Assessment Report

Yuba Community College District

YC - Counseling Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): The intent of the Counseling Department is to provide counseling services to all students. Yuba College used to have a larger counseling staff. As counselors have retired, they have not been replaced, having a devastating effect on the services available to students. In the last five years due to retirements, the Counseling Department has lost four counselors. The last retirements included two General Counselors, the English as a Second Language Counselor, plus the Athletics Counselor. The loss has drastically affected students. The Counseling Department has agreed to process a request for the replacement of the last three retirees (Brown, Sager and Nicholson). These faculty requests will include three (3) General Counselor positions. Having full-time General Counselors will allow the flexibility to assign them appropriately.

Program Description : Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Students have access to online orientations, in-person orientation, assessment, and individualized online, in-person, and counseling via telephone with an emphasis on career, personal, and academic needs.

The Clear Lake Campus Counseling Department continues to employ 2 full time tenured counselors (EOP&S and Generalist) and one 1/4 time CALWORKS counselor. The EOP& S position is funded by Financial Aid and EOP&S categorical funding. The CalWorks counselor is funded solely through CALWORKS funding. EOP&S and CALWORKS complete their own individual program reviews. The Generalist is paid through district funding only.

This department provides counseling services to students Monday through Friday 8- 4 with evening appointments available two nights a week. Counselors provide educational, vocational and personal counseling to all students with additional services provided to veterans. The full time counselors are also heavily involved in outreach and recruitment. The Generalist is in charge of all Matriculation (in person orientation and materials) needs in addition to supervising student peer advisers and serving as the Transfer Director. The Generalist is also in charge of veteran services and hiring and supervising a Veteran student worker. In-person and online orientations are available for new students here at the center.

In addition to counseling services, several counseling classes (Counseling 10 – College Success, Counseling 15 – Orientation to College, Counseling 25 – Career Planning and Development, Counseling 44 – Assertive Communication, Counseling 52 – Pre-Employment Skills Training and Counseling 56 – Effective Parenting) are offered in various semesters. Students also have access to the new Career and Transfer Center to learn more about college and major selections and career exploration and job preparation through guest speaker presentations and internet search using the computer lab in this room.

If services are available, how do they demonstrate an increase in student success?

Students who utilize counseling services are more informed regarding their rights and responsibilities and have a better understanding of college processes. Further, students who meet with counselors and have a developed educational plan are more likely to complete their goals.

At the Lake Campus, our goal is to provide the most accurate information to our students in a supportive and caring manner. Students are encouraged to see their counselor at least twice a semester to make sure they are on track to graduate.

During the 2012-13 school year at the Lake campus: 73 students earned a cumulative total of 88 certificates and 46 students earned a cumulative total of 60 associate degrees. 11 students (that we know of) transferred to a four year college or university to pursue their Bachelor's Degree. According to The Source Report in the SARS program, 1965 student appointments were scheduled to see the Generalist counselor between 7/1/12 – 6/30/2013. 1376 appointments were scheduled for the EOP&S counselor during the same time period.

How is current and previous program review data used to refine and improve program or department practices?
Through the review of data from student satisfaction surveys, anecdotal feedback and departmental discussions, departmental practices have been adjusted to improve services to students.

A Program Review Annual Update was completed at the Lake Campus for the 2011-12 school year. Since that review, we have completed and moved into our new Administration Building built with Measure J funding. All Student Services are now under one roof, with the addition of the new Career & Transfer Center which is shared with Financial Aid, Admissions and Records and EOP&S. This room is used for in-person orientations as well as workshops and assistance on completing financial aid/scholarships applications, transfer applications, career exploration, college and major searches and job search and preparation as well as placement testing. Students also use this room to apply to Yuba, register for classes and complete their homework using the lab's computers.
Our first Counseling Department Program Survey was administered in the spring semester of 2013. (The EOP& S department administers their own survey separately).
Approximately 150 students were surveyed and rated their satisfaction in the following areas: Online orientation; academic, career and personal counseling; developing/revising a student educational plan; advising related to transferring to a university; assistance with a student petition; graduation and certificate requirement review; customer service at the front counter and with the counselors; meeting with a university representative; scheduling an appointment and walk-in quick question. Students rated the above areas as: Very Satisfied, Satisfied, Somewhat dissatisfied; Very dissatisfied and Have Not Used the Service. Satisfaction rates were high with the majority of responses falling into the "Very Satisfied" to "Satisfied" categories.
Several additional questions were asked at the end of the survey. That information determined that 34% of those surveyed are working toward a college degree or certificate and 38% wish to transfer to a four year university with a degree. 66% of those surveyed attend both day and evening classes with 86% attending both online and regular classes.

Curriculum & SLO Assessment Summary :

What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
We have increased the number of sections of our counseling courses (10, 25, 30, 45) to enhance understanding of the skills necessary to develop stronger and more efficient academic pathways toward completion of degrees, certificates and/or transfer to other colleges or universities.

Do you have any courses, certificates, or degrees that should be inactivated or expanded? If yes, please identify and justify your recommendations with data.
We recently reviewed all counseling courses. Continued high enrollment in Counseling 10 and 25 lead us to conclude that additional sections would be beneficial to students. We also updated the course outlines on many of our existing courses and inactivated courses to streamline our departmental offerings. Additionally, we added Counseling 30 with a transfer emphasis.

Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Yes, all counseling courses have current Course Outlines of Record.

If applicable, how are teaching methodologies in your program or department assessed?
Each course instructor creates their own course SLO. Then all the same course SLOs are combined to see what works well for all instructors, and what needs to be altered. Instructors may then share their best practices with other instructors to enhance each

individual class and embrace course content consistency.

If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
Department is going to develop workshops to share best practices with full-time and adjunct counselors.

If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
Only one adjunct counselor teaches a DE Counseling course from the main campus in Marysville. Courses taught by adjuncts would be included in their overall professional evaluation. One full time instructor from the Lake Campus teaches a Counseling course online. Evaluation of the course would be completed during the instructor's evaluation.

If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
Instructor supports students by providing extensive resources on the class portal, providing a chat-room for student interaction, as well as instructor availability via email and telephone.

In addition to the above, students at the Clear Lake Campus can receive additional assistance with their DE courses in our library and Learning Center.

How is your program or department applying sound principles of learning and teaching theory to its curriculum?
With the implementation of SLOs the counseling department will begin meeting together to develop workshops in order to share best practices and schedule attendance at master student workshops, webinars, & Oncourse workshops
Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
The following courses were assessed: Counseling 10, 15, 25, 44, 56.
The Counseling Department went through self-assessment via a student survey.

The Counseling Department's SLO at the Lake Campus ("Assess counseling services through a student survey") was assessed by administering the Counseling Program Survey in the spring of 2013. The Orientation SLO states: Students will complete an orientation and use information obtained to understand academic and matriculation requirements. Students, who complete the online orientation, complete the orientation with a quiz. We have developed a pre and post-test to be administered to students attending the in-person orientation. This assessment will begin in October 2013.

For each of the above, how did the assessment data influence program, department and/or course improvement?
As a result of the positive feedback from many of the questions on the survey juxtaposed with the significant numbers of students who indicated that they did not utilize certain services, the counseling department will revise the student survey to discern why students are not utilize our services.

At the Lake Campus, approximately 153 students completed the survey. The results of the Counseling Survey were favorable in the areas of academic, personal, career counseling as well as the development of a student educational plan. 86% of those surveyed ranked customer service for the front desk and customer services provided by the counselors at Very Satisfied or Satisfied. A small number surveyed (approximately 10%), were somewhat dissatisfied or very dissatisfied with scheduling an appointment and responses to walk-in questions. Most of these duties are performed by our student peer advisers. We will continue to provide trainings more often to our peers as the semester goes along to make sure that they are providing the best customer service and the most accurate information possible to our students.

Industry Trends and Program Data Analysis : How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
MARYSVILLE: The Counseling Department provides services to students within our communities. The department does not

develop programs in response to industry trends. Rather, our goals are indirectly aligned with college goals via academic divisions.

How is your program or department direction driven by empirical data?
MARYSVILLE: Analysis of empirical data is a function of academic departments as it pertains to industry trends. The counseling department is the conduit linking students to academic programs and departments.

LAKE: The Clear Lake Campus Counseling department uses certificate and degree completion data as well as course offerings for the coming semester to drive our department services. Since we are a small campus, we are in constant contact with the other departments on campus and work together to provide support for our students.

Future Goals and Program Direction: The Counseling Department has a long list of goals to improve the efficiency of the services provided to students and to take the Department into a direction that will support the Mission of the College. These goals that need to be prioritized include:

Based on Program Review, what are your plans for future department/program improvements?

-articulate the need for a Dean of Student Services or a Department lead person, such as a Department Chair;

-review the role and services provided by the Yuba College counseling faculty and compare to the services described in the student catalog; assess their effectiveness and thoroughness in providing counseling services to students having lost four positions in the last 5+ years;

- Implement the status of the Electronic Educational Plan process and work towards implementation, setting specific deadlines;

-redevelop the Peer Advisor Program;

-streamline processes for Student Petitions, Prerequisite Challenges and course repetition.

-review and update the Counseling Department website, identifying and appointing one person to maintain updates;

-develop a New Student Counseling Handbook with step-by-step petition filing process;

-develop a step-by-step Counseling Resource Handbook outlining different processes and identifying student responsibilities to initiate and follow-up on these processes;

-request a counseling position for staffing of the Sutter County Center.

-improve the High School Quick Registration/Orientation.

-develop a Counseling Intern Program

-assign a Counselor to coordinate the Transfer Center.

-strengthen student counseling access and improve processes through an efficiency assessment of:
-phone appointment system;
-student counseling walk-in process;
-educational plan appointment process;
-on-line counseling appointment process;

-SSSP Implementation

-Improve online and in person Orientation

-Develop new Counseling courses

Are you ready to submit your final program review?: No

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Expand additional resources to students.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Assess and revise and/or develop processes that impact student counseling, access, and retention.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Assess, develop, and implement technology to support the counseling mission and goals.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - How do program or department goals align with stated Yuba College goals? The Counseling Department has made a concerted effort to develop both individual counseling course SLO and departmental SLO to assist in the enhancement and assessment of student				

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success. Although staffing within the department is severely reduced, all available resources have been allocated to maintain a dedicated counseling presence at all sites within the college. An effort is made to anticipate peak periods when the need for additional counselors is greatest and schedule the adjunct counseling staff accordingly for maximum effectiveness and efficiency. Counseling staff continues to attend workshops, trainings, conferences, and to participate on project teams in an effort to maintain currency with counseling service delivery systems (such as the electronic educational plan.) Counseling staff works closely with the academic divisions throughout the college to enhance communication between instructional and student services staff, as well as to provide advice regarding student academic needs in an effort to ensure that students can complete their academic programs and graduate or transfer in a timely manner. The department reviews student satisfaction survey results as an evaluative tool to ensure continuous quality improvement of our program and services. Additionally, student workers have participated in an enhanced training program in an effort to improve our overall services and the quality of the student experience. The Counseling Department continues to work closely with community				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
agencies to maintain strong relationships for necessary student referrals as well as to promote civic engagement. We have a dedicated relationship with area high school counselors and representatives from universities in our region to enhance educational resources and student opportunities.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities? The Counseling Department has a responsibility to welcome students and function as the face of Yuba College, as it is the first department with which most new students come in contact. This first contact comes either by the students visiting our sites or through our outreach efforts within our community. It is imperative that counselors reflect to students the availability of impactful, meaningful educational opportunities at the college and that counselors assist students to understand their options as well as their academic and personal responsibilities. Counselors do this by building and maintaining a trusting relationship with students as counselors guide the students toward their academic programs and resources.				