

College of Alameda

Annual Program Update

Supplemental/Revised Template 2013-2014

I. Overview			
BI Download:	<i>Data provided October 23, 2013 – see department specific data sheet</i>	Dept. Chair:	Trulie Thompson
Subject/Discipline:	Counseling	Dean:	N/A
Campus:	College of Alameda		
Mission Statement	<p>The Counseling Department offers several Counseling classes to assist students with recognizing their full potential through developing self-awareness, educational management and lifelong independent career planning skills.</p> <p>Counseling courses are designed to provide an in-depth exploration into the process of self-knowledge. These courses taught by the Counseling Faculty, will enable students to identify educational and career goals, assist students with student success strategies, learning, and study skills, and Associate Degree and Transfer planning.</p>		

II. Enrollment – *see department specific data sheet*

III. Student Success– *see department specific data sheet*

IV. Faculty – *see department specific data sheet*

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Counseling courses help students navigate faster and more effectively through college. Given the current economy, numerous lay-offs and job reductions, many individuals are seeking career exploration.

Students demand counseling courses that enable them to assess themselves, their skills and abilities, and apply this information to their academic, professional, and personal goals.

If adequate counseling courses are unavailable, students may spend more time in college, more effort than necessary wrestling with career decisions, and

	<p>remain as undeclared majors. In addition, they may take a number of courses without a sense of purpose, lose motivation and drop out or obtain a degree without a clear career goal.</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>Coun 24, 57, 200AB and 221 cover information regarding transfer and the transfer process.</p> <p>Coun 24, 30, and 57 meets Breadth E Life-long Learning for CSU transfer.</p> <p>Coun 224 and 230 are appropriate courses for basic skills students and would assist them with academic and personal success.</p> <p>Of particular note is COUN 200AB in addressing basic skills and program completion. The courses are meant to support new students through their first semester at COA in the SUCCESS Academy. (see Counseling Department APU for more information).</p> <p>As a cohort, students will not only learn about important campus services and resources, but will have opportunities to utilize the resources. This helps promote student persistence, retention, and completion for not only basic skills students but AA/Transfer-ready students as well.</p>

VI. Course SLOs and Assessment	
	Fall 2013
Number of active courses in your discipline	10
Number with SLOs	10
% SLOs/Active Courses	1.00
Number of courses with SLOs that have been assessed	7
% Assessed/SLOs	0.70
<p>Describe types of assessment methods you are using</p> <p>Student surveys; written exercises; group activities; final exam tests; student portfolios.</p>	
<p>Describe results of your SLO assessment progress</p> <p>Please see attached TaskStream PDF files for more information.</p>	
<p>Describe how assessment results and reflection on those results have led to improvements.</p> <p>Although SLO assessment "Criteria for Successful Performance: 70% of students will score 70% or higher" is usually exceeded and most evaluations show that the percentage is 90% or higher, there is still room for improvement. Evaluation can be done to increase student performance to even higher percentages.</p> <p>Also, criteria is based on students who complete the class. Further evaluation could occur to find out why students dropped from the course and how to improve retention and persistence.</p>	

VII. Program Learning Outcomes and Assessment	
	Fall 2013
Number of degrees and certificates in your discipline	N/A
Number with Program Learning Outcomes	Please see Counseling Department APU for more information.
Number assessed	See above.
% Assessed	See above.
Describe assessment methods you are using Please see Counseling Department APU for more information.	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. Please see Counseling Department APU for more information.	

VIII. Strategic Planning Goals	
<p>Check all that apply. (ALL APPLY)</p> <p><input checked="" type="checkbox"/> Advance Student Access, Success & Equity</p> <p><input checked="" type="checkbox"/> Engage our Communities & Partners</p> <p><input checked="" type="checkbox"/> Build Programs of Distinction</p> <p><input checked="" type="checkbox"/> Create a Culture of Innovation & Collaboration</p> <p><input type="checkbox"/> Develop Resources to Advance & Sustain Mission</p>	
<p>Advance Student Access, Success, & Equity</p>	<p>Counseling courses help students in the identification and development of resources that facilitate college success. Students cover topics that increase their skills in effective time-management, critical thinking, learning styles and strategies as well as goal setting and planning which improves overall student success.</p> <p>In addition, students focus on self-exploration, interpersonal relationships and coping mechanisms; all of which also contribute in a positive way to student success, retention, and persistence.</p> <p>3 Counseling courses are CSU and UC transferable and also meet the life-long learning GE breadth requirement for CSU transfer.</p>

Engage our Communities & Partners	Counseling Faculty who teach counseling courses are often active in the community and partner with local high schools to do outreach. In addition, the counselors who teach in the Learning Communities often interact with various local businesses and groups to support student activities and learning.
Build Programs of Distinction	<p>Coun 200AB as part of the New Student SUCCESS Academy was the first district-wide to begin addressing the mandates of the Student Success Act specifically mandatory orientation and education planning. As such, some of our sister campuses will be utilizing the course curriculum developed by instructors teaching Orientation to College at COA.</p> <p>In addition, these “first semester” experience cohorts provide the structure to promote engagement, support, and motivation which will only increase student success.</p> <p>The Learning Communities (Amandla, APASS, and Adelante) are other good examples of how Counseling courses help improve student success and retention. Partnering a counseling course with an English class, enables the student to have a support network and relationship that greatly improves their academic and personal success. Classwork is coordinated across the disciplines to reinforce and augment material, facilitating more focused learning and access to support.</p>
Create a Culture of Innovation & Collaboration	<p>Coun 200AB introduces campus programs and disciplines through classroom visits, distribution of program materials, and college-wide departmental guest speakers.</p> <p>In addition, as part of Coun 200AB, Fab Friday New Student Welcome, discipline faculty help welcome and disseminate information about their respective programs.</p> <p>Also, Counseling faculty partner with instructional faculty in learning communities which increases student success, persistence, and retention.</p>

Develop Resources to Advance & Sustain Mission	<p>Often in counseling courses, students learn of the important campus resources available to them to assist them in achieving their goals.</p> <p>Counseling classes can support academic courses by reinforcing success strategies and encouraging students to be responsible and proactive in their educational pursuits.</p> <p>Because students have access to counseling faculty in classes, they are more likely to approach their instructors regarding personal issues and challenges they may be having rather than going to the counseling department to speak with a counselor there.</p> <p>Counseling courses allow counselors to develop trust and working relationships that are not as easily formed through visits to the department.</p>
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IX. Accomplishments and Goals – Strategic Plan Relevance

New Programs Under Development	Create a new counseling course that addresses math anxiety. This course is intended to be partnered with accelerated Math classes in a learning community.
Programs Integral to Overall College Strategy	<p>Students enrolled in remedial college courses, especially in Mathematics, English, and ESL, often have very low success and retention rates. They may also demonstrate a lack of critical life skills such as emotional intelligence, self-awareness, and accepting personal responsibility which play an important role in their ability to reach their desired goals.</p> <p>Counseling courses assist students by addressing those core issues which often negatively impact their academic and personal success. In addition, by creating learning communities and partnering with academic courses, students are more able to get the support they need which in turn increases overall success.</p>
Programs Essential for Transfer	Coun 24, 57, 200AB and 221 cover information regarding transfer and the transfer process. Coun 24, 30, and 57 meets Breadth E Life-long Learning for CSU transfer.
Programs that Serve a Community Niche	Counseling courses by nature serve the community large by enriching students and educating them in ways which improve their ability to interact with society around them. College success, career and life-planning, and preparing to transfer classes often incorporates representatives and contacts with the local community and services agents.
Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc.	Many of the students who enroll in counseling courses do so because they are searching for support systems. They encounter many external challenges and find the support and encouragement they need in counseling classes. Counseling faculty have the training and skills to provide holistic assessment of students in the classroom.

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

Data indicates that enrollment in Counseling courses has increased in the past 3 years as the number of sections have also increased. Learning communities and Orientation to College courses have contributed to this increase. F11 and F12 show that COA has the highest percentage rate for student success in Counseling courses across the District. Also, F10-F12, withdrawal rates were the lowest at COA compared to the other campuses. One area where improvement can be made is related to the ratio of FTES/FTEF.

As the Student Success and Support Initiative approaches Fall 2014 mandatory implementation, more counseling courses will need to be offered to meet the core services of orientation and education planning. In addition, according to the ASCCC "Counseling faculty should develop curriculum and offer courses and workshops that teach the skills needed for student development and academic success, such as study skills, note taking, and time management. In addition, counseling faculty and faculty in other departments should collaborate to develop discipline-specific academic success courses."

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

According to Academic Senate for California Community Colleges (ASCCC) "Counseling faculty should develop curriculum and offer courses and workshops that teach the skills needed for student development and academic success, such as study skills, note taking, and time management. In addition, counseling faculty and faculty in other departments should collaborate to develop discipline-specific academic success courses."

Assessment findings show that more than the majority of students who participate in Counseling Courses are successful and withdraw less.

Additional counseling courses will be needed to meet the SSSP mandated requirements and therefore, additional counselors will be necessary to provide instruction for these classes.

Please describe and prioritize any **equipment, material, and supply** needs.

Counseling courses need assessment instruments like the Strong Interest Inventory and MBTI. Additional materials and supplies include DVDs to cover various topics including time-management, goal-setting, resumes, study skills, etc.

The Department recommends that each academic year **500 Strong and MBTI Career Reports** be purchased. Total cost: \$5325 for assessment reports + \$1500 for DVDs = \$6825.

Purchasing information from CPP.com

Strong and MBTI® Career Report Administration (R)
Career Report only (requires prior generation of Strong report)
(To obtain this report online, your clients need to take the Strong online. Your client can take the MBTI® instrument online or you can manually enter his or her reported and/or verified type.)

289663

In stock

\$12.50 each 1-99

\$11.55 each 100-499

\$10.65 each 500+

Please describe and prioritize any **facilities** needs.

Because counseling courses often utilize a variety of teaching modalities to engage students, the classes need to be taught in Smart Classrooms with access to current technology.

TaskStream SLO Assessment Examples



Coun 57 Assessment
Findings 12-13.pdf



Coun 221
Assessment Plan and