Program Review 2013-14 - Counseling

PR 2A - Enrollment Data:
The Counseling and Student Development instructional component consists of course offerings in Couns 1 "Orientation to College Success", Couns 2 "Making a Difference with Mentoring", Couns 7 "College and Professional Success", Couns 48 "Career Exploration", Couns 49 " and 898. The largest number of course offerings exists for Couns 1, Orientation to College Success. Over the last three years the Counseling and Student Development Department experienced a decrease in course offerings due to the recent state budget crisis. Counseling and Guidance course sections dropped from 93 in 2010/2011 to 68 in 2012/2013 decreasing enrollment by 25%.

In 2010 the department was asked to identify which courses it considered to be the "core" of its offerings. It was determined Couns 1 and Couns 49 were the most important to student development and success and became the focus and main course offerings for the next two years.

PR 2B - Achievement Data:
Despite the decrease in the number of sections and enrollment, the average retention rate has increased slightly from 86% to 91%. Additionally, the average success rate increased from 69% in 2010/2011 to 75% for 2011/2012 and 72% for 2012/2013.

PR 2C - HR (Staffing) Data:
Over the last three years the department experienced a loss of 3 full time faculty which has impacted the number of student appointments and staffing of Counseling courses. Although there are 22 full time counselors in the department several are assigned 100% to coordinator positions, the International Program, Athletics and on line counseling. Additionally, other counselors have 50 to 60 reassign time for other components of the department such as Career, and the Puente Project. With that said, the approximate counselor to student ratio is 1:1600.

As the need for additional services increase through the various school initiatives such as SB 1456 and Promise Pathways, the availability of counseling faculty shifts to accommodate the demand. Moreover, the department is moving to a new counseling model whereby counselors will no longer be generalists, but assigned to a specific school and counsel students majoring under that area. With this new model it will be difficult to determine where the demand will be and if counselors will need to be shifted from one school to another. In order to reach a larger number of students, the Counseling department has determined that it will need to offer additional Counseling courses in Couns 1 and 48. These courses in particular assist with increasing student knowledge of the Community College system and career exploration. The objectives in these courses, in theory, can accelerate time to graduation and/or transfer to a four year university. In order to staff the number of course offerings, more Counseling faculty will be needed.

PR 3A - SLO - summary of collected program data:
The Counseling Department developed student learning outcomes and assessment plans during fall of 2010. Assessment data was collected spring of 2013 for Couns 1 "Orientation for College Success, Cons 7 "College and Professional Success", "Couns 48 "Career Exploration, and Coun 49 " College Study Techniques".

Couns 1 - A 5 question quiz was administered to students towards the end of the semester assessing their ability to identify the two formulas for calculating grade point average and completion ratio. Results showed 85% of students were able to answer 3 out of 5 of the questions correctly.

PR 3B - SLO - uses in program improvement:
Students are unaware that they must maintain an academic standard of a 2.0 grade point average (GPA) and .50 completion ratio (CR) in order to be in good standing with college. It isn't until they fall into academic or progress probation that they learn the definition and calculation of the GPA and CR and how it impacts their ability to continue their education at Long Beach City College. Couns 1 focuses on this objective in order to prevent students from jeopardizing their progress at the institution.

PR 3C - SLO - action/ change based on results:
Couns 1 - Although the quiz measured a students knowledge of the formulas used to calculate GPA and Completion Ratio it did not demonstrate the students ability to actually apply the formulas by using course unit values and grade points earned. Assessment tools will need to be evaluated and possibly redone to measure application instead of identification of the GPA and Completion Ratio calculation.

PR 4A - Goals - development and change:
The department needs to be more engaged with the assessing of student learning outcomes for courses, as well as, assessing the service unit outcomes for the department. Faculty engagement in this process has been minimal. Faculty need more training in the development of assessment tools and how to interpret data.

The department has established the following goals to improve SLO assessment.

1. Reevaluate what skills students are learning in courses and how they are applying skills gained in the Counseling courses.

2. Assessment of student learning outcomes will be a standing agenda item during departmental meetings and an area of focus during institutional
3. A work group will be created and will consist of counselors who teach on a regular basis.

4. Ongoing development of assessments and adjustment of student learning outcomes will be done on a yearly basis.

**PR 4B - Goals - results:**

Student development does not occur just in a counseling appointment. It is addressed and cultivated through the various Counseling and Guidance courses offered through the department. The department recognizes the significance and importance the Counseling courses play in a student's development during their college experience. All counseling courses contain student development theory embedded in the course outline which addresses the transitional process from high school to higher education. Through self-exploration students identify their academic and career goals, interests, and learning skills. Students take an active part in their growth as an adult learner and recognize the role they play in the success of achieving their academic goals through motivation, responsibility and accountability. These concepts are taught and practiced throughout the Counseling course curriculum.

The Counseling and Student Development faculty feel strongly about growing the instructional component of the department.

**PR 4C - Goals - future plans:**

The Counseling feel strongly about growing the instructional component of the department. It is just as important for students to determine and assess who they are as individuals and to make thoughtful and knowledgeable decisions about their academic goals that will, hopefully, lead to a successful career.

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**Projects/ Strategies and Resources Needed**