Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Counseling
  3. Review Type: Student Services Program Review
  4. Program/Departments: Counseling (Includes Mental Health) (63100)
  5. Authority Code: 73-Dean, Counseling and International Programs
  6. External Regulations: Yes X  No_

Describe:
The California legislature passed the Seymour-Campbell Matriculation Act (AB 3) in 1986. This legislation established the educational support process known as matriculation, which provides services to support student success in the California community colleges. The components of matriculation include admissions, orientation, assessment and testing, counseling, and student follow-up. These components were established to ensure that all students would be able to achieve their identified educational objectives. (Matriculation Standards, 2010).

Senate Bill 1456 (Lowenthal), renamed the Seymour-Campbell Student Success Act, was signed into legislation in September, 2012. The intent of this legislation is to reinforce and expand matriculation services, particularly counseling and Student Education Plans, as a means to improve student access and success. As much of the legislation depends upon funding, the effect of this legislation on matriculation services remains to be seen.

The Dean of Counseling and the Counseling Department oversee all components of matriculation following admissions. This program review, however, will focus on counseling and student follow-up activities separate from other matriculation components. The second and third matriculation components, Orientation and Assessment, are distinct programs that conduct separate program reviews.

The general counseling program, which serves the general student population with 13 full-time and 2 part-time faculty members (14.33 FTEF), is one of the most wide-reaching student support services on the campus. Counseling services are provided via individual appointments, drop-in appointments, and online counseling.
Individual appointments

Individual appointments provide students with academic counseling, personal counseling, and career counseling. Counselors work with students individually to explore career options, identify related degree and certificate programs, and to set educational and career goals. During individual appointments counselors also help students plan an appropriate course of study, and develop individualized Student Education Plans that outline the requirements for a Certificate/Degree and/or transfer. Counselors provide guidance about how students can be more successful, and refer students to appropriate support services. Counselors provide assistance with paperwork such as graduation applications, petitions, and the transfer process. Counselors provide follow-up when necessary.

Individual appointment data is currently stored in the SARS database, however, recent attempts at data collection and interpretation suggest that this data is inaccurate and unreliable. There are current efforts being made to develop reliable means of recording and reporting this data.

Drop-In appointments

Drop-in counseling is available at both the Fremont and Newark campuses. These are quick appointments (5-10 minutes) designed to help students with pre-requisite clearance, overload requests, registration assistance, general information about programs and certificates, and referral to other services on campus.

Online Counseling (E-counseling)

The full range of counseling services offered via individual appointments and drop-in counseling is available via online counseling services. Students may submit a request for online counseling through the Ohlone College website. Online counseling is cross-referenced in multiple places on the website for maximum visibility. Upon submitting a request for services, a counselor will typically respond via email within 1-3 business days.

7. Provide a brief narrative that describes the services provided.
Counseling services are available to all current and prospective students of Ohlone College. Services include academic, career, and personal counseling, and are offered at both the Fremont and Newark campuses. Counselors assist students to understand educational options, identify educational and career goals, and to create individual education plans for graduation and/or transfer. Counselors also provide guidance in helping students to identify appropriate resources to support academic success. Counselors may help students to understand personal strengths, learning styles, motivation, interests, and abilities.

Counseling services, separate from other activities coordinated by the Counseling Department, are implemented in three primary ways: individual counseling appointments, drop-in counseling, and online counseling. These activities are interrelated and complementary; students using drop-in counseling are often directed to make an individual appointment for follow-up or vice versa. Students may be referred to online counseling if they are unable to come to the campus for an appointment; likewise, the online counselor will often refer contacts to make an appointment or to see a drop-in counselor if appropriate.

8. Describe how the program specifically serves students, faculty and staff.

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In Fall 2012, approximately 84% of counselor time is dedicated to providing direct services to students, either as counseling services or instruction. Approximately half of total counselor time is spent providing general counseling, or those services available to all Ohlone students. A large proportion of services (approximately 23% of total counselor time) is dedicated to special populations, including athletes, Puente, Nishati, Basic Skills, CalWorks, Allied Health, and international students. About 12% of counselor time is spent on Personal Development instruction.

Only 16% of counselor time was spent on activities other than
counseling or teaching. Eleven percent of counselor time was
dedicated to program coordination for the Transfer Center,
Assessment, Orientation, and Peer Mentors. Two counselors
received reassigned time for shared governance activities,
which made up about 5% of total scheduled time (Curriculum
Committee Chair and UFO Negotiations).

**Individual appointments**

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counseling, personal counseling, and career counseling.
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set educational and career goals. During individual
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9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

In Fall 2012, it was found that SARS reports used to gather counseling appointment data were corrupted. As a result, appointment data is currently unavailable. In the meantime, efforts need to be made to improve the accuracy of the current SARS data model to accurately reflect counseling contacts and efforts.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

In California, state policy mandates that community colleges provide counseling services to matriculated students. Specifically, the Student Education Plan (SEP) is specified as being mandatory for all non-exempt students (Matriculation Standards, 2010). The SEP is a document created by a counselor with a student that outlines the student’s individual program of study (Student Educational Plan, 2010).

Matriculation guidelines describe the SEP as a document to be used for both planning and student progress review. The SEP merges information from various sources into a single form. The document can be used to track student progress through coursework, to facilitate referral to other support services, and to increase student and counselor accountability by outlining specific objectives and responsibilities for each
Matriculation guidelines stipulate that each community college may create its own Student Education Plan. Colleges retain the responsibility to determine the content, format, and procedures for developing the SEP (Student Educational Plan, 2010). At Ohlone College, counselors use a standard format for the SEP. Beginning in academic year 2008-2009, the documents were stored electronically and can be accessed through a shared network folder by any counselor. As a result, SEPs can be easily shared and utilized by other counseling faculty. This improvement over paper storage has greatly enhanced the ability of counselors to provide student follow-up.

11. Discuss the impact of the program on the community and the impact of the community on the program.

Ohlone College Counseling services strive to meet the unique needs of the Fremont-Newark community. Counselors provide specialized services to veterans to complete the necessary paperwork to receive financial assistance. In addition, students who are on Financial Aid probation must see counselors for a mandatory Student Education Plan in order to reinstate eligibility for financial aid awards. More recently, counselors have provided services to local displaced workers (i.e., NUMMI) to allow these community members to receive school funding through the Trade Assistance Agreement. In addition, the Counseling Department assists with creating and maintaining partnerships with local high schools and MVROP through Career Prep 2+2 Articulation agreements and coordinating the 2+2 annual counselor conference. Counselors also coordinate additional outreach efforts to underrepresented and underprepared students in the local community, such as Raza Day and Freshman Connection.

● College Mission
  1. Mission Statement
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. Vision Statement
Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. **Core Values, Goals & Objectives:**

**College Core Values**
- We open access to higher education and actively reach out to under-served populations.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote team work and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

**College Goals/Objectives**

1. Through innovative programs and services, improve student learning and achievement.
   10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

4. Briefly describe how the program supports the college mission, vision selected college values.

   Needs update

5. Briefly describe how the program supports selected college goals.

   Goal 1: Through innovative programs and services, improve student learning and achievement.

   Research indicates counseling services can significantly improve student success, particularly in the community college. Effective counseling and guidance have been shown to reduce attrition, to improve academic performance, and to enhance student satisfaction (Bahr, 2008; Metzner, 1989; Moore & Shulock, 2007; Rudmann, Tucker, & Gonzalez, 2008). This is
especially true for community college students, who are more likely to be academically under-prepared, low-income, first-generation, and to come from underrepresented minority populations (Shulock, Moore, Offenstein, & Kirlin, 2008). Many nontraditional students, in particular, benefit from support services such as counseling to help them negotiate college life successfully (Rendon, 1994). Because counseling services have long been recognized as being essential to student success, counseling programs staffed by professional faculty have been established in all California community colleges to provide a means for students to be successful and to achieve their academic and career goals (ASCCC 1994).

Goal 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

The Counseling Department coordinates several key activities that target under-served and underrepresented populations in the District. The Nishati and Puente Programs, serving African-American and Latino students, respectively, are coordinated by faculty members in the Counseling Department. These programs each provide dedicated services and support to a cohort of students enrolled in a learning community. Currently, these programs comprise .80 FT counselor load.

As part of the ongoing work of the Ohlone College Basic Skills Project, the Counseling Department has also targeted services for Basic Skills students. Students enrolled in Basic Skills courses are more likely to be first-generation, low-income, or racial/ethnic minorities (Sengupta & Jepsen, 2006). Since Fall 2008, counselors have conducted dozens of classroom presentations on student services in Basic Skills English, mathematics, and ESL classrooms. Though the presentations are typically brief, they have had an immediate, positive effect that can be observed in the numbers of Basic Skills students who seek out counseling and other student services.

6. Briefly describe how the program supports selected college objectives.
In Fall 2012 the Counseling Department at the main campus expanded evening hours for counseling appointments.

• **Program SLOs & Assessment**
  1. **Student Services SLO -**

    In Fall 2010, Counseling faculty reviewed student learning outcomes for the general counseling program. Revised program outcomes are the following:

    a. 1. Students are able to make informed decisions about education
    b. 2. Students are involved in developing a plan to achieve educational goals
    c. 3. Students are able to access resources to overcome obstacles to success

    b. *Indicate your planned method of assessment.*
    c. *Enter assessment results and analyze student success in achieving this SLO.*

    SD_ASSESSMENT#

    d. *Future Action*

• **Student/Program Achievement**
  1. *List area-specific outcomes.*

    Student learning outcomes are as follows:

    1. Students are able to make informed decisions about education

    2. Students are involved in developing a plan to achieve educational goals

    3. Students are able to access resources to overcome obstacles to success

    2. *Identify internal and/or external benchmarks and regulations.*

    N/A

    3. *Enter assessment results for area-specific outcomes and analyze trends.*

    N/A

    4. *Analyze program budget trends and expenditures. Comment on*
5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

N/A

6. Describe any additional notable program achievements (optional).

7. Additional Program Table Data

8. Future Action
   Current level of focus maintained. Describe.

- **Program Analysis**
  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs
  1. Describe program achievements and successes.
  2. According to the evidence, what are the areas needing improvement?

- **Program Improvement Objectives:**
  1. Objective:
   Implement a comprehensive, electronic scanning system within Student Services to establish a highly coordinated method of sharing information that is easily accessible to students, administrative staff, and counseling faculty at both campuses. - PIO discontinued; counseling would like to remain involved in implementation being done by other areas
   
   a. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   
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2. **PIO Assessment**
   a. Enter assessment results with analysis.
Assessment: PIO discontinued; PIO requires division-wide implementation and is best spearheaded at VP level. PIO discontinued; counseling would like to remain involved in implementation being done by other areas.

b. Future Action

1. Objective:

Provide additional recruitment and retention services to support historically underrepresented and at-risk student populations.

a. Action Plan

Year 1:

Year 1- 1) Hire coordinator to coordinate outreach and retention of historically underrepresented students.

Year 2:

Year 2 – Use data gathered by the coordinator to implement new outreach and retention strategies.

Year 3:

Year 3 – Hire counselor dedicated to serving historically underrepresented and at-risk populations (students of color, first-generation, low-income).

b. Staffing

Year 1:

Staffing: 1 Coordinator for recruitment and retention

Year 3:

1 FT Counselor

c. Facilities (Include items that fit under the Facilities budget codes)

Year 1:

Office at Newark Center for Coordinator

Year 3:

Office at Newark Center for Counselor
d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

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2. PIO Assessment
   a. Enter assessment results with analysis.

      Assessment: PIO not started; insufficient resources to implement PIO

   b. Future Action

1. Objective:

   Carry out critical articulation functions of the college to enhance and expand transfer and Career/Technical articulation activities

      a. Action Plan
         Year 1:

         2008 - 2009 PIO. No revisions.

2. PIO Assessment
   a. Enter assessment results with analysis.

      Assessment: PIO not started; PIO requires inter-departmental coordination to be started and implemented.

   b. Future Action

1. Objective:

   Create seamless enrollment processes and provide additional support services to all students. **PIO Discontinued - requires division-wide implementation and is best spearheaded at VP level.**

      a. Which college goal(s) does this program improvement
objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
Rationale: ...

2. PIO Assessment
   a. Enter assessment results with analysis.

   Assessment: PIO discontinued; PIO requires division-wide implementation and is best spearheaded at VP level. Recommend moving this PIO to Orientation.

b. Future Action

1. Objective:

   Implement strategies to provide appropriate counseling services to underserved populations.

   a. Action Plan
   Year 1:

   Year 1 – Develop and implement strategies to improve accuracy of counseling appointment data, including systematic method to track which students receive counseling services and/or Student Education Plans.

   - The Dean of Counseling and two faculty members will develop strategies to improve accuracy of counseling appointment and Student Education Plan data.

   - The Dean of Counseling, two counseling faculty, and a system analyst will update and streamline reason codes in SARS appointment database, review strategies to improve accuracy of counseling appointment and Student Education Plan data recorded in Datatel, and create a Datatel report that will accurately identify which students receive counseling services and/or Student Education Plans (SEPs).

   Year 2:
Year 2 – Based upon data collection and analysis, develop and implement services to provide appropriate Counseling support to underserved populations.

- The Counseling Department, under the direction of the Dean, will implement strategies to improve accuracy of counseling appointment and Student Education Plan data.

- The Dean of Counseling will appoint a faculty designee to oversee tracking, outreach, and evaluative activities (as outlined below).

- Faculty designee will request Datatel report from system analyst annually to track which students receive counseling services and/or Student Education Plans.

- Faculty designee will review data from Datatel report to identify which students have not receive counseling services and/or Student Education Plans to underserved populations (“underserved” is defined as a student who has not attended a counseling appointment and/or received an SEP within one year of enrollment). Year 2 data will establish baseline.

- Faculty designee, with the assistance of peer mentors, will provide outreach to underserved populations to improve access to counseling services.

- The Counseling Department will use tracking data to assess, evaluate, and improve the Counseling Program as part of the ongoing program review process (this may include additional data collection).

b. Staffing

Year 1:

- Year 1: FT counseling faculty (2) will work with Dean to develop strategies to improve data accuracy as described in Action Plan (estimate 5 hours or fewer each).
A modest amount of project-specific IT analyst and programming attention in (estimate 5 hours or fewer).

**Year 2:**

- Year 2 and beyond: Minimal analyst attention in Years 2 and beyond (estimate 1 hour annually to run Datatel report).
- Moderate amount of Peer Mentor time to assist with outreach activities (estimate 40-50 hours annually).
- FT counseling faculty to oversee tracking, outreach, and evaluative activities (estimate 30 hours annually).
- Adjunct counselor to provide counseling services and/or SEPs to underserved populations (500 hours annually).

Staffing Resource Requests: Matriculation funds will be used to fund 50% of cost of program improvement. Matching resources are requested to fund entire PIO.

- Adjunct backfill for FT counseling faculty to oversee tracking, outreach, and evaluative activities = 30 hours.
- Additional adjunct counseling hours to provide counseling services and/or SEPs to underserved populations = 500 hours.
Total adjunct counseling hours = 530

Estimated total cost of salary and benefits = $31,800

Matriculation Funds to be used for Program Improvement @ 50% = $15,900

Matching funds requested @ 50% = $15,900

c. Assessment Plan: List Assessment Strategies

Year 1:

Effectiveness of this program improvement will be assessed annually beginning in Year 2.

Year 2:

Effectiveness of this program improvement will be assessed annually beginning in Year 2. Accuracy of counseling appointment and SEP data will be evaluated by manually spot-checking data for a selected number of student records. Annual outreach activities will be evaluated using quantitative and/or qualitative methods that may include, but are not limited to the following: 1) comparison of annual numbers of students receiving counseling and/or SEPs as compared to baseline 2) student survey 3) faculty dialogue.

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

The proposed Program Improvement Objective relates to college goals #1 & #7:

Community college research literature indicates that
counseling services can have a positive effect on student learning and achievement. The Matriculation Unit of the California Community Colleges Chancellor’s Office (1991) reported that students who had participated in matriculation services such as counseling and orientation had higher grade point averages and higher rates of persistence. Matriculation services were also found to have a positive impact on the retention of Basic Skills and low-income students (Henriksen, 1995). Recent research conducted at Ohlone College suggest that both counseling and Student Education Plans (SEPs) can have a dramatic impact on student learning and achievement. Students who received an counseling services and/or an SEP during any semester of enrollment completed more units, more general educational requirements, and were enrolled for more terms than students who did not receive an SEP. These findings were found to be consistent across race and class (Myers, 2012). As such, counseling and SEPs have great potential to contribute significantly to the success of Ohlone College students.

Research literature further reveals that many community college students do not receive counseling services. Karp et al. (2008) found that disadvantaged students were less likely to utilize support services, either because they lacked the resources to do so or because they did not know the types of services that were available. Henriksen (1995) similarly found that racial minority students were not aware that counseling services were available, and as such did not utilize them. Rendon (1994) found that without active outreach, students of color were less likely to use counseling services. In a recent study conducted at Ohlone College, almost 30% of participants were found to have little or no counseling contact within a two-year time period, and over 60% had never received an SEP. Furthermore, race was found to be a significant factor in predicting which students received counseling services and/or SEPs (Myers, 2012). Deil-Amen and Rosenbaum (2003) describe “the burden of student-initiated assistance”; in community colleges, students are expected to initiate counseling. This presents a set of institutional barriers that systematically disadvantage low-income, first-generation, and students of color. Targeted outreach to underserved populations would allow greater numbers of students to benefit from counseling services, particularly those most likely to experience institutional barriers (low-income, first-generation, or students of color).

Finally, recent recommendations from the Student Success
Task Force (2012) suggest a renewed focus on mandatory counseling services and SEPs. The PIO is part of a long-term plan to comply with these recommendations. To this end, the Counseling Department envisions restructuring services to include four key components: systematic tracking of services, proactive assistance, targeted outreach, and mandatory services. The first three components will be implemented through the PIO. Once these components are in place, the Counseling Department will be in a good position to implement mandatory counseling services and SEPs.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

References


Rendon, L. I. (1994). Validating culturally diverse students:


2. PIO Assessment
   a. Enter assessment results with analysis.

   Assessment – The Dean of Counseling and the Matriculation Committee are spearheading efforts to improve accuracy of counseling appointment and Student Education Plan data.

   b. Future Action
      Current level of focus maintained. Describe.

• Outside Review Results 01/20/2011
  1. List each team members name and title.

     None at this time.

  2. Discuss key feedback provided by team and how it was incorporated into the report.

     None at this time.

• Attached Files