College of Alameda
2024-25 Annual Program Update – Counseling

Program Overview

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

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.

Faculty/Full-Time Counselors

- Maha Elaidy
- Betty Frias
- Vivian Virkkila
- Jamar Mears
- Julie Saechao
- Cynthia Haro
- Cynthia Lopez
- Danna Chavez Baquero

Faculty/Part-Time Counselor

Currently, we have one part-time counselor in general counseling.

Classified

Alisi Ika, Sr. Clerical Assistant, Welcome Center

Student Employees

We currently have 4 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.

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.

Program Goal	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
	Our latest analysis demonstrates strong progress towards our goal of achieving a 60% rate of full-time and part-time matriculated students with a comprehensive SEP on file. We are thrilled to report that 77% of part-time matriculated students now have either an abbreviated or comprehensive education plan on file, reflecting a 10% increase from last year's 67%. This growth highlights our ongoing commitment to enhancing student support and planning resources.
	While we observed a slight decline in the percentage of full-time matriculated students with a comprehensive or abbreviated plan on file—currently at 61%—our team is actively addressing this area to ensure sustained improvement.
	It's also noteworthy that 55% of the educational plans developed for all matriculated students are now comprehensive SEPs. This indicates that counselors are prioritizing in-depth planning for both part-time and full-time students, equipping them with the tools needed for a successful academic and career journey.
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	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 As a department, we are committed to ongoing engagement in training and professional development to enhance our ability to serve students effectively. Last year, we successfully advocated for departmental support for counselors to attend the CSU Community College Conference. This semester, we have renewed our request, emphasizing the importance of keeping counselors informed on changes within the CSU system, especially in light of recent general education pattern adjustments. We remain dedicated to exploring additional training opportunities and are actively seeking career advising training to further support our counselors' professional growth.
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.

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Course Success & Retention Rates – Student Services (internal only)

Course Completion and Retention Rates – Student Services Dashboard

Enrollment Trends and Productivity Dashboard

Degrees and Certificates Dashboard

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Course Completion and Retention Rates
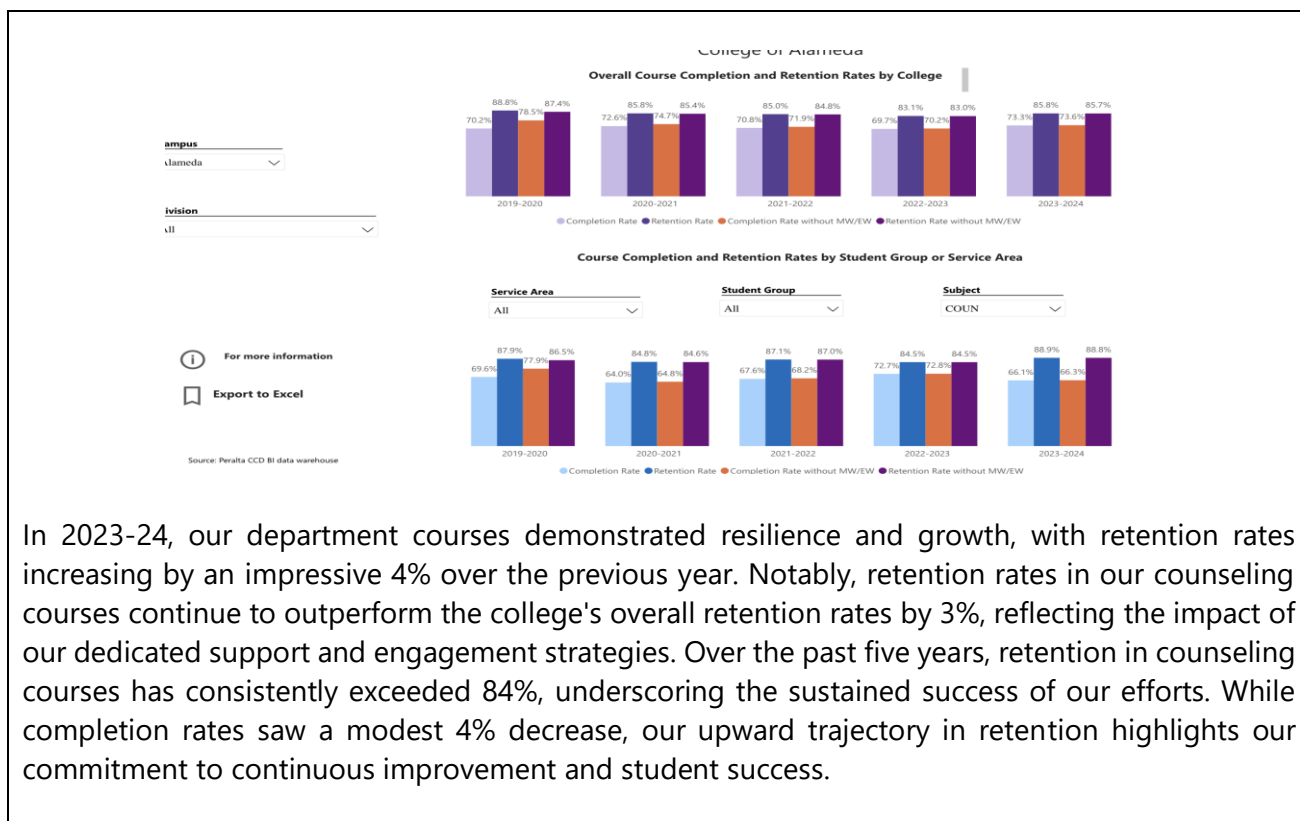
In 2023-24, our department courses demonstrated resilience and growth, with retention rates increasing by an impressive 4% over the previous year. Notably, retention rates in our counseling courses continue to outperform the college's overall retention rates by 3%, reflecting the impact of our dedicated support and engagement strategies. Over the past five years, retention in counseling courses has consistently exceeded 84%, underscoring the sustained success of our efforts. While completion rates saw a modest 4% decrease, our upward trajectory in retention highlights our commitment to continuous improvement and student success.

Enrollment Trends

Course Completion and Retention Rates by Student Group or Service Area

Academic Year	Gender	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2023-2024	F	5966	12921	72.2%	85.1%	72.5%	85.0%
2023-2024	M	4298	10133	74.8%	86.8%	75.0%	86.8%
2023-2024	X	518	974	72.6%	84.4%	72.7%	84.3%
Total		**10782**	**24028**	**73.3%**	**85.8%**	**73.6%**	**85.7%**

Academic Year	Age	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2023-2024	16-18	1563	3269	80.7%	90.5%	80.9%	90.4%
2023-2024	19-24	4595	11240	74.7%	86.8%	74.8%	86.8%
2023-2024	25-29	1420	2806	68.3%	83.0%	68.4%	83.0%
2023-2024	30-34	1025	1937	65.1%	81.4%	65.8%	81.2%
2023-2024	35-54	1780	3518	69.3%	82.3%	69.6%	82.2%
2023-2024	55-64	268	573	70.6%	85.4%	71.8%	85.2%
2023-2024	65 & Above	184	421	79.0%	85.2%	79.6%	85.1%
2023-2024	Under 16	206	264	89.2%	95.1%	89.2%	95.1%
Total		**10782**	**24028**	**73.3%**	**85.8%**	**73.6%**	**85.7%**

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2023-2024	American Indian	31	72	60.3%	86.8%	61.2%	86.6%
2023-2024	Asian	2742	7473	85.8%	92.3%	86.0%	92.2%
2023-2024	Black / African American	2015	3983	58.8%	78.8%	59.2%	78.6%
2023-2024	Hispanic / Latino	3086	6240	67.9%	82.5%	68.1%	82.4%
2023-2024	Pacific Islander	39	78	67.5%	84.4%	67.5%	84.4%
2023-2024	Two or More	753	1626	67.6%	81.7%	68.0%	81.6%
2023-2024	Unknown / NR	287	721	77.9%	88.7%	78.3%	88.6%
2023-2024	White	1829	3835	74.6%	87.0%	74.9%	86.9%
Total		**10782**	**24028**	**73.3%**	**85.8%**	**73.6%**	**85.7%**

Note: Gender, Age and Ethnicity Groups that are greater than 5 are shown in this report.

* Excluding MW and EW grades

The data reveals that college retention and completion rates are lowest among American Indian, Black/African American, and Hispanic/Latino students. To address these disparities, our counseling department plans to hire a part-time Umoja counselor and a dedicated coordinator to support Black/African American students through targeted empowerment programs and specialized resources.
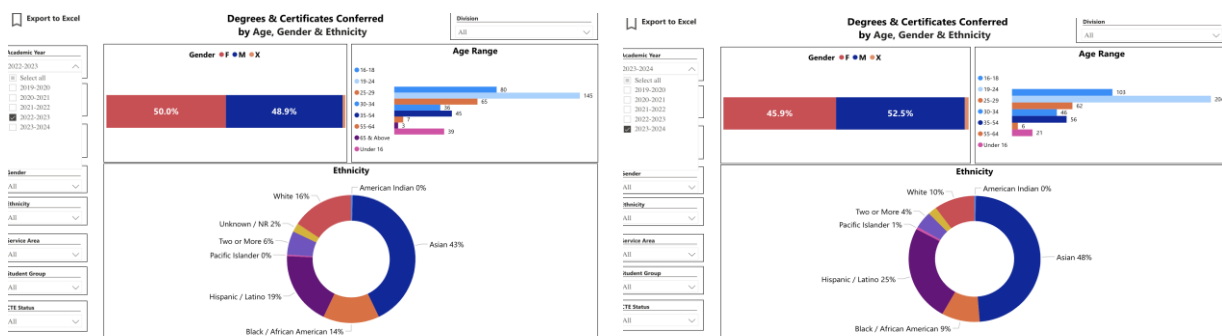
Despite having one of the lowest retention and completion rates, Hispanic/Latino students achieved a notable 6% increase in degree or certificate attainment in the 2023-2024 academic year compared to the previous year—a gain that may reflect the impact of HSI grant-funded programming and services.

However, last year we lost our full-time HSI director, program coordinator, and part-time ACCESO counselor. Currently, only a part-time counselor is available to support Puente students, and recent staffing changes have required general counselors to take on ACCESO student support, as they no longer have a designated counselor.

Degrees and Certificates

Degrees and Certificates Awards Trend

To view degrees and certificates conferred by college or subject, start with the right filters. Data can be disaggregated by subgroups to the lower right.

Awards Trend

Year	Value
2019-2020	741
2020-2021	690
2021-2022	670
2022-2023	485
2023-2024	642

Campus: Alameda
Division: All
Degree Type: All
Subject: All
CTE Status: All
Gender: All
Service Area: All

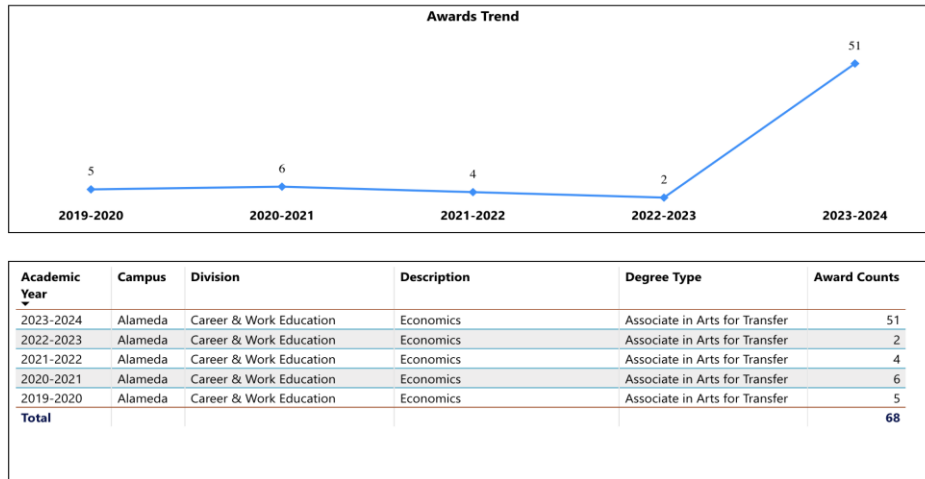| Academic Year	Campus	Division	Description	Degree Type	Award Counts
2023-2024	Alameda	Career & Work Education	Accounting	Associate in Arts	7
2023-2024	Alameda	Liberal Studies & Language Arts Division	African-American Studies	Associate in Arts	2
2023-2024	Alameda	Career & Work Education	Airframe Technician	Associate in Science	11
2023-2024	Alameda	Career & Work Education	Airframe Technician	Certificate of Achievement	27
2023-2024	Alameda	Science, Technology, Engineering & Math Division	Anthropology	Associate in Arts	1
2023-2024	Alameda	Science, Technology, Engineering & Math Division	Anthropology	Associate in Arts for Transfer	3
2023-2024	Alameda	Career & Work Education	Apparel Design and Merchandisi	Associate in Arts	5
2023-2024	Alameda	Career & Work Education	Apparel Design and Merchandisi	Certificate of Achievement	7
2023-2024	Alameda	Liberal Studies & Language Arts Division	Art	Associate in Arts	6
Total					**3228**

During the 2022-2023 academic year, the College of Alameda awarded a total of 485 degrees and certificates. This number rose significantly in the 2023-2024 academic year, reaching 642—a strong indication of the increasing success and impact of our programs. This growth demonstrates our college's dedication to supporting student progress and expanding opportunities.

Last year, we reported that factors related to the COVID-19 pandemic may have contributed to a temporary dip in degree completions, given the typical two- to four-year completion time for most programs. With the pandemic's onset in early 2020, many students faced delays in their academic journeys. The recent increase suggests that students are now reaching completion, and we hope this trend will continue as we strengthen our commitment to empowering students to achieve their goals.
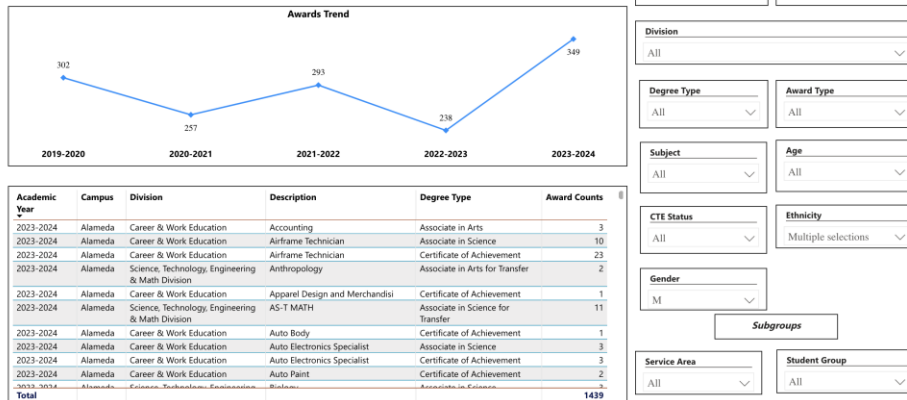
Degrees and Certificates Awards Trend

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Awards Trend

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	5	6	4	2	51

Academic Year	Campus	Division	Description	Degree Type	Award Counts
2023-2024	Alameda	Career & Work Education	Economics	Associate in Arts for Transfer	51
2022-2023	Alameda	Career & Work Education	Economics	Associate in Arts for Transfer	2
2021-2022	Alameda	Career & Work Education	Economics	Associate in Arts for Transfer	4
2020-2021	Alameda	Career & Work Education	Economics	Associate in Arts for Transfer	6
2019-2020	Alameda	Career & Work Education	Economics	Associate in Arts for Transfer	5
Total					**68**

A particularly notable achievement was the dramatic rise in degrees awarded in Economics. In 2022-2023, only 2 degrees were awarded in Economics, but by 2023-2024, this number surged to 51—reflecting a sharp rise in both interest and program completions in this field. Additionally, we continue to see our Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education (GE) certificates among the most awarded, with 122 IGETC and 57 CSU GE Breadth certificates issued last year.

Degrees and Certificates Awards Trend

To view degrees and certificates conferred by college or subject, start with the right filters. Data can be disaggregated by subgroups to the lower right.

Awards Trend

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	302	257	293	238	349

Academic Year	Campus	Division	Description	Degree Type	Award Counts
2023-2024	Alameda	Career & Work Education	Accounting	Associate in Arts	3
2023-2024	Alameda	Career & Work Education	Airframe Technician	Associate in Science	10
2023-2024	Alameda	Career & Work Education	Airframe Technician	Certificate of Achievement	23
2023-2024	Alameda	Science, Technology, Engineering & Math Division	Anthropology	Associate in Arts for Transfer	2
2023-2024	Alameda	Career & Work Education	Apparel Design and Merchandisi	Certificate of Achievement	1
2023-2024	Alameda	Science, Technology, Engineering & Math Division	AS-T MATH	Associate in Science for Transfer	11
2023-2024	Alameda	Career & Work Education	Auto Body	Certificate of Achievement	1
2023-2024	Alameda	Career & Work Education	Auto Electronics Specialist	Associate in Science	3
2023-2024	Alameda	Career & Work Education	Auto Electronics Specialist	Certificate of Achievement	3
2023-2024	Alameda	Career & Work Education	Auto Paint	Certificate of Achievement	2
2023-2024	Alameda	Science, Technology, Engineering	Biology	Associate in Science	3
Total					**1439**

Filters:
- Campus: Alameda
- Academic Year: All
- Division: All
- Degree Type: All
- Award Type: All
- Subject: All
- Age: All
- CTE Status: All
- Ethnicity: Multiple selections
- Gender: M
- **Subgroups**
- Service Area: All
- Student Group: All

Lastly, in 2023-24, we observed a significant increase in the number of male students obtaining degrees or certificates from College of Alameda. Over half of the graduates identified as male, marking a 5% increase from the previous year, where male graduates made up approximately 49% of the total, and a 13% rise since 2019-20, when only about 41% of graduates were male. This upward trend highlights the growing presence and achievements of male students at the college. As a counseling department, we can further support male students in petitioning for their degrees on time by collaborating with instructional faculty and working closely with

Admissions and Records to send out reminders about petition deadlines to faculty, staff, and 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.

For more information on equity click from CCCCO most current data(2021-2022) on student success metrics on the StudentSuccessMetricsforDIgroups21-22.xlsx

The Counseling Department currently employs eight full-time counselors:

- Four dedicated to general counseling.
- Three splitting their time evenly between general counseling and supporting MESA, College Promise, Dual Enrollment, and Transfer programs.
- One fully dedicated to Veterans services.

During the last two program update cycles, the department operated with two vacancies, reducing staffing to 4.5 full-time counselors. Although these positions were filled as of Fall 2024, the department currently operates with only 5.5 full-time counselors. This presents challenges as we consider transitioning to a caseload management model.

Vacancies in the ACCESSO and Puente programs have also impacted general counseling, as students from these programs now seek support from general counselors.

Transfer Counseling Update
In the 2023-24 academic year, the department lacked a Transfer Center counselor, limiting transfer services. This position was filled in Spring 2024, and Transfer Center activities resumed in Fall 2024. The Transfer Center plays a critical role in supporting students across learning communities (EOPS, SAS) as well as those not affiliated with specific programs. Its goals and activities are outlined in the Transfer Program's review and the college transfer plan.

Performance Gaps and Student Success
Disaggregated student success data reveals performance gaps:

- From a cohort of 799 students, 117 (14.6%) completed transferable English and math in their first year.
- African American students completed these courses at a lower rate (8.27%) compared to Hispanic students (13.9%), whose completion rate was closer to the cohort average.

The slightly higher completion rate for Hispanic students may reflect the support provided by the ACCESSO and Puente learning communities. This underscores the importance of programs like Umoja and Puente in supporting underrepresented students.

General Counseling can further aid students by emphasizing the importance of completing transfer-level math and English in their first year. Counselors should help students address concerns about these courses and strategize for successful completion.

Persistence Rates
Despite low first-year completion rates for English and math, overall persistence stands at 45.5%. The Counseling Department can use this data to develop strategies to enhance student persistence beyond the first year. Understanding the barriers to persistence is crucial for creating targeted interventions and improving long-term student outcomes.

Perkins Economically Disadvantaged students demonstrate slightly higher persistence rates (51.19%) compared to the overall cohort (45.5%). This group consistently performs at or slightly above the overall student average, likely due to access to the EOPS program and the financial aid requirements they must meet. This underscores the importance of comprehensive student support services.

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

The success criterion for the student learning outcome is that at least 80% of students should report that, following their appointment, they can identify one or more campus resources or programs. The Counseling Department has exceeded this criterion for the past two reporting cycles.

Learning or Service Gaps Identified

The department exceeded its goal, with 84% of surveyed students reporting a positive ability to identify campus resources. However, six students noted that their counselor failed to connect with them via phone or video. Department chairs will follow up with counselors that may need support using remote appointment technology.

Ongoing Improvement

The Counseling Department will continue to support the professional development of its counselors to ensure that students consistently receive the most up-to-date information about college resources.

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.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment

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.

Resource Category	Description/Justification	Total Estimated Cost
Personnel: Classified Staff		
Personnel: Student Worker		
Personnel: Part Time Faculty		
Personnel: Full Time Faculty	1. Puente/General Counselor 2. ACCESO/General Counselor We recommend adding two positions: a Puente/General Counselor and an ACCESO/General Counselor. These counselors would develop programming aligned with the College's mission to provide comprehensive and adaptable resources, empowering students to reach their educational and career goals.	66,174- 90,105 Each Position

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed	Counseling Trainings and Conferences	7,000
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	5,000
Supplies: Library Collections		
Technology & Equipment		
Library: Library materials/collections		
Facilities: Classrooms/Labs		
Facilities: Offices		
Other		