

# Comprehensive Program Review Report



## Program Review - Counseling

### Program Summary

#### 2021-2022

**Prepared by:** Counseling Division

**What are the strengths of your area?:** 1. Personnel

General counseling received one full-time, tenured track AAC counselor and one full-time instructor for the 2021-22 academic year. This brings the division to a total of 25 full-time faculty including one full-time Instructor, one full time Learning Specialist and one full-time Mental Health Counselor across all three campuses.

#### 2. Trainings

All counselors receive ongoing training via professional development conferences such as the CSU, UC, and ETS counselor conferences to name a few. In addition, the counselors meet twice a month on Thursdays for training/discussions in order to keep all counselors abreast of the most current information regarding majors, certificates, graduation, transfer requirements, etc. In addition to trainings on counseling specifics, we have received and will continue to receive training on equity, access, and discrimination in education.

Due to COVID, the counseling faculty and staff have engaged in extensive training on delivering services via online. This entailed trainings on how to use zoom, adobe acrobat, degree works, intranet and the various Microsoft features. Suffice to say, all of the counselors are fully proficient in delivering counseling services online as well as accommodating other various processes, such as forms processing, via electronic means. In addition to online delivery, counselors have a better understanding of our scheduling software SARS and are able to navigate the daily scheduling needs rather than relying on classified staff to make the changes. Lastly, also because of the change in student needs and counseling delivery, counselors have become better at accommodating telephone appointments which many students tend to prefer according to the SARS data.

#### 3. Facility

The counseling division occupies multiple facilities including, Transfer/Career Center, AAC, EOPS, SSP, Next-Up, Puente and Veterans Center. Likewise, our division has counselors in Tulare and Hanford. We also have priority use of San Joaquin 2 for our courses and received a laptop computer cart within that room to support the curriculum of our courses. Due to COVID, we transitioned our courses to online and now have all of our courses fully certified in distance education.

#### 4. Services

The counseling division served 28,068 student appointments in 2020-2021, which includes all divisions with counselors as well evening and summer appointments. This number reflects all appointments attended and many are duplicated attendees. This is only a slight decrease 483 students, which is remarkable considering enrollment decreased 10% from 2019 to 2020.

The counseling division answered 3021 online email questions via our online counseling email system for the 2020-21 academic year. This is an increase of 1,190 email requests, which is to be expected due to COVID. This number does not account for the back and forth correspondence counselors engage in with each student submitting questions.

In addition to counseling questions and appointments, we have an increase of usage and knowledge of our degree works auditing system. Again, due to being fully online, more students were made aware of all of the COS student support resources within their MyGiant portal. There are also a number of "how to" videos explaining how to access counselors on zoom, book through our online system and how to utilize degree works. We will be updating those videos as we transition to a new Degree Works student educational planner.

#### 5. Courses

A. The counseling division offered 42 sections of COUN 25, COUN 100, & HDEV 221 collectively over the 2020-2021 academic

year, down eight sections from the previous academic year. The 2020-2021 Program Review Data Metric, provided by the Research Office, indicated that the COUN Courses had an overall success rate of 81.8% in 2020-2021 down from 83.7% in 2019-2020. HDEV 221 had an overall success rate of 80.6% in 2020-2021 up from 76.4% in 2019-2020. According to our disaggregated data, the majority of our enrollments are Hispanic and White student enrolling into our counseling and human development courses. More importantly, the success rate has increased for these two groups in the last year. Likewise, many of our students are EOPS and Puente students and they too have had an increase in success this past year. I have included the data in the document repository.

It should be noted, as of 2020-2021 there were not tenure-track STSV instructors with their focus solely on instruction as all have had other assignments, such as, counseling and program coordination.

B. In keeping with many of the community colleges and universities across the state and nation, we have seen a decline in enrollment for the 2020-2021 academic year as we offered 8 fewer sections. We have also seen a slight decrease in the overall success rate of our COUN courses this may be a result of the increased rigor to meet CSU G.E. requirements as both courses were awarded CSU G.E. approval starting fall 2020 based on updated curriculum. This, or possibly the effects of the pandemic, or possibly a combination of both, may account for this drop in success so it will be an area for us to continue to monitor moving forward. We have also updated counselors about the updates in curriculum, course levels and needed preparation for success. A flyer was also created with recommendations and resources for both COS and HS Feeder School Counselors in supporting students' correct course selection with also now having the HDEV 221 option. Additionally, we continue to have Canvas Instructor Resources to highlight course materials and resources for instructor use with now the addition of a sample Canvas shell for instructional design. We have also added in Drop-In Instructional Support Hours for faculty within the division. The 2020-2021 academic year included the request for submission of COUN 100 for UC Transferability per the updated curriculum and alignment with other community college courses. We are awaiting the results for fall 2022. Due to COVID all COUN/HDEV courses were continued in an online or emergency DE format. Instructors worked diligently to support instructional continuity communicating with students, making adjustments, and implementing technologies to support the online learning environment. Instructors participated in numerous trainings and professional development and for 2020-2021 all instructors were either OTCP or Emergency DE Certified. We noticed an increase in the overall success rate of HDEV 221, after an initial decrease the first year of offering the new curriculum. We will monitor rates in the upcoming year to ensure the course is meeting student needs and division expectations.

C. The use of quality, free and low-cost textbooks continue to be a focus within the COUN/HDEV courses to remove barriers for students. At least one, free, OER textbook option has been identified for use in each of our courses. Several instructors utilized the free, OER revised College of the Sequoias' COUN 100 Career and Life Planning textbook. As of summer 2021, a second edit was completed per numerous changes in links due to the onset of the pandemic and updated websites, resources, and tools. The textbook is now housed in the LRC in both hardcopy form and online in the OneSearch and OER Libguides.

**What improvements are needed?: 1. Courses**

A. The division submitted COUN 100 curriculum for UC transferability for fall 2022 per the updated curriculum and similar courses at other community colleges. We are awaiting review from the committee. If approved, we will convey the updates to instructors, counselors, our feeder HS Counselors for both dual enrollment and concurrent enrollment, and students.

B. Once we are out of the pandemic; we may revert back to the increase in enrollment trends so we will continue to monitor the fill rates and need for more sections and instructors. We were awarded one, full time STSV instructor for fall 2021. This has helped to provide stability, representation, and focused instructional support for our division courses. We will continue to monitor this ratio and the possible need for another full-time, instructor.

C. With an increased use of technology needed to support the objectives and outcomes of our courses, the request for a computer lab/cart was made to provide a technology-based, interactive learning environment. We have been told this request has been approved and will have our technology available to students this academic year.

D. Per all COUN/HDEV courses in an online format for 2020-2021 and the current 50/50 online vs. face-to-face instruction for fall 2021 and 40/60 proposed for spring 2022, we are continuing to encourage all new COUN/HDEV instructors to get OTCP or Emergency DE Certified. Additionally, instructors were encouraged to attend additional trainings in 2020-2021 to support instructional delivery through conferences and workshops, such as, the CCC Online Teaching Pre-Conference/Conference, On Course Pre-Conference Workshop, Canvas Con Online, and the Blueprint for Counseling Success Conference. With the increased technology use of software, platforms, and instructional delivery, it will be important to continue trainings, workshops, and conference attendance. Additionally, Instructor Drop-In Support Hours, STSV Division Newsletters, and Dialogue Days will be continued.

E. In order to support the use of the MBTI assessment tool and interpretation for COUN 100 and Career Counseling Appts., the Elevate site is used to house and support administration of the assessment tools. The Elevate site is \$195 yearly and the MBTI Career Reports are as follows: Faculty Club Rate (course rate) \$15.16 each. Currently, the site and assessments are all housed and oversaw by the COS Transfer & Career Center (T&CC) to support COUN 100 courses and individual students in one-on-one career appointments. Research has been conducted on adding in a materials fee to the course and a potential process. At this time, there is a commitment through 2023-2024, so it will be important to revisit this option late spring 2023 or early fall 2023 to see if changes need to be made to the curriculum and process for implementation in fall 2024.

#### Services and resources

A. The counseling department offers a variety of services and tools that to this day, many students are still not aware of or are accessing; specifically, our Degree Audit tool. However, since March 2020 and COVID circumstances, students have had to access these resources and thus, there was a 20% increase of awareness from 2019 to 2021 according to the Mother Lode Survey. Due to COVID, we were unable to market as heavily this past year; however, we did more electronic marketing through our website and social media platforms. We will continue to market Degree Works especially now that students will find their student education plans within this software. We hope to see a further increase in satisfaction and awareness in the spring 2023 results.

B. The counseling department utilizes technology daily and many software programs and Microsoft applications are the foundation of our advising platforms. Likewise, we must have multiple tabs open while working with students. Unfortunately, many of us have outdated software packages and/or outdated hardware. We are requesting an update to all of our technology for the 2022-2023 academic year.

C. The CTE program has a need to hire a counselor to help advise, track and support the CTE student throughout their COS program and into their career field placement. At this time, we only have one full-time counselor in Tulare to advise CTE students as well as all other 2,000 plus Tulare students taking courses at the center. Therefore, tracking them and helping them get employed is not a possible job duty for this one counselor. We have 24 full time counselors across departments and thus, it may be possible to hire one of the 24 to fulfill this request.

D. The general counseling office has a need for an additional half-time counseling technician to help during our busy times. Therefore, our department will request a half-time counseling technician or clerical support to help out our front desk staff throughout the year.

**Describe any external opportunities or challenges.:** Servicing our online students started off as a challenge last year, but because of COVID, all students and staff were required to go online. Therefore, the Student Services faculty and staff worked hard to ensure students understood how to access appointments online not only through our online counseling platforms, but also through the online booking system. With all students going online, the college better understood the need for technological access for our students. Many students did not have internet/Wi-Fi so we also conducted many appointments via phone to ensure all students can access counseling services. We will need to continue to monitor our services online to facilitate equity and accessibility for students.

**Overall SLO Achievement:** The student learning outcomes assessments for COUN 25 were assessed in the spring of 2021. The combined success rate for SLO #1 was 84%; 6 % fail rate; 9% did not assess. SLO #2 was a combined success rate of 88%; 6 % fail rate; 6% did not assess and SLO #3 was a combined success rate of 84.5%; 2.5% fail rate; 13% did not assess.

The student learning outcomes for COUN 100 were assessed in fall 2020. The combined success rate for SLO #1 was 77%; 9 % fail rate; 15% did not assess. SLO #2 was a combined success rate of 86%; 8% fail rate; 22 did not assess. SLO #3 was a combined success rate of 80%; 11% fail rate; 16% did not assess.

The student learning outcomes assessments for HDEV 221 were assessed in the spring of 2021. The curriculum was updated and first offered in the fall of 2019. There were three HDEV 221 courses in the spring of 2021. Only two of the three instructors assessed. The third instructor retired and we did not receive results. Therefore, we have calculated results based on 30 students total between the two courses, which is a small cohort. The combined success rate for SLO #1 was 70%; 6% fail rate; 23% did not assess. SLO #2 had a combined success rate of 73%; 27% fail rate; 0% did not assess. For SLO #3 the combined success rate was 90%; 0% fail rate; 10% did not assess.

**Changes Based on SLO Achievement:** As with all three courses, although overall we are seeing most SLOs met at the 80% success rate or higher, there is room for improvement. With the addition of the "Did Not Assess" category we were able to better capture the number of students who did not participate in the SLOs. As a whole, the numbers were higher than we expected. However, since it was the first time collecting this information and we did so while in a global pandemic with all courses in online instructional delivery, we saw more students struggling to participate in the course as they navigated technology issues, change in work schedules, lack of basic needs, mental health issues, etc. Given COVID and the impact on

mental health, we are ensuring that instructors have resources and information from the COS Health Center, and BIT info. We continue to encourage trainings, conferences, and workshops in Canvas, online teaching, software and platforms to support instruction since all our courses were moved to hybrid or online learning and we will minimally have 50% of our courses continuing in this format for the fall 2021 and 40% in spring 2022.

Additionally, we had dual enrollment courses, which are typically face to face, we moved to online and hybrid, which appeared to have a significant impact with the onboarding and acclimation period in the online environment. Specifically, for one of our Dual Enrollment courses which was new to the high school and according to the instructor, the majority of the students did not assess in all three SLO's. It appears the number of students not assessing impacted the results. As a result, we are considering a recommendation for dual enrollment courses to consider at least a hybrid format, if not face to face format moving forward. Additionally, it appears that the synchronous format was more challenging so this will be monitored for future semesters. This should provide additional in person contact and support throughout the semester. Additionally, we have developed a detailed handout for our Dual Enrollment high schools/counselors with key course information and recommendations that need to be factored in when determining the best course selection for students. This was also distributed to all COS Counselors for support of student course selection. Also, given onboarding was particularly challenging for new Dual Enrollment high schools, we will be working with the Welcome Center to create and provide onboarding resources and videos to share with the dual enrollment school liaisons prior to the start of the semester. This should improve student progress and success with the curriculum once the semester starts.

**Overall SAO Achievement:** The results for spring 2021 Mother Lode Survey compared to those of spring 2019 show an increase in awareness and satisfaction. There was an overall increase in satisfaction of counseling services of 8%, up from 88% in 2019 to 94% in 2021. Likewise, there was an increase in awareness and satisfaction of counseling resources such as online counseling and degree works. In 2019, 40% of students were unaware of Degree Works compared to only 12% in 2021. The division believes that overall satisfaction and awareness of our services is a direct result of a change in service delivery. Due to COVID, we were required to move all of our counseling appointments online and/or phone appointments. Online/phone counseling appointments are often more accommodating for students due to a variety of reasons, including but not limited to, child care, employment, parking, and overall time management. The growth of our online services has made meeting with a counselor a lot more convenient and cost/time effective. In addition to convenience, meeting with students online or over the phone allows counselors to direct students to the resources and websites by walking them through it alongside us in the appointment. Face to face appointments do not allow for this unless the student brings in a computer. Therefore, the majority of the face to face appointments are spent with counselors pointing to their screens and then expecting students to remember the URL and resources at a later date upon leaving our office. Online and phone counseling appointments for students have made our services more satisfactory, accessible, accommodating and valuable to students.

**Changes Based on SAO Achievement:** The following items will be analyzed according to the differences in results from the Motherlode Survey of 2021 and 2023:

1. The division will assess the effectiveness of our intense marketing plan pertaining to our online counseling tools when reviewing the Motherlode survey results from 2023.
2. The Division will assess equity and access pertaining to our counseling services and resources when reviewing the survey results from spring 2023.
3. The Division will assess the accessibility of online counseling resources for all students when reviewing the motherlode survey results from spring 2023.

**Outcome cycle evaluation:** COUN 100 will be assessed Fall 2023

HDEV 221 will be assessed in Spring 2024

COUN 25 will be assessed Spring 2024

## Action: 2021-2022 Increase Efficiency in Advising with Updated Technology

Increase and improve the use of Counselor software and hardware by updating counselor workstations with the technological needs of the new programs that directly serve the students.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** SAO - Students can access counseling services and resources and students that use counseling services will progress towards their goals.

# Program Review - Counseling

**Person(s) Responsible (Name and Position):** Counseling Division, Jenny SaeChao

**Rationale (With supporting data):** The counseling division has increased their online services which has proved to increase access to our students. The latest Motherlode survey indicated a 6% increase in satisfaction with our services across campuses and we believe this is due to our online counseling component. A 6% increase is the largest percentage increase since the survey began and the only difference was the delivery of services was the change from being primarily face to face to primarily online. With this increase in online services came an increase in technological updates to our software and hardware. Students will directly benefit from updated software and hardware of counselor workstations due to ease of use, speed and efficiency.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Equipment - Instructional** - Update counselor's monitors to a larger monitor; update desktop computer for those workstations that are outdated, and update laptops for those that are also outdated. (Active)

**Why is this resource required for this action?:** To improve efficiency in our advising since all of our resources and many of our services are technological/online based.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 55604

**Related Documents:**

[quote cdwg, a. duarte, prog.review, desktops, monitors, laptops, MKSX469.pdf](#)

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

## Action: 2021-2022 Improve Instructional Support

Improve instructional support with updated technology and funding for instructor trainings.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Goal 2.1 and 2.2

**Person(s) Responsible (Name and Position):** Adrienne Duarte, Kristine Hodges, Jenny Saechao

**Rationale (With supporting data):** The Division has added a new full-time instructor, has recently received approval for CSU G.E. Area E, and has increased enrollment. Therefore, the instructors need more instructional supplies and updated technology to increase effectiveness and efficiency with their instructional delivery.

Likewise, ongoing instructional training in student success and career readiness directly benefits the students.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

# Program Review - Counseling

**Equipment - Instructional** - Improve instruction for teaching faculty with updated laptops and laptop docking stations.  
(Active)

**Why is this resource required for this action?:** Instructional Support funding for either the repair or replacement of instructional equipment and library materials.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 55604

**Related Documents:**

[quote cdwg, a. duarte, prog.review, desktops, monitors, laptops, MKSX469.pdf](#)

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: 2021-2022 Improve Employment Opportunities and tracking of our CTE Students

Hire a Full-Time, tenured track CTE counselor to perform the following duties:

In addition to our normal counseling responsibilities listed on all counselor flyers, such as student education planning and referring to resources, etc., I have listed some additional job responsibilities for a potential CTE Counseling.

- Develop, establish and maintain effective partnerships between CTE employers and COS CTE faculty and student services
- Coordinate employment opportunities with local CTE employers
- Create, coordinate and help facilitate the job developer's workshops on job preparedness
- Outreach to CTE students regarding job opportunities and workshops
- Create and monitor CTE pathway Student Education plans
- Collaborate with Work Experience Coordinator to refer students to CTE work experience courses and monitor performance for potential employment
- Maintain records on student progress and potential employment opportunities
- Attend partnership meetings
- Maintain and report on student employment upon completion of the CTE pathway

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Counseling Division. Jonna Schengel, Jenny Saechao, Jessica Morrison

**Rationale (With supporting data):** The CTE program has a need for a counselor to help track students as they move through the CTE programs. Many students are not tracked after employment and/or are possibly not hired at all. This counselor would prepare students to be employed within the CTE field they are working towards; collaborate with our community partners; assist with work experience placement; track employment; and help students apply for their certificates and degrees.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Faculty** - Full-Time Counselor (Active)

**Why is this resource required for this action?:** • Outreach to CTE students regarding job opportunities and workshops



# Program Review - Counseling

- Create and monitor CTE pathway Student Education plans
- Collaborate with Work Experience Coordinator to refer students to CTE work experience courses and monitor performance for potential employment
- Maintain records on student progress and potential employment opportunities
- Attend partnership meetings
- Maintain and report on student employment upon completion of the CTE pathway

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 121110.27

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

## Action: 2021-2022 MBTI Certification Training

Train and certify 10 more Instructors and Counselors on the Myers Brigg Type Indicator Assessment to increase the efficiency of the MBTI assessments for students in the COUN 100 courses.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** SLO # 1- Conduct a self-analysis of personality type, interests, skills, and values and apply this analysis to major/career choices.

**Person(s) Responsible (Name and Position):** Counseling Division Chair, Instructor Coordinator, Transfer Career Center

**Rationale (With supporting data):** The MBTI assessment and interpretation is a objective within the COUN 100 course curriculum. It is a seamless process when the instructors are MBTI certified and when there are plenty of other certified counselors to help interpret student results. Currently we have 11 COUN 100 fully enrolled sections and believe that more students will demand this course because of the CSU G.E. approval and as well as dual enrollment courses.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2021-2022

09/14/2021

**Status:** Continue Action Next Year

Due to COVID, we were unable to train additional counselors/instructors. However, we have 14 certified MBTI Counselors which has provided a stable foundation for the MBTI delivery for the Counseling 100 courses. We would like to continue this action so that we can get a few more instructors trained on MBTI that teach our COUN 100 courses regularly.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

**Equipment - Instructional** - Train and certify our newest full-time faculty, un-certified counselors and any Counseling 100 instructors in MBTI Certification in order to support our Counseling 100 curriculum. (Active)

# Program Review - Counseling

**Why is this resource required for this action?:** Onsite or online certification training costing about \$25,450 for 10 people. Additional funding requested for facilities and food.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 28000

**Related Documents:**

[MBTI Certification Virtual\\_College of the Sequoias.pdf](#)

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: 2021-2022 Create Stability for General Counseling Student Appointment Booking

Hire a part-time clerical staff to support Visalia General Counseling front desk staff.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Counseling Chair, Counseling Dean, General Counseling Specialists

**Rationale (With supporting data):** During our busiest times, we don't have the manpower to answer all phone calls and address student needs at the front desk. Support during these times is often filled by students but with the increases in financial aid have limited the amount of student workers available. Likewise, it is constant training, rather than being able to rely on a consistent, competent staff member.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential** - Half-time Clerical Assistant or Counseling Technician (Active)

**Why is this resource required for this action?:** To provide support and consistency for students seeking counseling appointments.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 34653

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: 2020-2021 Increase accessibility to the Student Services Courses



# Program Review - Counseling

Hire two full time Instructors to teach the courses within the Student Services Division

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Division Chair, Instructor Coordinator, Administration

Rationale (With supporting data): With the increase in enrollment in Student Services courses and the approval for two of the courses to be listed in the CSU G.E., we expect to continue to see a demand for our courses. We currently only have adjunct instructors so hiring two full time instructors will help with scheduling and consistency of content delivery.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

## Update on Action

### Updates

Update Year: 2021-2022

09/13/2021

Status: Continue Action Next Year

One Full Time instructor was hired for fall 2021. The division will use the 2021-2022 year to observe enrollment patterns to determine if another instructor is needed. Enrollment has decreased due to COVID so it is difficult to determine the need for another instructor at this time; however, we will keep this as a current action.

Impact on District Objectives/Unit Outcomes (Not Required):

## Resources Description

Personnel - Faculty - Hire two full time Student Services Instructors (Active)

Why is this resource required for this action?: Increase in demand for the COUN courses and the division currently only employs adjunct instructors for our courses.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 228504.48

Related Documents:

[Faculty Salary Amount 2020-2021.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: Discontinued 2020-2021 Continue Articulation Efforts

Hire an Articulation/Counselor position

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

# Program Review - Counseling

**Person(s) Responsible (Name and Position):** Dean of Student Services, Division Chair, Current Articulation Officer, Transfer Counselor

**Rationale (With supporting data):** With the upcoming retirement of our current Articulation Officer, the Counseling division would like to revise this position and create a faculty position that is half counselor, half articulation officer.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2021-2022

09/14/2021

**Status:** Action Discontinued

We have received confirmation from the AO that he does not plan to retire next year therefore, we will discontinue this action until further notice.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

**Personnel - Faculty - Hire a faculty Counselor/Articulation Officer (Active)**

**Why is this resource required for this action?:** College must maintain an Articulation Officer upon retirement of the current Articulation Officer. Most AO's are also Counselors this day and age due to the job duties and collaboration with the CSU's and UC's. It is beneficial to students to have an AO that understands the student needs related to transfer.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 114252.24

**Related Documents:**

[Faculty Salary Amount 2020-2021.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: Completed 2020-2021 Distance Education Training for Instructors

Train all instructors teaching SS Division Courses in either OTCP or Emergency DE Training by spring 2021.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Dean of Student Services, Division Chair, Instructor Coordinator

**Rationale (With supporting data):** Per the current need to have instructors in an online instructional setting, there has been a commitment by the division to have all instructors trained through the OTCP or Emergency DE Training by spring 2021.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

# Program Review - Counseling

**Safety/Mandate Explanation:** Due to COVID and because all courses are recommended to be online for the foreseeable future, all instructors need to understand effective teaching methods for online instruction.

Update on Action	
<b>Updates</b>	
<b>Update Year:</b> 2021-2022	09/14/2021
<b>Status:</b> Action Completed	
All Counseling and Human Development instructors are fully certified with exceptions to two that only teach face to face courses.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: Completed 2019-2020 Computer Lab Setting to Support Instruction

To implement a computer lab setting in San Joaquin 2 to support instruction which utilizes online technology for most of our courses especially COUN 100 and our MBTI curriculum.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

**Leave Blank:** 10/01/2019

**Leave Blank:**

**Identify related course/program outcomes:** SAO #1 and SAO #2

**Person(s) Responsible (Name and Position):** Counseling Division Chair, Instructor Coordinator, Administration and IT

**Rationale (With supporting data):** The counseling courses need computers in the classroom in order to support the curriculum. HDEV 221, COUN 25 and COUN 100 all instruct students on the technology and resources available to assist them in their goals at COS. In addition to that, students take online assessments, research transfer and career information, access their degree works and student education plans and develop an overall comfort with online tools available to college students. As it stands now, instructors must request a computer lab up to four times per semester to be able to instruct the curriculum. Having the computers available in the classroom that is assigned to our division would be helpful towards the student success outcomes.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

Update on Action	
<b>Updates</b>	
<b>Update Year:</b> 2021-2022	09/13/2021
<b>Status:</b> Action Completed	
Laptop cart was purchased and will be utilized in our Student Services classroom.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	
<b>Update Year:</b> 2020 - 2021	08/03/2020
<b>Status:</b> Continue Action Next Year	
Obtained a quote from Computer Services at \$31,297.40. Unable to implement at this time due to lack of funds, but will continue	

# Program Review - Counseling

to consider for future academic years.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

**Equipment - Instructional** - Laptop Cart for San Joaquin 2 (Active)

**Why is this resource required for this action?:** Increase success in our COUN and HDEV courses by providing immediate and consistent access to the online resources required in the curriculum.

**Notes (optional):** Quote has been uploaded to the documents under 2019-2020.

**Cost of Request (Nothing will be funded over the amount listed.):** 31297.4

**Related Documents:**

[a.duarte - computer lab quote.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: Completed 2019-2020 -Customer Service

Implement a customer service plan for counselors and counseling staff to better serve student needs.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

**Leave Blank:** 10/01/2019

**Leave Blank:**

**Identify related course/program outcomes:** SAO #1 and SAO #2

**Person(s) Responsible (Name and Position):** Counseling Division

**Rationale (With supporting data):** Many of the negative comments stated in the Mother Lode survey had to do with issues related to customer service therefore, it would be beneficial to students if the department created an explicit plan and/or a list of customer service practices.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2021-2022

09/14/2021

**Status:** Action Completed

Counselors have been fully trained on online delivery which was changed from Cranium to Zoom. More importantly, overall satisfaction with the COS-District Counseling Services increased by 6%.

? 2019: 88% satisfied, 12% dissatisfied

? 2021: 94% satisfied, 6% dissatisfied

This is the largest increase our department has had between surveys and many counselors know that it has to do with the delivery of services from moving primarily from face to face appointments to primarily online and phone appointments. That was the single largest change made between survey dates.

# Program Review - Counseling

## Impact on District Objectives/Unit Outcomes (Not Required):

**Update Year:** 2020 - 2021

09/08/2020

**Status:** Continue Action Next Year

To help enhance our customer service in Counseling, we provided our counselors a training on MBTI during a few of our counseling division meetings. Counselors completed their own MBTI assessments to help each counselor better understand how they perceive the world and make decisions as well as how others (colleagues/students) perceive the world and make decisions. This MBTI training provided insight to counselors on how to better approach students with differing personality types.

In addition to better understanding personality styles and the various forms of communicating to students, we plan on pulling data from the upcoming Mother lode Survey on student demographics to determine if counseling services are being accessed by all students regardless of ethnicity and socioeconomic status. This data will help us be better informed on how we can serve all students especially if there is a demographic we are missing out on.

Additionally, we transitioned fully online services with our Cranium platform as well as ESARS to ensure we meet our students' counseling needs virtually during the COVID outbreak.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years