Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Counseling

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- Retention rates and successful course completion rates higher than institution
- Higher retention rates and successful course completion rates amongst student equity groups
- COUN program learning communities that focus on the retention, persistence and success of Black/African American, Latinx and first generation students
- COUN courses build a sense of connection to the campus
- Diverse teaching faculty who create a supportive learning environment
- Counselors continue to develop professionally through trainings centered around culturally responsive pedagogy

2. Areas for Improvement:

- Increase average class size
- Reflect on number of sections currently being offered
- Improving these areas may be difficult due to social distancing and being in a fully online environment
- Reflect on courses taught in multiple is special programs and learning communities to see if we are preventing students from special programs due to having completed required class in a different program. May be a non-issue

3. Projected Program Growth, Stability, or Viability:

Stability: The COUN program is in a state of stability which is described as "a program that is consistently strong and currently thriving." Although the COUN average class size and fill rate are below the institutional level, this is well explained in the program reflection in each of these areas. COUN continues to see its level of retention and successful course completion rates higher than the institutional level.

B. New Objectives/Goals:

- Update COUN 110 and 111
- Increase average class size and fill rate
- Improving these areas may be difficult due to social distancing and being in a fully online environment

Program Review Report Fall 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Counseling
Areas of Study	General Counseling
Degrees/Certificates	
Courses	COUN-92
	COUN-97
	COUN-100
	COUN-101
	COUN-103
	COUN-104
	COUN-105
	COUN-110
	COUN-111

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	504	527	468	-7.1%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
COUN-92	42	51	19	-54.8%
COUN-97	71	82	51	-28.2%
COUN-100	227	219	192	-15.4%
COUN-101	19	15	42	121%
COUN-105	68	79	82	20.6%
COUN-110	148	121	119	-19.6%
COUN-111	--	51	58	--
Within the Program	575	618	563	-2.1%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Counseling Program decreased by 7.1% over the past three years, while headcount across the institution decreased by 7.5%. Enrollment within the Counseling Program decreased by 2.1%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following courses and areas of study changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses and area of study with enrollment increases:

- *COUN-101 (121%)*
- *COUN-105 (20.6%)*

Courses and area of study with enrollment decreases:

- *COUN-92 (-54.8%)*
- *COUN-97 (-28.2%)*
- *COUN-110 (-19.6%)*
- *COUN-100 (-15.4%)*

For COUN-111, which was offered in two of the past three years, enrollments increased by 13.7% between 2018-2019 and 2019-2020.

Program Reflection:

Headcount:
The decrease in headcount in the COUN program mirrors the institutional decrease although the COUN decrease was slightly less. Also, decrease was mainly due to less sections offered as well as COVID-19. Therefore, this decrease is not concerning for the COUN courses at this time.

Enrollments:
The decrease in enrollments in the COUN program also mirrors the institution, but the COUN decrease is significantly less. Similar to the headcount decrease, the 2.1% decrease in COUN enrollments was impacted by COVID-19. A further reflection regarding courses with significant enrollment decreases is as follows:

- COUN 92: 50% less sections. Each spring we offer Camille Creek and NVUSD Independent Study one section each of COUN 92. These classes take place towards the end of the spring semester. Due to COVID-19 the Camille Creek section was not offered due to the late start schedule beginning after the shelter-in-place order. This decrease is not a concern at this time.
- COUN 97: This course was taught in the SSS/TRIO, DSPS and MESA program. While this course offered the same amount of sections each year the decrease in headcount was significantly higher in the 2019-2020 academic year. SSS/TRIO saw a reduction in enrollment due to COVID-19 impact on recruitment as well as a successfully high number of SSS/TRIO student transfers during the 19-20 academic year. Further discussion has us reflecting on how many SSS/TRIO students had already taken a college success type of course previous to SSS/TRIO participation
- For DSPS as well as MESA/STEM, summer 2020 saw a significant decrease in enrollment. Recruitment efforts were compromised due to COVID-19 and many students did not like online learning being the only option for these summer sections
- COUN 100: Offered one less section
- COUN 110: Less sections. Reduced sections in order to offer COUN 111 sections giving students more career exploration options.

Concerns:
Due to enrollment decreases mainly due to COVID-19 and reduction in sections, there are no concerns at this time.

Strengths:
Significant enrollment increases for COUN 101, 105 and 111.

Strategies for maintenance/improvement:

- Continue to market our classes to current students as well as to high school students from our local feeder schools.
- Consider stronger recruitment efforts.
- Improving these areas may be difficult due to social distancing and being in a fully online environment
- Reflect on Counseling courses taught in support programs and learning communities to see if we are preventing students in multiple programs from enrolling in other courses due to having to complete required courses in a different program. May be a non-issue.

2.Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
COUN-92	2	21.0	3	17.0	2	9.5	16.0	-54.8%
COUN-97	3	23.7	4	20.5	4	12.8	18.5	-46.1%
COUN-100	8	28.4	8	27.4	7	27.4	27.7	-3.3%
COUN-101	1	19.0	1	15.0	2	21.0	19.0	10.5%
COUN-105	3	22.7	5	15.8	5	16.4	17.6	-27.6%
COUN-110	7	21.1	5	24.2	5	23.8	22.8	12.6%
COUN-111	--	--	3	17.0	3	19.3	18.2	--
Program Average*	24	24.0	29	21.3	28	20.1	21.7	-16.1%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Counseling Program has claimed an average of 21.7 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by 16.1% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses and areas of study changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses with increases in average class size:

- *COUN-110 (12.6%)*
- *COUN-101 (10.5%)*

Courses and areas of study with decreases in average class size:

- *COUN-92 (-54.8%)*
- *COUN-97 (-46.1%)*
- *COUN-105 (-27.6%)*

Program Reflection:

The decrease in COUN average class size mirrors the institution but at a significantly higher rate. The basis for this decrease is two-fold: 1. The COUN program increased course sections while demand remained stable. Therefore, average class size decreased. 2. There was a disproportionate decrease in average class size during the 2019-2020 academic year and this could be attributed to COVID-19. The courses that had a significant decrease in class size were COUN 92, COUN 97 & COUN 105.

- COUN 92: This course was offered as part of the Adelante Program and the CTE Bootcamp in the Summer 19 term. Also, significant decrease in the 2019-2020 academic year also correlated to COVID-19.
- COUN 97: Average class size decreased significantly in the 2019-2020 academic year, but had the same amount of sections as the previous year. This course was taught in the SSS/TRIO, DSPS and MESA program. While this course offered the same amount of sections each year, the average class sized decreased due to the following: SSS/TRIO saw a reduction in enrollment due to COVID-19 impact on recruitment as well as high number of SSS/TRIO student transfers during the 19-20 academic year. Further discussion has us reflecting on how many SSS/TRIO students had already taken a college success type of course previous to SSS/TRIO participation. Also, for DSPS as well as MESA/STEM, summer 2020 saw a significant decrease in enrollment. Recruitment efforts were compromised due to COVID-19 and many students did not like the online learning as the only option for these summer sections. DSPS plans to have a more robust recruitment for their summer bridge 2021 program
- COUN 105: As sections for this course increased significantly, average class size decreased. Increased sections were due to Umoja learning community adding COUN 105 to its program as well as adding an additional section to the general population. For the general population one section of COUN 105 looks to be more productive than two. This is already a current practice.

Concerns:

Average class size significantly lower than the institution.

Strengths:

COUN program courses are used both for the general population as well as special programs and learning communities. Student Success programs may have lower class sizes due to the special focus on retention, persistence and equity. Research shows that smaller class size increases student success in classes.
Further reflection on this decrease can be correlated to the COUN program's high rates of retention and successful course completion which is expanded on in section B.

Strategies for maintenance or improvement:

Work with Counselors and Coordinators to increase enrollments in COUN programs and courses. Offer 1 section of COUN 105 outside of learning communities. Learning Communities will reflect on average class size to see if average class size has any concerns.

3.Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2017-2018	472	720	65.6%
2018-2019	482	845	57.0%
2019-2020	407	810	50.2%
Three-Year Program Total	1,361	2,375	57.3%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	48.6	4.0	12.2
2018-2019	52.3	4.0	13.1
2019-2020	49.8	4.7	10.6
Three-Year Program Total	150.7	12.7	11.9
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Counseling Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 57.3% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, enrollment remained relatively stable and capacity increased, resulting in a decrease in fill rate. Between 2018-2019 and 2019-2020, enrollment and capacity decreased, resulting in a decrease in fill rate (due to the higher rate of decrease in enrollment).

Productivity decreased over the three-year period, ranging from 10.6 to 13.1. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 11.9 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 15 Counseling section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

COUN program fill rates and productivity data is consistent with the increase in COUN course sections and the decrease in the average class size.

Concerns:

Although COVID-19 can be attributed to some of the decrease, a 57.3% fill rate is cause for concern.

Strengths:

Lower fill rates allow COUN Instructor more time to give students individual and focused attention and contribute to our higher than average course completion and retention rates

Strategies for maintenance and improvement:

Use strategies mentioned in I.A.1 and I.A.2

2. Labor Market Demand

This section does not apply to the Counseling Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
COUN-92	100%	***X***		98.2%	***X***	
COUN-97	92.6%	--	--	91.6%	***X***	
COUN-100	91.0%		X	81.0%		X
COUN-101	97.4%	X		92.1%	***X***	
COUN-105	92.8%	--	--	80.5%		X
COUN-110	92.5%	--	--	81.1%		X
COUN-111	90.4%		X	72.1%		***X***
Program Level	**92.6%**			**83.3%**		

Institutional Level	90.5%	76.3%

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*RPIE Analysis: Over the past three years, the retention rate for the Counseling Program was significantly higher than the rate at the institutional level. The retention rate for COUN-92 was significantly higher than the program-level rate. No courses claimed retention rates significantly lower than the program-level rate. The retention rate for the Counseling Program falls in roughly the 55th percentile among program-level retention rates (across 59 instructional programs, over the past three years; *estimate based on original list of programs for fall 2020 program review).*

*Over the past three years, the successful course completion rate for the Counseling Program was significantly higher than the rate at the institutional level. The successful course completion rate for COUN-111 was significantly lower than the program-level rate. The successful course completion rates for COUN-92, COUN-97, and COUN-101 were significantly higher than the program-level rate. The successful course completion rate for the Counseling Program falls in roughly the 65th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years; *estimate based on original list of programs for fall 2020 program review).*

Over the past three years, the difference between retention and successful course completion at the program level (9.3%) was significantly lower than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Counseling Program areas of study and courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *COUN-111 (18.3%)*
- *COUN-105 (12.3%)*
- *COUN-110 (11.4%)*

Program Reflection:

Strengths:

- The COUN overall retention rate is higher than the institutional level as well as the COUN successful course completion rate is significantly higher than the institution.
- 90 level COUN courses as well as our new FYE class, COUN 101, have a significantly higher successful course completion rate than the institution.
- With the exception of COUN 111, all other 100 level COUN courses have a high successful course completion rate while maintaining their Baccalaureate level of rigor.

Concerns:

Coun 111 has a significantly lower successful course completion rate than the course retention rate. It also has a lower course completion rate than the institution.

Strategies for maintenance or improvement:

COUN 111 needs to have a full review of its sections to see if there was a significantly disproportionate student success rate in any of its sections.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Black/African American	87.6%	86.4%	76.7%	***65.3%***
Hispanic			84.5%	***73.9%***
First Generation			86.1%	***75.0%***

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

Program Reflection:

Strengths:

The COUN program retention rate for student equity groups is higher than the institution but not significantly. However, COUN courses have an impressive successful course completion rate compared to the institution due to the following strengths:

- COUN program learning communities that focus on the retention, persistence and success of Black/African American, Latinx and first generation students
- Lower fill rate allowing more time for student follow-up
- COUN courses build a sense of connection to the campus
- Diverse teaching faculty who create a supportive learning environment
- Equity minded Instructors who teach with a culturally responsive pedagogy
- Counseling faculty use a variety teaching modalities
- Approachability of the instructors

Area of concern:

Although COUN classes see a higher rate of retention and course completion than the institution, our Black/African American students saw a lower rate of successful course completion compared to our Hispanic and first generation students. As we saw the effects of COVID-19 impact our students disproportionately in the spring 2020 term, our Black/African American students saw an even greater disproportionate effect. Not only was this due to COVID-19, but spring 2020 also saw societal unrest due to systemic racism and this disproportionately affected out Black/African American students as well. Further, our Umoja program saw a disproportionate rate of retention for their students during this time.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

This section does not apply to the Counseling Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2017-2018 and 2019-2020.

Program Reflection:

N/A

C. Student Achievement

1. Program Completion

This section does not apply to the Counseling Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs.

Program Reflection:

N/A

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Counseling Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

Program Reflection:

N/A

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Approval Date**	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
COUN	92	6/1/2018	No	No	n/a	X
COUN	97	5/31/2016	No	NS: 2021-2024	n/a	Y
COUN	100	5/31/2016	No	NS: 2021-2024	n/a	Y
COUN	101	2011	No	NS: Sp. 2021	n/a	Y
COUN	103	2011	No	NS: Sp. 2021	n/a	Y
COUN	104	8/16/2021	No	No	n/a	X
COUN	105	8/12/2019	No	No	n/a	X
COUN	110	8/10/2009	No	NS/S Sp 2021	n/a	Y
COUN	111	8/11/2014	No	NS/S Sp 2021	n/a	Y

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)*	**No Change**

				& Academic Year	
n/a					
n/a					

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

COUN 110 and COUN 111 are in need of immediate review. This will be a priority in the 2020-2021 academic year.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
9	6	7	67%	78%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
n/a					
n/a					

Program Reflection:

All COUN courses are completing assessment by their schedule timeline. COUN 104 has not been assessed because it has not been offered and although it is included in this data, it will not be offered until fall 2021. COUN 103 has not been assessed because it was scheduled to be archived. However, it is now being offered through the MESA Medical Scholars program fall 2020 and will be assessed this fall.

B. Summary of Learning Outcomes Assessment Findings and Actions

All COUN course instructors have thoughtfully reflected on the course level SLOs and have made meaningful changes where need be.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ○ Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The COUN program is in a state of stability which is described as "a program that is consistently strong and currently thriving." Although the COUN average class size and fill rate are below the institutional level, this is well explained in the program reflection in each of these areas. COUN continues to see its level of retention and successful course completion rates higher than the institutional level.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: ___COUNSELING_____
Plan Years: __2021-2024_____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase average class size	Area 2	Spring 2021-spring 2024	Above Inst.
Increase course fill rate	Area 3	Spring 2021-spring 2024	Above Inst.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The current state of program resources is bleak due to state budget. With upcoming retirements, a frozen tenure track position due to district budget, new initiatives such as Guided Pathways, Starfish

Early Alert, Degrees when Due, expansion of First Year Experience and learning communities, Counseling is experiencing growth in services with minimal resources. As illustrated in Area B. 2 COUN courses have an impressive successful course completion rate compared to the institution due to the following strengths:

- COUN program learning communities that focus on the retention, persistence and success of Black/African American, Latinx and first-generation students
- COUN courses build a sense of connection to the campus
- Diverse teaching faculty who creates a supportive learning environment
- Equity minded Instructors who teach with a culturally responsive pedagogy

Based on data, expansion of collaborative and cross functional learning communities to populations to include Filipino students and expanding the First Year Experience Program is essential to student success. Furthermore, it aligns with Guided Pathways and Vision for Success**.** In order to deliver these quality programs, additional Coordination positions will be needed to equitably align with current NVC structure. These positions include Filipino Learning Community Coordinator and First Year Experience Coordinator.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- COUN has a high rate of retention and successful course completion
- COUN Faculty trained and cleared for online teaching
- All COUN courses re-submitted for DE approval
- COUN 101 and COUN 105 have increases in enrollment
- Freshman Year Experience using COUN 101 and COUN 111 as a new learning community
- COUN 103 being offered for MESA Medical Scholars program

B. Effective Practices

- COUN program learning communities that focus on the retention, persistence and success of Black/African American, Latinx and first generation students
- Lower fill rate allowing more time for student follow-up
- COUN courses build a sense of connection to the campus
- Diverse teaching faculty who create a supportive learning environment
- Equity minded Instructors who teach with a culturally responsive pedagogy
- Counseling faculty use a variety of teaching modalities
- Approachability of the instructors

Feedback and Follow-up Form

Completed by Supervising Administrator:

Howard Willis

Date:

11/23/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Retention rates and successful course completion rates higher than institution
- Higher retention rates and successful course completion rates amongst student equity groups
- COUN program learning communities that focus on the retention, persistence and success of Black/African American, Latinx and first-generation students
- COUN courses build a sense of connection to the campus
- Diverse teaching faculty who creates a supportive learning environment
- Counselors continue to develop professionally through trainings centered around culturally responsive pedagogy
- First Year Experience courses

Areas of concern, if any:

- Post COVID-19 plans for counseling and instruction in person and online
- Full-time general counseling staffing needs. Meeting the demands of student contact counseling in a remote environment and instruction simultaneously with limited general counseling faculty.

Recommendations for improvement:

- Increase average class size
- Reflect on number of sections currently being offered
- Improving these areas may be difficult due to social distancing and being in a fully online environment
- Reflect on courses taught in multiple is special programs and learning communities to see if we are preventing students from special programs due to having completed required class in a different program. May be a non-issue
- Explore and develop COUN curriculum and/or integrate culturally responsive pedagogy into curriculum
- Address additional responsibilities and structure of Chair and Coordinator roles for Student Affairs. Current Coordinator and Chair job descriptions are written for Academic Affairs role
- Expand Learning Communities, in specific the development and implementation of a collaborative and cross functional Filipino Learning Community based on NVC enrollment data (Counseling courses are foundational courses)
- Expand First year Experience aligned with Guided Pathways
- Explore First Year Coordinator and Filipino Learning Community Coordinator positions
- Hire additional full-time general counseling faculty

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	• Hire general counseling faculty due to retirement(s). most general counselors are reassigned important and key additional district duties (Coordination of programs and services). General counselors serve the entire student body in counseling as well as instruction • First Year Experience Coordinator • Filipino Learning Community Coordinator
Personnel: Classified	Fill 2 vacant support positions that impact counseling services
Personnel: Admin/Confidential	N/A
Instructional Equipment	Purchase laptops for online instruction and remote locations where we offer courses (service area high schools)
Instructional Technology	Purchase educational software/programs related to Career, Counseling, Transfer, Orientation, Wellness, Study Skills and equity related courses
Facilities	• Re-purpose space in front Counseling front desk/office area, for health and safety protocols. • Request a fully covered plexiglass window with slots for exchange of documents and communication. Front office has four staff that is approximately 3 feet away from each other in a small front counter area. Incoming counselors and staff into the office area for questions and supplies create very tight quarters and concern for health and safety protocols. • Look at relocating two staff to an adjacent office in counseling row to increase front office space per protocols. • Review post COVID-19 in person processes and facility needs.
Operating Budget	Increase operating budget for instructional supplies for online and in person courses
Professional Development/ Training	Continue participation in professional development training to include but not limited to; culturally responsive pedagogy, curriculum training and equity training,
Library & Learning Materials	Purchase updated course related materials for instruction