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**College of Alameda**

2023-24 Annual Program Update – Student Services

**Program Overview**

Please provide your program’s mission statement and program’s learning outcomes

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| Counseling’s primary goal is to provide academic support services necessary for students to succeed at the College of Alameda. Counselors are an integral part of the education process, recognizing the needs of each student with whom they come into contact. Counselors provide current and valid information, using many resources, so that students are prepared to investigate alternatives, establish priorities, and develop an Educational Plan.  Counseling faculty have identified the following Student Learning Outcomes for students who use Counseling services:  1. Students will be able to articulate an understanding of their personal responsibility in creating their own academic, personal, and professional successes. (ILO 1 Problem Solving & Decision Making; ILO 2 Technology & Communication; ILO 3 Reflection, Participation, Creativity; ILO 4 Interpersonal Skills; ILO 5 Civic Responsibility)  2. Students will be able to utilize the necessary information, resources, and options available for them to make sound educational and lifelong decisions. (ILO 1 Problem Solving & Decision Making; ILO 2 Technology & Communication; ILO 3 Reflection, Participation, Creativity; ILO 5 Civic Responsibility)  3. Students will be able to identify specific tactics and strategies used in order to achieve their desired goals (ILO 1 Problem Solving & Decision Making; ILO 2 Technology &Communication; ILO 3 Reflection, Participation, Creativity; ILO 4 Interpersonal Skills; ILO 5 Civic Responsibility) |

List your program faculty and/or staff.

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| **Faculty/Full-Time Counselors**   * Maha Elaidy * Betty Frias * Vivian Virkkila * Jamar Mears * Julie Saechao * Cynthia Haro   **Faculty/Part-Time Counselors**  Currently, we have two part-time counselors who split their workload between serving special programs and providing general counseling.  **Classified**  Alisi Ika, Sr. Clerical Assistant, Welcome Center  **Student Employees**  We currently have 5 student employees working under the Welcome Center to help provide support to the Counseling Department. |

Describe your current utilization of facilities, including labs and other space.

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| We have 8 offices for counselors. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or are any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a college or District goal.

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| **Program Goal** | In-Progress  Although we have not yet reached our goal of having 60% of our full-time and part-time matriculated students with a comprehensive educational plan, we are pleased to report that based on our data, 76% of full-time and 67% of part-time matriculated students currently have an educational plan in place. We must also recognize that some counselors may not be familiar with the coding system used for developing comprehensive education plans, which could potentially impact the accuracy of our data. We will continue to work towards improving our processes and training to ensure that all students receive the best possible support for their educational goals. |
| Status: In-Progress or Complete? | In-Progress |
| Which college or district goal is aligned with your program goal? | COA Master Plan Alignment: 2.2 Evaluate student preparedness for program/coursework through assessment, pre-requisites, advising, and development of individualized Ed plan PCCD Master Plan Alignment: A. Advance Student Access, Equity, and Success |

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| **Program Goal** | To ensure our team's ongoing professional growth and knowledge exchange the department will focus on cultivating career development opportunities for counselors. This will include creating training for both new full-time and part-time counselors. Additionally, colleagues will be encouraged to develop and share information sessions covering various college counseling topics. |
| Status: In-Progress or Complete? | In-Progress |
| Which college or district goal is aligned with your program goal? | COA Master Plan Strategic Action to Achieve Goal 6: Provide continuing education and skill-building opportunities to support the advancement of individuals’ careers that are aligned with regional and local workforce demands. |

**Program Update**

Using the dashboards, review and reflect upon the data for your program.

[**Student Demographics Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiMzVhNGU3YzAtNTIyNy00ZDZmLWIyYzMtYWIzMzllMGViZDQ5IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection33b13c35b4390e2b01da)

[**Course Completion and Retention Rates – Student Services Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Enrollment Trends and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Course Completion and Retention Rates

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| The completion rates for our counseling courses increased by 5.1% compared to last year. Additionally, completion rates for counseling courses without MW/EW increased significantly by 10%. When comparing these rates to the college's overall completion rates, we found that counseling course completion rates were 3% higher. The retention rates for counseling courses have consistently remained above 84% for the past five years.  According to the data, Black/African American, multiethnic, and White students have lower completion rates than other student groups. Retention rates were lower for Black/African American, Hispanic/Latino, and multiethnic individuals compared to other groups. To ensure the success of Black/African American students, we hired a full-time counselor for the Umoja/NextUP/EOPS programs in spring 2023. We are currently in the process of hiring a non-tenure track full time counselor for our Umoja program. |

Enrollment Trends

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| At the College of Alameda, our student body comprises of 29% Hispanic/Latino, 26% Asian, 19% Black/African American, and 16% White students. Of these students, 53% are enrolled full-time, while 49% are part-time. When it comes to gender, 53% of the students identify as female, 40% as male, and 4% as unknown.  The most popular majors among our students are transfer studies, undeclared, business administration, and economics. The interest in majors has mostly stayed the same within the past five years.  Over the years, the percentage of Hispanic/Latino students at the College of Alameda has grown. In 2019, Hispanic/Latino accounted for 26% of the student population. Based on the current data for 2024, this number is expected to increase to 29%, showing a growth of 3%. The increase in Hispanic/Latino student population at College of Alameda may be linked to the HSI funding received in 2020. This funding has supported the development of our ACCESO program and Puente, programs that cater to the lived experiences of Hispanic/Latino students, creating a welcoming sense of community. |

Degrees and Certificates

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| In the academic year 2022-23, a total of 486 certificates and degrees were awarded, which is the lowest number in the past five years. The decline in certificates and degrees awarded may be attributed to the onset of the pandemic. It is worth noting that both Berkeley City College and Merritt College also awarded their lowest number of degrees and certificates in 2022-23, which suggests that the pandemic has likely affected the majority of the college's students. |

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students by using filters to disaggregate the data. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points to support your reflection.

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| When analyzing completion data from the past three academic years, a noteworthy trend is the increasing completion rates among Hispanic/Latino students. Here are the completion rates for Hispanic/Latino students in counseling courses:  2020-2021: 50.8%  2021-2022: 68.1%  2022-2023: 72.2%  The rise in completion rates within the Hispanic/Latino student population can be partly attributed to the introduction of the Puente program, which began enrolling students in College Success courses under the Counseling discipline in 2020. However, further investigation of individual course sections is required to determine whether the Puente Program is the sole factor for this increase in retention. |

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) since the last Program Review/APU.

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| In Spring 2023, data was collected pertaining to the Student Learning Outcome (SLO): "Students will be able to effectively access and leverage the essential information, resources, and options available to them in order to make well-informed educational and lifelong decisions."  The data collected included responses from 34 out of 41 students surveyed, indicating an 82.93% success rate in achieving this SLO.  These results from the student survey indicate a high level of satisfaction among students regarding the counseling services they received, whether delivered online, over the phone, or in-person. |

Describe the outcomes and accomplishments from previous year’s funded resource allocation request. If your program did not receive any allocations, leave the boxes blank.

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| **Brief description of funded request** | **Source (any additional award outside your base allocation)** | **Total Award Amount** | **Outcome/Accomplishment** |
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# Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resources requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty | 1 Puente Counselor  1 ACCESO Counselor  The HSI grant has been instrumental in creating exceptional programs and services for our Hispanic/Latino students, and we are grateful for its support. As we approach the end of the grant funding, we must consider how we can continue providing the best possible support for our students.  We recommend hiring two full-time tenure-track counselors to enhance our student support services. One counselor should focus on Puente, while the other should serve ACCESO. This approach aligns with the College's mission of providing comprehensive and flexible programs and resources that enable students to achieve their goals. By hiring one full-time tenure track counselor and one full-time tenure track ACCESO counselor, we can ensure that our Hispanic/Latino students continue to receive the support and resources they need to succeed. | 66,174- 90,105  Each Position |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed |  |  |
| Professional Development: Personal/Individual PD needed | Counseling Trainings and Conferences  To achieve our program goals, it is imperative that COA counselors actively participate in conferences and trainings such as the CSU Community College Conference and Ensuring Transfer Success. These trainings and conferences are essential for counselors to acquire the knowledge and skills necessary to develop comprehensive educational plans that align with the students' academic and career objectives. | $ 5,000 |
| Supplies: Software |  |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies |  |  |
| Supplies: Non-Instructional Supplies | General office supplies are needed to run day-today operations | 4,000 |
| Supplies: Library Collections |  |  |
| Technology & Equipment |  |  |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs |  |  |
| Facilities: Offices |  |  |
| Other |  |  |