Final 4-30-13

Golden West College
INSTRUCTIONAL
PROGRAM REVIEW
Spring 2013

Program Name: Counseling Courses
Division Name: Counseling Division

Overview of Program: *(THIS DESCRIPTION WILL LIKELY BE USED ON YOUR DEPARTMENT'S WEBSITE.)*
The Counseling Division offers personal development courses assisting students with academic planning, career development, and personal enrichment. These courses are designed to help with the personal challenges and tasks facing college students. Some of the relevant student-centered topics are college study skills, self and career discovery, life & educational planning, decision making which focus particularly on determining a college major and a career in order to make the transition from college to the world of work. Each class has material to help students identify their values, assess their personality, and make progress with their personal goals for life. Research shows that students become more positive, focused, and committed to their educational goals with career and academic planning.

Program Contact Information:

Program Contact Name	Phone #	E-mail prefix		
Linda York/Karen Hinton	Phone #x52762/51023	E-mail prefix: lyork/khinton		

Program Manager	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
David Baird,	Dean	D-32	x55017 Office	Adm. 111 E-mail: dbaird@gwc.cccd.edu	

Classified Staff	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix

Full-Time Faculty	Phone #	Office Location	E-mail
Tarin Olson	x51061	Admin 101	tolson@gwc.cccd.edu

Current State of the Program

1. What noteworthy trends do you notice in your data tables?
1. Overall enrollment in counseling courses decreased by 16% from 10/11 to 11/12.
2. FTES generated from counseling courses increased by 2% from 10/11 to 11/12.

2. What are your analyses of the causes or reasons for those trends?
1. All courses canceled in intersession, sections reduced in fall 2011 & spring & fall 2012 and all classes canceled in summer 2012.
2. Commitment of counseling department to increase online course offerings.

3. What does your program do well?

• Full-time professor assigned to teach counseling courses.
• Full-time counselors teach counseling sections as overload assignments.
• Counseling 104 satisfies Area E – CSU general education requirements and Area E for the native

AA general education requirements.
- Counseling 104 now transfers to UC for elective credit.
- Counseling courses promote student success through assistance with major selection and support services are key elements in earning an AA degree and transferring to a university.
- Continue to offers online courses to reach new populations of students previously not served.
- Department has a designated counselor who follows-up and counsels the Criminal Justice student population enrolled in the online AA degree track.
- Counseling 104 has been integrated into the Puente program learning community to special populations of students.
- Counseling courses are offered in a variety of time slots and days to meet student needs.
- Counseling faculty consistently add more students to class sections beyond regular capacity in order to compensate for course section reductions.
- The success rate for online counseling courses has improved by 1.5% from 2010 to 2012.
- FTES generated from counseling courses increased by 2% from 10/11 to 11/12.
- Success rate for students starting counseling courses ages 35-39 during 10/11 to 11/12 was significantly higher.

4. What are the challenges to your program.
Within your program's control

- Limited course offerings due to the state budget cuts. All GWC courses were cancelled for intersession. Counseling course offerings were reduced in fall 2011/spring 2012/fall 2012 not offered in summer 2012 due to budget cuts.
- There is an inability of full time counseling faculty to teach as part of load. The discrepancy between assignments of counseling faculty has never been resolved within the department. In other words, some counselor's only counsel, some counselors only teach. The designated counseling instructor believes this delineation is arbitrary and inequitable.
- Counseling faculty consistently adds petitioners to each section making teaching more demanding and influencing quality of program offered do to large class size.

Beyond your program's control

- Overall enrollment in counseling courses decreased by 16% from 10/11 to 11/12 due to a decrease in course offerings.
- FTES generated from counseling courses increased by 2% from 10/11 to 11/12.
- Lack of dedicated classroom equipped with necessary technology to allow students to thoroughly conduct career research.
- Lack of dedicated study space for learning communities.
- Follow-up services for counseling have been further reduced by the retirement of three full-time counselors and loss of funding for part-time counselors.
- No full-time counseling teaching faculty; current full-time instructor only teaching 60%, requiring department to pay overload to full-time faculty and hire part-time faculty to cover department teaching assignments.

5. What are the opportunities for your program

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- Collaboration with other instructional divisions / departments for basic skills based learning communities.
- Collaboration with other instructional divisions / departments for transfer based learning communities.
- Collaboration with other instructional divisions / departments for recommendation to vocational/certificated programs on campus.
- To develop learning communities with math and English departments.

6. Identified areas in need of improvement

- More sections need to be offered to support career decision-making and major selection. Early selection of major supports more efficient transfer and degree completion.
- Due to retirements and lack of funds for part-time counselors, the department has eliminated individual career counseling services. Additional counseling courses are needed to serve the career planning needs of students.
- To implement the demand for increased SEPs recommended by Student Success task force a greater number of counseling courses will need to be offered to assist students in the completion of their Student Educational plans (SEPs)

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each major and/or certificate you assessed.

Program Name:	Counseling Courses
Program Type:	( ) Transfer Major
	( ) Certificate of Achievement
	( ) Basic Skills Sequence
	( ) Area of Emphasis
	(X) Gen Ed Area E

Semester Assessed: (X) Fall ( ) Spring ( ) Winter ( ) Summer **Year: 2012**

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Conduct a self-evaluation by identifying, describing and analyzing preferences in work values, skills and work personalities using various career assessments.
Step 2	**What method did you use to assess the SLO?**	Students completed five career assessments and wrote a summary paragraph for each category relating these to career choice.

Step 3	**Describe the results of your assessment.**	Out of 37 students: 64% earned B or above (43% / A; 21% B)
		                        26% " C
		                        10% " D or below

Step 4	**Describe your analysis of the data.**	Approximately 80% of students successfully identified their career preferences by completing the five career assessments.
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	Consider student road blocks to obtaining the course text necessary for completing the assignment.

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Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each major and/or certificate you assessed.

Program Name:	Counseling Courses		Semester Assessed:	(X) Fall	( ) Spring	Year: 2012
Program Type:	( ) Transfer Major			( ) Winter	( ) Summer	
	( ) Certificate of Achievement					
	( ) Basic Skills Sequence					
	( ) Area of Emphasis					
	(X) Gen Ed Area					

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	**Identify, evaluate, compare, and contrast four careers of interest that fit their self-evaluation.**
Step 2	**What method did you use to assess the SLO?**	Students first researched & wrote reports of four careers of interest. Next students wrote a 1-2 page paper analyzing their career options.
Step 3	**Describe the results of your assessment.**	Out of 37 students: 80% earned A 20% earned F
Step 4	**Describe your analysis of the data.**	Students caring enough about their future completed the career research. 20% of students obviously had difficulties in submitting their work.
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	Continue to inspire and motivate students to participate in the learning process. Help students overcome their road blocks to learning which are often issues outside of the classroom.

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Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12

Complete a separate page for each major and/or certificate you assessed.

Program Name: Counseling Courses

Program Type:
( ) Transfer Major
( ) Certificate of Achievement
( ) Basic Skills Sequence
( ) Area of Emphasis
(X) Gen Ed Area

Semester Assessed: (X) Fall   (X) Spring   ( ) Winter   ( ) Summer

Year: 2011/2012

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	The successful student will identify and examine personal values related to career choice. (course SLO)
Step 2	**What method did you use to assess the SLO?**	Students completed two written assignments related to defining their value system, and analyzed their value system in relation to career fields that were congruent with those selected values.
Step 3	**Describe the results of your assessment.**	77 of the students completed the shorter homework assignment which asked them to pick careers that they felt matched their value system. 64 students completed the second assignment, a written analysis of their values, and answered more detailed questions.
Step 4	**Describe your analysis of the data.**	The homework assignment contained 28 questions related to identification of values, and was worth a total of 30 points. Grade distribution on the first assignment was: A = 59, B = 4, C = 6, D = 4, F = 21. The first assignment is directly related to the textbook and requires students to have the text to answer questions. It is evident that many students do not have the text as many did not answer all the questions or skipped the ones requiring answers from a textbook referenced page. For the second assignment, 64 students received credit for the assignment and answered the prompts accordingly. The remaining students did not complete the assignment, earning zero points.
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	The textbook seems to be problematic and students that do not purchase the text cannot successfully complete the assignments. More written assignments not relying on the text could be developed for future terms. The written assignment can be restructured to integrate the items from the text into one document rather than two assignments.

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Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name:	Counseling Courses	**Semester to be Assessed:** ( ) Fall (X) Spring ( ) Winter ( ) Summer **Year: 2013**
Program Type:	( ) Transfer Major	
	( ) Certificate of Achievement	
	( ) Basic Skills Sequence	
	( ) Area of Emphasis	
	(X) Gen Ed Area	

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	The successful student will be able to demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.
Step 2	**What method did you plan to use to assess the SLO?**	Each student writes a six page double spaced essay comparing and contrasting, analyzing and interpreting their personality using two major personality theories.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	April 14, 2013 – Tarin Olson

Program Name:	Counseling Courses	**Semester to be Assessed:** (X) Fall ( ) Spring ( ) Winter ( ) Summer **Year: 2013**
Program Type:	( ) Transfer Major	
	( ) Certificate of Achievement	
	( ) Basic Skills Sequence	
	( ) Area of Emphasis	
	(X) Gen Ed Area	

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	The successful student will be able to construct and outline goals through counselor assisted analysis of their educational, career and personal objectives.
Step 2	**What method did you plan to use to assess the SLO?**	Students will construct and revise 10 enjoyable career and educational objectives that exemplify an analytical and logical five year plan for success in a chosen career of interest. Completion of an academic plan – SEP for said plan.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Dec 14, 2013 – Tarin Olson

Program Name: _____

Program Type:
   ( ) Transfer Major
   ( ) Certificate of Achievement
   ( ) Basic Skills Sequence
   ( ) Area of Emphasis
   ( ) Gen Ed Area

Semester to be Assessed:
( ) Fall   ( ) Spring
( ) Winter   ( ) Summer

Year:

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	
Step 2	**What method did you plan to use to assess the SLO?**	
Step 3	**When is the assessment going to be done and who is going to conduct it?**	

Program Name: _____

Program Type:
   ( ) Transfer Major
   ( ) Certificate of Achievement
   ( ) Basic Skills Sequence
   ( ) Area of Emphasis
   ( ) Gen Ed Area

Semester to be Assessed:
( ) Fall   ( ) Spring
( ) Winter   ( ) Summer

Year:

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	
Step 2	**What method did you plan to use to assess the SLO?**	
Step 3	**When is the assessment going to be done and who is going to conduct it?**	

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

      Faculty:

      Management:

      Classified:

      Hourly:

      Considering your current employees, what staff development/training does your program need?

Note: Complete all faculty request forms <u>in separate files</u> and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

      Equipment or Software (e.g., computers, AV, lab equipment):

      Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

      Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

      Lack of a dedicated classroom equipped with necessary technology to allow students to thoroughly conduct research. The department recommends reconfigure of the old employment services area to be instructional location ready for all counseling courses.

      Health, Safety and Security (e.g.

Other What changes or other additions need to be made to your program to function adequately?

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean
(0) (0)   a. Significant declines in enrollment and/or FTES over multiple years

(1) (1)   b. Significant change in facility and/or availability and cost of required or necessary equipment

(1) (1)   c. Scarcity of qualified faculty

(0) (0)   d. Incongruence of program with college mission and goals, state mandates, etc

(0) (0)   e. Significant decline in labor market

(0) (0)   f. Continued inability to make load for full-time faculty in the program

(0) (0)   g. An over-saturation of similar programs in the district and/or region

(0) (0)   h. Other_____

Program Review Check-list

(X)   Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(X)   Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

( )   Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chairs: Karen Hinton & Linda York   Date: 4/30/13
Comments:

Division Dean: David Baird   Date: 4/30/13
Comments:
Thanks to all who helped create this program review.

(X) No further review necessary

( ) We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.
(X) Jerry Castillo
(X) Karen Dickerson
(X) Stephanie Dumont
(X) Jimmy Nguyen
( ) Tri Nguyen (indicated he would not sign)
(X) Tarin Olson
(X) Yvonne Valenzuela
(X) Andrea Lane
( )
( )
( )

I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.
( )
( )
( )
( )
( )

<u>Appendices</u>

A. Data Sets
B. Signed Comments
C. Classified Position Requests
D. Faculty Position Requests
E. General Fund One-Time Funds Requests
F. Curriculum Inventory
G. SLO Inventory