

2023-24 Program Review

Program Name: Counseling Services

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Academic Year: 2023-2024

Status:

Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us

- to reflect on the state of student learning or support in our disciplines and programs, by discussing
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- to identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - [CSM Mission and Values Statements](#)
 - CSM Statement of Solidarity
 - [CSM's Strategic Priorities](#)
 - [SMCCCD's Strategic Goals](#)
 - CSM Forward 2028 - Education Master Plan
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

Counseling supports CSM's Mission & Values Statements, strategic plans, EMP, & SMCCD's strategic plans. Counseling is designed to assist students to understand educational options, engage in decision making, review & identify educational & career goals, & work to achieve those goals through personal, academic, & career skill development. Counseling helps students understand program requirements, with academic planning, & refers students to success programs & services.

Counseling faculty specialize in student development, academic, & career planning. Counselors meet with students in individual & group appointments. They provide workshops to assist students to understand educational options & achieve educational goals. They meet with students in classrooms, & participate in instructional & student service collaborations to support student success.

Counselors provide services to students and maintain expertise that includes student development, student success information, requirements related to a range of educational and career goals, & district & state regulations related to enrollment & goal completion. Counselors participate in the development, implementation, & evaluation of matriculation activities, & follow up services & other student success initiatives.

Counselors maintain comprehensive records of student appointments & contacts in an electronic format. For each appointment counselors record standard information that includes the student's identified major (or undecided), educational goals (certificate, associate degree, transfer, etc), status of an SEP (new, updated, etc), issues/questions addressed in the appointment, & referrals made, follow up advice provided. Using DegreeWorks in WebSmart, counselors create SEPs & help students analyze progress toward educational goals. Given the mandates of SSSP on the matriculation process, non-exempt students can't register for classes until they have followed the various matriculation steps

Since the last program review cycle, counseling has responded to the needs of the different student populations through the creation of new learning communities and projects in addition to the existing student support programs such as Umoja, Puente and MANA. A full time Learning Communities (LC) Counselor was hired to work specifically with Learning Communities students such as MANA, Honors Project, and Project Change, along with providing support for other programs counselors such as Puente, Katipunan and Umoja. SB893 (Free College) started in fall 2022 which boosted enrollment by approximately 20%. Implementation of SSL allows students to make their counseling appointments. Transfer team was created in fall 2023 as a way to coordinate transfer activities, events and to collaborate with transfer services to provide information for students and counselors regarding transfer success topics.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and for identified equity gaps.

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Goals	1. Identify equity gaps for student success in counseling services. For the 2021-2022 assessment cycle, we will focus on assessing 3 student populations: Black students, Latinx students, Re-entry students.	2. Increase remote counseling to accommodate student needs	3. Continue to implement a cohesive approach for counselor training, so that students feel that counselors are consistent with information.
Results Achieved	-Due to workload and counselor shortage (two retirements and multiple general counselors on reduced loads), we were not able assess and address this goal.	-Surveys sent to students (fall 2021). 75.4% of students responded that they prefer remote counseling appointments (114 responses). - Fall 2022 Counseling appointment data from SSL (as of 10/12) showed that the majority of students made remote appointments (81%)	- Counselors start working on a Counseling guidebook with standard practices and guidelines.
Changes Implemented	N/A	Counselors provide both in person and remote appointments to accommodate students' needs.	-Utilization of TEAMS as a place to ask questions and exchange information. -Regular monthly counseling meetings focusing on counseling specific topics -Flex Day training on counseling specific topics such as TAG, ADT's, etc. -Using CANVAS as a place to record meeting notes, update forms and other counseling related information.

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Plans still in progress	<ul style="list-style-type: none"> -Works with PRIE on questions to survey students. -Identifies and creates a Program Review taskforce to carry out some of the tasks throughout the year. -Works with the SSL team to get accurate data on students utilizing counseling services (not counseling courses). 	<ul style="list-style-type: none"> -Continues to provide all modalities to accommodate students' needs. -Continues to survey students to better serve their specific needs. 	<ul style="list-style-type: none"> -Continues working on and updating the counselor guidebook with new and up-to-date information.
Notable or surprising results or outcomes	N/A	N/A	N/A

b) Explain any curriculum or programmatic changes since last program review

i. Programmatic changes:

1. Implementation of the SSL that allows students to make counseling appointments online
2. Remote counseling (phone and Zoom appointments), drop-in counseling on Zoom.
3. Extended counseling services during peak times (i.e., beginning of the semesters, transfer application periods, and registration) to include additional evening and weekend hours.
4. Collaboration with A&R to review denied degree/certificate petitions and work with students to ensure successful completion.
5. Creation of additional special programs such as MENASA (Middle East North Africa and South Asia) to provide a safe space for students of all ethnic, faith and religious backgrounds, in addition to existing programs such as Katipunan, Brothers Empowering Brothers and Asian American and Pacific Islander (AAPI) Student Leadership Development.
6. Designated Learning Communities counselor to work with students in different programs and to collaborate with other LC coordinators.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

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College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

- (a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
 - Analysis: What factors do you feel contribute to these gaps?
 - Resources: If you were granted a resource request, please note what that was and the impact it had.
 - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Despite an increase in enrollment of 68% of Pacific Islander students in COUN courses from 2020-21 to 2022-23 (36 increased to 53), there was a significant decrease of student success rate of 19.2% (88.9% in 2020-2021 to 69.8% in	Potential remote only learning could be influencing the success rate for this specific population	N/A	- Collaborate with learning community coordinators and counselors to see where additional student support is needed

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<p>2022-23). Additionally, seeing an increase of 11.3% withdrawal rate from 0% in 2020-21, 0% 2021-22, to 11.3% in 2022-23.</p>			
<p>2. Additional findings:</p> <ul style="list-style-type: none"> - From 2020-2021 to 2022-23 there has been an increase of withdrawal rate across most recorded demographics. Most significant coming from students ages 50+ saw an increased withdrawal rate of 17.6%. - There were significant increase in success rate for Asian-domestic, students of 21.7% from 2020-21 to 2022-23 (74.8% to 96.5%) and Black/African American students of 15.8% from 2020-21 to 2022-23 (56.5% to 72.3%) 	<p>-The pandemic and remote instruction might have played a role in these findings.</p> <p>-More in-person classes are offered.</p>	<p>N/A</p>	<ul style="list-style-type: none"> -Provide continued intrusive support for students early in the semester. -Provide regular meetings to discuss best practices in working with the student population. -Continue to provide more in-person counseling courses for students.

(b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?

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- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. Different modes of counseling delivery have been implemented such as remote and in-person</p> <p>-Surveys sent to students (fall 2021). 75.4% of students responded that they prefer remote counseling appointments (114 responses).</p> <p>- Fall 2022 Counseling appointment data from SSL (as of 10/12) showed that the majority of students made remote appointments (81%), indicating a preference for remote services.</p>		<p>-Continue to provide online counseling and instruction to students. based on the student surveys, this has been extremely beneficial to address students’ needs.</p>
<p>2. Looking at data from 2021-2023 for Counseling classes offered in traditional vs. distance modes, there was a significantly lower student success rate between face to face (FTF) vs. online distance modality:</p> <ul style="list-style-type: none"> - African American students (75% (FTF) vs 60.7% online) - Filipino students(95.2% (FTF) vs. 78.1% online) - Hispanic students (84.1% (FTF) vs. 73.9% online). 	<p>-It seems that from the 2021-2023 cycle, student success rates were significantly higher in traditional classes vs. distance ed classes.</p> <p>-More training for faculty on online teaching</p> <p>-More technical support for students (i.e., computers, Wifi hotspots, etc.)</p>	<p>-Continue to provide more classes in different modes of delivery (in-person, synchronous, asynchronous, hybrid, fully remote)</p>

(c) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

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- Challenges:
 - Not enough time for training for counseling faculty, especially with the constantly changing requirements.
 - The implementation of a new SSL program for faculty, staff and students has created difficulty with the scheduling of appointments, as well as accessing important data needed for surveying and interpreting student needs.
 - With a lack of data concerning student needs, there is a challenge with being able to accommodate and provide the needed support for students in regards to appointments and overall proper counseling support.
 - With the retirement of multiple full time faculty counselors throughout the division as well as the implementation of SB893 there is hardship in dealing with the overload of students in need of speaking with counselors via all modes of modality. Thus creating a challenge in counselor bandwidth to take on excess assignments.
 - The 2022-23 academic year saw an increase in enrollment from 2020-21 due to SB893 (Free College Initiative), increasing demands for in-person services while also maintaining remote counseling for students who prospered through remote environments created transitional challenges by shifting the focus from online modalities to a more balanced approach.

- Opportunities:
 - With the pandemic loosening its hold on a more quarantine focus this shift has allowed us to have a more flexible outlook on how to better access our students. We have been able to shift our more virtual workload towards a hybrid workload, creating the opportunity for the flexibility to access students in all modes of modality now that courses have also switched to in-person, hybrid and online.
 - New resources were granted such as the hiring of a dual enrollment and high school transitions counselor. The dual enrollment/high school transitions counselor provides support to high school students by providing knowledge and support through teaching of CRER 100 which focuses on a comprehensive approach to life and career planning, as well as general counseling to the dual enrolled students.

4. Planning

- a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
 - What will your assessment focus on?
 - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
 - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
 - What is the planned activity or intervention?

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- Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
 - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
See 4b below	See 4b below	See 4b below
See 4b below	See 4b below	See 4b below
See 4b below	See 4b below	See 4b below

b) Program goals

Based on your current review of your program’s equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible

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- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Identify equity gaps for student success in counseling services.	-Student survey and interpretation of data including SSL and student surveys	-Disaggregate survey results by populations (ethnicity, gender, age, disability status, first generation, income status), tabulate and compare results across different groups. -Compare results based on modality (in-person vs. remote).	<u>Spring 2024:</u> -Develop survey questions -February counseling meeting: Send out brainstorming info beforehand -March: meet with SSL staff to look at data pulled from SSL. -April/May: counseling meeting: finalize survey questions <u>Fall 2024:</u> -Review survey questions. -Recruit students and administer surveys.	TBD	-Dedicated and compensated time to meet, plan and review results including time to meet with SSL staff. -Meeting time with PRIE to review survey questions and protocol.
2. Continue to implement a cohesive approach for	-Training in regular department	<u>Spring 2024:</u> Training topics:		TBD	-Dedicated meeting time, compensated planning time,

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<p>counselor training, so that students feel that counselors are consistent with information.</p>	<p>and division meetings -Create/finalize survey questions for students -Collaborate with other departments/divisions to be aware of resources and updates to provide students -Continue updating Counselors' manual/guide book</p>	<p>Student case studies ADT/AA/AS and transfer next steps Veterans Financial Aid Appeals Student Athletes <u>Fall 2024:</u> Training topics: Student case studies Transfer Pathways/TAG Transfer: CSU, UC, Private/Independent, Out-of-State CSM discipline/program specific presentations <u>Spring 2025:</u> Training topics: Student case studies International CSM discipline/program specific presentations</p>			<p>compensation for adjuncts. -Results from student surveys -Work with PRIE to create survey questions</p>
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5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:

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- a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - b. [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?
- e) Only for 2023-24 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.