how to overcome barriers to decision making. In addition, students need to get ready for the world of work by understanding the job search process, networking, interviewing others for information about careers, creating a resume/cover letter, and learning how to interview strategically for jobs. Knowing what major or career path they will pursue helps students focus and motivation. Students with a career plan are more likely to graduate on time, are more confident in college, achieve higher grades, and earn higher incomes in their entry jobs due to taking part in internships, volunteer work, and summer jobs related to their career aspirations. After taking the course, I would say that about 75% of the students are able to select a career or major and the other 25% need to do additional research before coming to a decision. These 25% leave confident because they have all the tools and resources necessary to continue their research and make an informed career decision in the near future. As an instructor, I get to know the students well and build rapport with them, making them feel comfortable to follow-up with me if they run into obstacles that interfere with their decision making.

COUN 160 helps students to learn about their preferred learning styles and to develop strategies that will empower them to be successful in college. Below are three student reviews of what they learned in a section of a COUN160 class offered during the spring 2014 semester. These are excerpts from their final exam, which was to write about four strategies they learned from the course that improved their study skills.

"I enjoyed the note taking strategies (from Coun160). I was never a good note taker which caused me not to do well on quizzes and tests. However, learning about ways to improve note-taking helped me to become a better college student. I realized that it is not good to write down everything I see on the board because it takes up[time. Instead, writing down the key words, and hearing the repetition of the words from the professor is something I should be taking note of, because it is a sign that it is something important that I should know. This topic came in handy and at such a good time because as I transfer to the university, I can apply everything I learned to my future classes and not have to worry about my notes being useless."

"Test taking has always been a struggle for me because I would just rush through it and turn it in. I had this bad attitude. I believed that if I didn't know the answer as I read the question that I will obviously not know the answer at all. I learned a lot about test taking from this class. (Coun160) I mark the ones that I do not know so that I may look over them at the end, after I go through the whole test. For multiple choice questions, I cross out the answers that I know are wrong and take an educated guess. I always take my time and try to be the last at finishing the exam rather than the first. I was very competitive, and always wanted to be within the first 5 to finish any exam. Always, always, I take my time and look for cues, answers within the questions or even within the whole exam. I used to be very stressed out when I took a test, but now I relax and take my time. My test and quiz scores have improved and my confidence is higher."

"My motivation has greatly improved. Before this class (coun160) I would set too many goals for myself and feel disheartened when I couldn't complete them all at once. Now I set small, short term goals that are manageable. When I complete these goals, I have a feeling of accomplishment and confidence. This has done wonders for my motivation. When I complete those small goals, I feel much more motivated to tackle my bigger short term goals. I feel confident that I will be able to complete my long term goals as a result, and it's incredible motivation. At the beginning of the semester, one of my short term goals was earning all A's in all of my classes. I have successfully earned all A's in three classes now, and will soon find out whether or not I've earned an A in this class. Even if I don't manage to have all A's, just achieving most of my goal has been an incredible motivation to continue to work hard to raise my grades and my gpa before I apply to transfer for fall 2015 at my dream university."

"Taking this counseling 160 class online gave me the flexibility to work at my own pace and it helped me balance out my work schedule and my on ground classes too".

"After taking this class, counseling 160, I learned how important it is to have strong time management skills and when you take an online class, these skills are even more important".

VII. Student Learning Outcomes Assessment Reflection

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle.   Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Spring 2014 COUN 145 Career and Life Planning

Given that the criterion for success was more than met (had a 100% success rate), COUN 145 instructors will meet to discuss whether they want to do one of the following options:
1) Continue to assess the same SLO next term/semester to assess reliability of the measure;
2) Continue to assess the same SLO next term/semester using a different measurement;
3) Measure a different SLO

Spring 2014 COUN 156 College Planning Today for Tomorrow

Though there was a slightly more than 50% increase in the number of students who have officially declared a program of study with the college, there was a second question which addresses confidence level for the major or program each student declared. On a positive note, of the "yesses" in the post-test, there were no "not very confident" or "not at all confident" answers circled for the second question.
In the future, we need to discuss how to measure this in a more meaningful manner. That is, the first question alone may not be sufficient in addressing whether or not the class is helping the student "engage in effective decision making regarding his/her education". It is one thing to "check a box" to stay in compliance and not lose priority registration. But it is quite another to actually feel confidence in the goal declared. It would be ideal to see at least 95% "yesses" to the first question in the post test and at least 90% "very confident" to those yesses in the second question.

Spring 2014 COUN 158 Transfer Planning

Given that the criteria for success were met for each of the four survey items, COUN 158 instructors will meet to discuss whether they want to do one of the following options:
1) Continue to assess the same SLO next term/semester to assess reliability of the measure;
2) Continue to assess the same SLO next term/semester using a different measurement;
3) Measure a different SLO

Spring 2014 COUN 159 On Course to Success

Given that the criterion for success was met, COUN 159 instructors will meet to discuss whether they want to do one of the following options:
1) Continue to assess the same SLO next term/semester to assess reliability of the measure;
2) Continue to assess the same SLO next term/semester using a different measurement;
3) Measure a different SLO

Spring 2014 Strategies for College Success

This SLO measurement was assessed slightly differently than the last time it was assessed in order to gain a clearer picture of the results. The last time it was assessed, the results were not broken down by chapter the way it was done this time. In the future, this SLO will be broken down the same way as it was for this semester in order to make a clearer comparison and to be able to set criteria for success.

Fall 2013 COUN 161 Higher Education Transitional Skills for Student Veterans/Families

This was the first time this course was offered and the first time a COUN 161 SLO was assessed. The assignment was able to help the student assess their own personal time management skills; however, the assignment could be clearer and have the student list specific details or tools to use for time management. Therefore, the plan is to redo the SLOs for the fall 2014 semester.

Citrus College **Counseling**

VIII. Progress toward previous goals

During 2013 - 2014, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Institutional Goal**
Goal 1	Continue and strengthen the mentoring relationships for adjunct and new faculty.	Needs improvement. More seasoned faculty offer assistance and share information but in an unofficial and unstructured context.	**Planned/Ongoing**	1.2
Goal 2	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.	Work group meetings take place each semester where this is discussed and disseminate each semester.	**Done/Ongoing**	1.1.1
Goal 3	Review and restructure Instructional Counseling SLO's.	SPRING 2012	Complete.	2.2
Goal 4	Assess SLO's for each course/Create Timeline	SPRING 2012	Complete	2.2
Goal 5	Update COUN 156	Submit to Curriculum/FA 2012	Complete	2.2
Goal 6	Look at developing new courses as they pertain to special populations.	Develop a course specifically for Veterans	Complete	2.3
Goal 7	Specific training for adjunct Instructors in Counseling.	Training's will be developed and implemented for new adjuncts prior to the start of each semester.	Complete/Ongoing	1.2
Goal 8	Task for recommendation Review	Look at the Task force recommendations as they pertain to counseling and instruction. Look to see how we will address student needs as	Ongoing	2.2

		outlined.		

In addition to previous goals, during 2013 - 2014, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****
Goal 1	Create Additional Career Counseling Courses.	Spring 2015		2.2
Goal 2				
Goal 3				
Goal 4				

*For instutional goals visit link below.
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

**For Educational and Facilities Master Plan, use table below.

EFMP 1 – Expand counseling liaison work to additional instructional areas
EFMP 2 – Increase individualized general services, especially for at-risk students, such as those on probation, dismissal, undecided, enrolled in basic skills/College Success courses, or identified through "Early Alert"
EFMP 3 – Increase student graduation and program completion rates, especially for at-risk students through implementing mandatory orientation and early alert programs

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IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Secretary		Q	2

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Instructional Training	Will aid in assisting with Instructional goals.		Q	2
SLO Training	More training may be needed in the assessment portion.		Q	3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?
N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?
F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.