College of Alameda
2022-23 Program Review Template – **Counseling**

Lead Author:

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Program Overview

Provide your service area's mission statement. If your service area does not have a mission statement, what is your timeline for creating a mission statement?

The mission of the College of Alameda's Counseling Department is to provide comprehensive services and programs that empower students to identify and achieve educational, career and personal goals. Additionally, the Counseling Department strives to assist students in meeting life's many opportunities and challenges.

List your program faculty and/or staff

Classified
Alisi Ika,
Welcome Center: Clerical Assistant II

Student Employees
We currently have 4 student employees working under the Welcome Center to help provide support to the Counseling Department.

Faculty/Counselors
- Maha Elaidy
- Betty Frias
- Vivian Virkkila
- Jamar Mears
- Edwin Towle
- Nila Adina
- Julie Saechao
- Cynthia Haro

List the essential functions of your department, program or unit and provide a description of how the unit aligns with the college mission.

- Develop student education plans (comprehensive and abbreviated) and help students clarify and develop realistic educational/career plans
- Provide career counseling/planning
- Assistance to petition for certificate and associate degrees
- Provide transcript evaluation for California Community colleges and referral to PCCD Admission for other transcript types
- Conduct workshops, counseling courses, virtual counseling, and referral to On-Campus/ Off-Campus Services
- Assist students in planning an academic program consistent with their abilities and interests.
- Monitor student progress toward educational/career goals.
- Discuss relationships between instructional programs and careers/occupations.
- Interpret and provide rationale for academic policies, procedures, and requirements.
- Approve designated educational transactions (e.g., schedule, drop/adds, withdrawals, change of major, waivers, and graduation petitions).
- Inform students of the nature of the counselor/counselee relationship.
- Inform students of special services available to them for remediation, academic assistance, and other needs.
- Assist students in transferring to four-year Universities (CSU, UC, out of state, etc.)
- Provide guidance to students for Math/English Placement

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 any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to: Alignment of Goals

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

Program Goal	Goal from APU 2020-2021: Increase the number of full and part time matriculating students with a comprehensive education plan to 80% Follow up to goal in 2021-2022: Based on our numbers collected in 2020-2021 and COVID-19, we modify this goal to 60% of full and part time matriculating students with a comprehensive education plan
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

Program Goal	Goal 2021-2022: Increase student access to virtual, phone, and in-person counseling services Streamline technology for counselors and counseling support staff with new platform (ConexEd) designed for college services
Status: In-Progress or Complete?	Competed
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 6.3 Increase college and classroom technology **PCCD Master Plan Alignment:** A. Advance Student Access, Equity, and Success
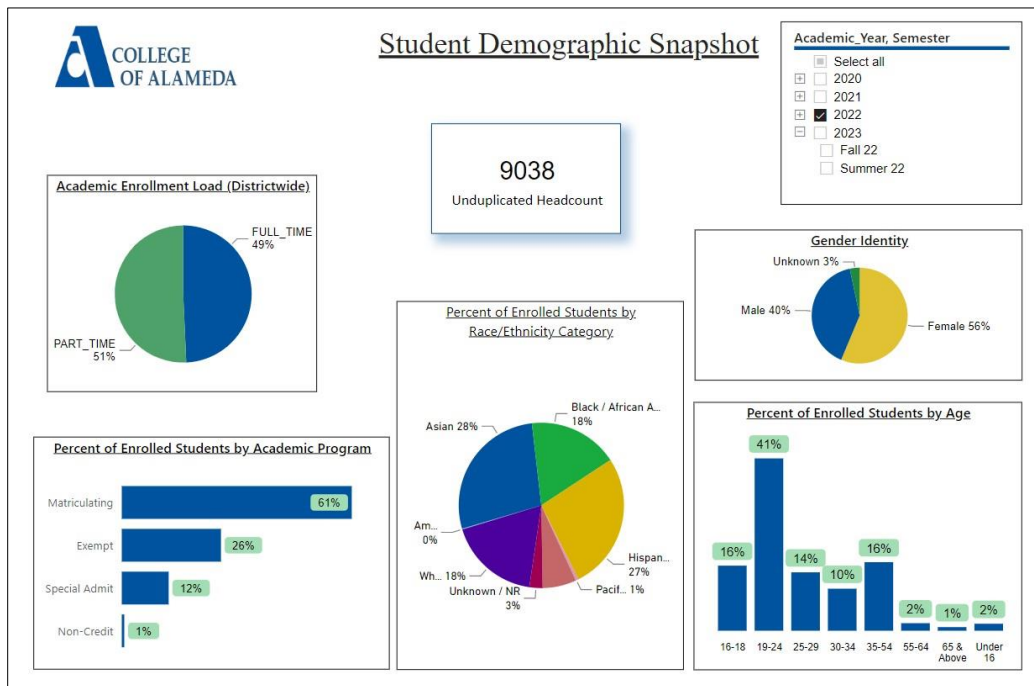
Demographics dashboard link

Do the students served by your service area differ from the College's overall student population? If so, elaborate on how the service area is identifying and addressing the needs of the student population

It does not differ from the College's overall student population.

Which groups of students are underrepresented among those who received services, particularly by race/ethnicity and gender?

> The data is consistent with the College's overall student population.

Describe how external factors such as advisory board recommendations, federal or state mandates, changing demographics, and/or COVID-19 has impacted the support services your program or administrative unit provides.

How has your program addressed these changes or challenges to ensure students are supported and can continue to work towards meeting their educational goals? Consider implications for outreach, marketing, and/or communication, for example.

> Due to Covid-19, in person Counseling services were unavailable from the second half (April) of Spring 2020 to the end of Fall 2021 (December). Services gradually resumed to in person services since the beginning of Spring 2022 (January). Students have been able to continue receiving counseling services online, via telephone, and in person.

Data Analysis

Consider your program's course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

College	Academic Year	Subject	Headcount	Total Graded	Course Completion	Course Completion Rate
Alameda	2022	COUN	507	505	340	67%
Alameda	2021	COUN	470	478	369	77%
Alameda	2020	COUN	522	457	362	79%
Alameda	2019	COUN	492	486	354	73%
Alameda	2018	COUN	523	549	372	68%

Dual enrollment courses have been excluded from this data

Academic Year	Subject	IPEDS Ethnicity (SB29)	Headcount	Course Completion Rate	Retention Rate
2022	COUN	Asian	85	77%	87%
2021	COUN	Asian	112	86%	93%
2020	COUN	Asian	143	89%	92%
2022	COUN	Black / African American	79	71%	92%
2021	COUN	Black / African American	79	70%	86%
2020	COUN	Black / African American	99	81%	92%
2022	COUN	Hispanic / Latino	173	66%	82%
2021	COUN	Hispanic / Latino	157	73%	86%
2020	COUN	Hispanic / Latino	148	70%	84%
2020	COUN	Pacific Islander	7	60%	60%
2022	COUN	Two or More	35	71%	91%

2021	COUN	Two or More	28	82%	96%
2020	COUN	Two or More	35	76%	86%
2022	COUN	Unknown / NR	17	56%	72%
2021	COUN	Unknown / NR	16	80%	87%
2020	COUN	Unknown / NR	13	79%	86%
2022	COUN	White	111	61%	93%
2021	COUN	White	76	78%	92%
2020	COUN	White	76	76%	84%

How do the course completion rates for your program or discipline compare to your college's College-Set Standard for course completion of **67%**?

The course completion rates and discipline for the Counseling Department are historically above the 67% College-Set Standard except for the 2022 Academic Year when it was at the set standard of 67%.

College	Academic Year	Subject	Distance Education	Headcount	Total Graded	Course Completion	Course Completion Rate
Alameda	2022	COUN	Online	507	505	340	67%
Alameda	2021	COUN	Online	470	478	369	77%
Alameda	2020	COUN	In Person	94	53	37	70%
Alameda	2020	COUN	Online	441	404	325	80%
Alameda	2019	COUN	In Person	77	47	34	72%
Alameda	2019	COUN	Online	415	439	320	73%
Alameda	2018	COUN	In Person	106	108	71	66%
Alameda	2018	COUN	Online	420	441	301	68%

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

The course completion rates between face to face and Distance Education/hybrid courses are consistent. There are no substantial differences in course completion rates between face to face and Distance Education/hybrid courses, except for the 2020 Academic Year. In 2020 In Person completion rates were lower than online most likely due to the mid-semester switch for in person courses to online. Because of Covid.

College	Academic Year	Subject	Headcount	Total Graded	Retained	Retention Rate
Alameda	2022	COUN	507	505	440	87%
Alameda	2021	COUN	470	478	426	89%
Alameda	2020	COUN	522	457	401	88%

| Alameda | 2019 | COUN | 492 | 486 | 427 | 88% |
| Alameda | 2018 | COUN | 523 | 549 | 466 | 85% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

The course retention rate for Counseling courses at the College of Alameda for the last 3-5 years have been at or above 85%.

Equity

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals. In 2019 the Student Service Equity team analyzed data to identify groups that were disproportionately impacted in access, persistence, transfer rate, completion of transfer level English and Math, and goal completion.

- **Access:** Black/African American male students enroll at disproportionate rates. Additionally, female Black/ African American, disabled and LGBTQIA students enroll at disproportionate rates.
- **Persistence:** Female Black or African American, Latinx, foster youth, LGBTQIA and veteran students are persisting at disproportionate rates. Male Black or African American, foster youth and LGBTQIA students are also persisting at disproportionate rates. The most significant retention equity gap was with male foster youth students.
- **Transfer to a Four-Year Institution:** Female American Indian or Alaska Native, Native Hawaiian or other Pacific Islander and disabled students transferred at disproportionate rates. American Indian or Alaska Native, Black or African American, Filipino, Latinx, disabled, first generation and foster youth males also transferred at disproportionate rates.
- **Complete both Transfer-level Math and English within the first year:** Female foster youth complete both transfer level math and English at disproportionate rates. Additionally, Black/African American, Latinx, disabled, economically disadvantaged, foster youth and LGBTQIA males transfer at disproportionate rates.
- **Vision 2022 Goal Completion:** Asian, Black/African American, Latinx, foster youth, LGBTQIA, and veteran female students complete at disproportionate rates. American Indian or Alaska Native and LGBTQIA male students are also completing at disproportionate rates.

Discuss how your program has worked to address these equity gaps. Incorporate examples of your program data where applicable.

The College of Alameda (COA) has worked to address equity by applying for the HSI grant, which COA was awarded. The HSI grant has been used to serve members of the LatinX community. In addition, the College of Alameda is currently in the process of hiring a Counselor (EOPS/UMOJA/NEXTUP) which will serve first generation college students, African American students, and foster youth. In partnership with the Math and English Departments, the Counseling Department has implemented AB705, which allows disproportionately impacted students to gain greater access to college level Math and English courses, which helps them reach their academic, career, and personal goals faster by helping them transfer quicker and obtain Associate degrees sooner.

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Student Learning Outcomes Assessment

List your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs)

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)

Please provide a high-level summary and your program's interpretation of your SAO/SLO findings over the past year.

It was difficult to collect robust responses from students who completed counseling appointments. Generally, our college enrollment numbers have decreased significantly during the pandemic and affected the number of students receiving counseling appointments in Spring 2022. There were also three student responses that stated "n/a", which also affected our data collected.

Other factors that may have impacted our outcomes are:

-Purpose of counseling appointment could have been "excess units", "prerequire clearance", or other quick questions that do not involved explaining degree/certificate/transfer options

-Students may have already known about degree/certificate/transfer options prior to appointment

-The appointment could have been a follow-up to a previous appointment which discussed degree/certificate/transfer options

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

Please see above statements, which we feel indicate our service gaps due to the pandemic and type of counseling sessions requested by the student

Degrees & Certificates Conferred

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways.

How can your program contribute to increasing the number of certificates and degrees awarded over the next three years? For more information on awards click on the **Degrees & Certificates Dashboard link**

When discussing Student Educational Plans (SEP's) with students, Counselors discuss Associate Degree options as well as transfer requirements.

In partnership with discipline faculty and the Articulation Officer, the Counseling Department advocates for course offerings, changes to degrees, and courses substitutions to remove unnecessary obstacles to student degree completion. Counselors advise the college on the need for course offerings and share in discussions regarding curriculum. Counselors advise students to complete associate degrees as part of their transfer and certificate goals when appropriate.

Engagement

How has your department participated in college wide efforts such as committees, presentations, and departmental activities?

The Counseling Department participates in college wide efforts by having Counselors on committees, providing classroom presentations and providing counseling services on campus and at local High Schools. The Counseling Department engages in departmental activities by having bi-weekly counseling meetings and semesterly Districtwide Counseling Meetings. Counselors also stay current and up to date on trends and changes by attending conferences. Counselors participated in Guided Pathways (helping create Roadmaps for AA/AS and AA-T/AS-T degrees). Counselors have worked with Faculty Department Chairs as Liaisons to stay up to date on departmental changes. Counselors participate in student activities and outreach efforts.

How has your department engaged in community activities, partnerships and/or collaborations?

The Counseling Department at the College of Alameda does engage in community activities by providing counseling services at local High Schools through Mobile COA in the Spring semester. Our College Promise Counselor also works with ASTI students to help make sure they are on track with their goals. Our Transfer Center also participates in College Night and holds the annual College Transfer Fair.

Prioritized Resource Requests Summary

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

Resource Category	Description/Justification	Total Estimated Cost
Personnel: Classified Staff	1 Staff Assistant (Transfer Center Support) to assist with the growing needs of students and college's mission to increase transfer rates as part of the Student-Centered Funding and Guided Pathways. 1 Counseling Department Staff Assistant to support in the everyday functions of operating the department.	$49,985.16 - $61,228.56/yr Each Position
Personnel: Student Worker	5 Student Workers to assist with the growing needs of the department (Application Assistance, Enrollment Assistance, Navigating Canvas, Peak Enrollment, Rock Enroll Events, Scheduling Appointments).	$15,120/yr Each Position
Personnel: Part Time Faculty	3 Adjunct General Counselors (Bilingual: Arabic, Cantonese, Farsi, Korean, Mandarin, Spanish, Vietnamese) Bilingual Counselors are needed by the Counseling Department because it assures it helps students with multiple language needs.	$39,886.08 - $86,063.52/yr Each Position
Personnel: Full Time Faculty	1 General Counselor (Athletics/Financial Aid/Retention) To assist with the growing needs of our students, specifically, to serve student athletics with discussing general education requirements, Associate degree requirements, and transfer preparedness (NCAA: D1, D2, D3, and NAIA); to help students maintain Financial Aid eligibility through appeal support; and helping students with retention efforts.	$60,517- $81,735/yr

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Counselor's conferences	$2,000
Professional Development: Personal/Individual PD needed		
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional		
Supplies: Non-Instructional	General office supplies are needed to run day-to-day operations.	$5,000
Supplies: Library Collections		
Technology & Equipment	Computer refresh for 8 counselors	$8,000
Library materials/collections		
Facilities: Classrooms/Labs		
Facilities: Offices		
Other		