

## Counseling

### Summary of Program Review:

#### A. Major Findings

##### 1. Strengths:

- Successful transition to online and hybrid learning
- Higher retention and successful course completion rates amongst student equity groups
- Development of the Kasaysayan Learning Community
- Diverse options for participation in learning communities that focus on retention, successful course completion and build a sense of belonging and connection to campus
- Diverse teaching faculty who create a supportive learning environment

##### 2. Areas for Improvement:

- Increase class size
- Increase headcount and enrollment
- Outreach and promotion of courses across campus and the community
- Schedule of classes will reflect course offerings that align with successful course completion
- Build courses specifically for High School Dual Enrollment
- Work closely with campus departments to offer counseling courses in learning community format to compliment their curriculum

##### 3. Projected Program Growth, Stability, or Viability:

The Counseling Program projects stability as enrollment at NVC is not increasing. The potential for growth could become a reality as the Math SMS program and Early College a NTHS request Counseling Courses.

In addition, the Counseling Department is working closely with New Technology High School to develop Dual Enrollment experience for high school students. Counseling courses will be part of this experience.

#### B. Program's Support of Institutional Mission and Goals

##### 1. Description of Alignment between Program and Institutional Mission:

Napa Valley College's mission is to provide a learning environment that is student-centered, equity-focused and community oriented. The Counseling Program courses exist to support this mission. Our courses serve as Freshmen Year Experiences, Learning Communities grounded in equity and provide support for other departments' success initiatives. Counseling faculty have developed a curriculum to meet the needs of the students NVC serves. The department believes in pedagogy that center students' lived experiences.

##### 2. Assessment of Program's Recent Contributions to Institutional Mission:

The Counseling Program retention and successful course completion rates are higher than the institution which impacts the institution's mission positively.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- CCAP Coun 110 offered at NTHS
- Coun 97 courses scheduled to support students enrolled in Math support classes
- Continue to offer a diverse selection of Counseling courses to support the holistic student experience

C. New Objectives/Goals:

- Grow the CCAP Coun 110 program at NTHS to consist of a Fall and Spring cohort
- Participation in the Math SMS program

D. Description of Process Used to Ensure “Inclusive Program Review”

The Counseling Program Review was emailed to all full-time Counselors prior to the Counseling Faculty meeting. Counselor reviewed the data and reflections and offered validation and areas for revision. Discussion regarding the Program Review also occurred at the Counseling Faculty meeting.

**Program Review Report**

Fall 2023

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
<b>Courses</b>	COUN-92
	COUN-97
	COUN-100
	COUN-101
	COUN-103
	COUN-104
	COUN-105
	COUN-110
	COUN-111

Taxonomy of Programs, July 2022

## I. PROGRAM DATA

### A. Demand

#### 1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program</b>	<b>489</b>	<b>422</b>	<b>372</b>	<b>-23.9%</b>
<b>Across the Institution</b>	<b>7,193</b>	<b>6,653</b>	<b>6,155</b>	<b>-14.4%</b>
COUN-92	--	--	--	--
COUN-97	61	38	59	-3.3%
COUN-100	220	208	217	-1.4%
COUN-101	18	40	--	-100%
COUN-103	15	--	--	-100%
COUN-104	--	--	--	--
COUN-105	79	55	47	-40.5%
COUN-110	138	128	85	-38.4%
COUN-111	58	19	7	-87.9%
<b>Within the Program</b>	<b>589</b>	<b>488</b>	<b>415</b>	<b>-29.5%</b>
<b>Across the Institution</b>	<b>30,381</b>	<b>25,212</b>	<b>23,473</b>	<b>-22.7%</b>
<i>Source: SQL Queries for Fall 2023 Program Review</i>				

*RPiE Analysis: The number of students enrolled (headcount) in the Counseling Program decreased by 23.9% over the past three years, while headcount across the institution decreased by 14.4%. Similarly, enrollment within the Counseling Program decreased by 29.5%, while enrollment across the institution decreased by 22.7%.*

*Enrollment in the following courses changed by more than 10% ( $\pm$  10%) between 2020-2021 and 2022-2023:*

*Courses with an enrollment decrease:*

- COUN-101 (-100%)
- COUN-103 (-100%)
- COUN-111 (-87.9%)
- COUN-105 (-40.5%)
- COUN-110 (-38.4%)

#### Program Reflection:

The analysis of headcount and enrollment data for the Counseling Program courses reflects a notable decline, mirroring the trends we see across the institution. These findings are consistent with the impact of the Covid-19 shutdown and its effect on higher education, particularly affecting community colleges. The Counseling Program experienced an unusual decrease in enrollment compared to the institution. Multiple factors contributing to this decline are:

##### 1. Skewed Data from COUN 101 and COUN 103:

The reported 100% decline in enrollment for COUN 101 and COUN 103 stems from specific circumstances: 1. The archival of COUN 103 and, 2. The deliberate decision not to offer a section of COUN 101 during the 22-23 Academic Year.

**2. Decreased Sections in Courses:**

Courses such as COUN 111, COUN 110, and COUN 105 saw a reduction in the number of sections offered during the 22-23 Academic Year. This decline in sections contributed to the overall dip in enrollment. Identifying the reasons behind this reduction will be important in addressing the issue.

The aftermath of the Covid-19 pandemic served as a period of transition for both the Campus and the Counseling Program. As we navigate these challenges, we are hopeful that the upcoming Program Review cycle will reflect more stabilized enrollment across Counseling courses.

**2. Average Class Size**

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
COUN-97	4	15.3	2	19.0	4	14.8	15.8	-3.3%
COUN-100	8	27.5	8	26.0	10	21.7	24.8	-21.1%
COUN-101	1	18.0	4	10.0	--	N/A	11.6	--
COUN-103	1	15.0	--	N/A	--	N/A	15.0	--
COUN-105	4	19.8	3	18.3	3	15.7	18.1	-20.7%
COUN-110	6	23.0	6	21.3	5	17.0	20.6	-26.1%
COUN-111	3	19.3	1	19.0	1	7.0	16.8	-63.8%
<b>Program Average*</b>	<b>27</b>	<b>21.8</b>	<b>24</b>	<b>20.3</b>	<b>23</b>	<b>18.0</b>	<b>20.2</b>	<b>-17.3%</b>
<b>Institutional Average*</b>	<b>1,199</b>	<b>25.3</b>	<b>1,112</b>	<b>22.7</b>	<b>1,009</b>	<b>23.3</b>	<b>23.8</b>	<b>-8.2%</b>

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

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 20.2 students per section. The average class size in the program is lower than the average class size of 23.8 students per section across the institution during this period. Average class size in the program decreased by 17.3% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2020-2021 and 2022-2023:

Courses with decreases in average class size:

- COUN-111 (-63.8%)

- COUN-110 (-26.1%)
- COUN-100 (-21.1%)
- COUN-105 (-20.7%)

**Program Reflection:**

The analysis of Average Class Size data for the Counseling Program reflects a decline mirroring the trends across the institution. Similarly, as sections declined, so did class size. This is an unfortunate pattern and reflects the hardships students experienced in the aftermath of the Covid shutdown and the impacts made to their school and work-life balance. The Counseling Program saw a greater decline in sections and corresponding class size than the institution and several factors can account for this:

**1. COUN 100 Section Increase Impact:**

The increase in sections for COUN 100 had an impact on its average class size, contributing to a smaller average class size during this Program Review cycle. The additions in course offerings reflects a proactive measure that directly influences the learning environment and student experience.

**2. Covid's Disproportionate Impact on Learning Community Students:**

Learning Community students, often comprising first-generation and low-income individuals, bore a disproportionate impact from the Covid shutdown. This resulted in a decrease in the average class size within this student demographic. Acknowledging and addressing this is important to advancing equity at NVC.

**3. Dilemma Faced by Students in Counseling Courses:**

Counseling courses, typically elective and vital for supporting student success and retention, faced unique challenges during the Covid shutdown and subsequent transition period. The impact was felt institution-wide, as students found themselves confronted with the challenging choice between meeting program requirements and enrolling in lower-priority classes. This dilemma had a disproportionate effect on the Counseling Courses.

Looking ahead, the Counseling Program is working towards restoring stability to the average class sizes within Counseling courses. Recognizing the profound impact these courses have on student success and persistence, they stand as an invaluable asset across multiple departments. This is evident in the demand for offering Counseling courses within Learning Communities and their role in supporting the Math Department's strategic plan in addressing AB1705.

**3. Fill Rate and Productivity**

Fill Rate			
	Enrollments	Capacity	Fill Rate
<b>2020-2021</b>	589	810	72.7%
<b>2021-2022</b>	488	720	67.8%
<b>2022-2023</b>	415	690	60.1%
<b>Three-Year Program Total</b>	<b>1,492</b>	<b>2,220</b>	<b>67.2%</b>
Productivity			
	FTEs	FTEF	Productivity
<b>2020-2021</b>	45.3	3.8	11.9
<b>2021-2022</b>	39.9	3.5	11.4
<b>2022-2023</b>	36.0	3.5	10.3
<b>Three-Year Program Total</b>	<b>121.2</b>	<b>10.8</b>	<b>11.2</b>

Sources: SQL Queries for Fall 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

*RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Counseling ranged from 60.1% to 72.7%. (The fill rate has not been calculated at the institutional level.) The program-level fill rate decreased across the three-year period. The rate across the three years was 67.2%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).*

*Productivity within the Counseling Program decreased from 11.9 to 10.3 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 11.2 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.)*

**Program Reflection:**

The analysis of Counseling Program Fill Rate and Productivity data aligns with the data in Headcount and Enrollment, as well as Average Class Size. Generally, Counseling courses consistently have a lower fill rate compared to the institution, primarily stemming from their role in providing support and their integration into special programs. In the context of a smaller college grappling with declining enrollment, this creates challenges with enhancing fill and productivity rates.

As the Counseling Program looks forward, we remain consistent in recognizing the positive implications of a lower fill rate. Beyond this data, this approach contributes significantly to student retention and persistence, and providing a supportive academic environment.

**4. 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)	
Course	Rate	Course Rate vs.	Rate	Course Rate vs.

		Program Rate			Program Rate	
		Above	Below		Above	Below
COUN-97	98.1%	<b>X</b>		87.8%	<b>X</b>	
COUN-100	89.8%		X	71.0%		<b>X</b>
COUN-101	96.5%	X		70.2%		X
COUN-103	93.3%	X		93.3%	X	
COUN-105	91.6%		--	73.2%		X
COUN-110	92.2%	--		76.9%	X	
COUN-111	92.8%	--		73.5%		<b>X</b>
<b>Program Level</b>		91.9%			74.8%	
<b>Institutional Level</b>		<b>90.0%</b>			<b>72.7%</b>	

*Source: SQL Queries for Fall 2023 Program Review*  
-- 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. The lower of the two rates is highlighted in bold.  
**Note:** Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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 retention rate at the institutional level. No courses within the Counseling Program claimed retention rates that were significantly lower than the program-level rate. The retention rate for COUN-97 was significantly higher than the program-level rate. The retention rate for the Counseling Program falls within the second quartile (Q2) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Counseling is among the lowest 50% of retention rates among NVC programs.*

*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 rates for COUN-100 and COUN-111 were significantly lower than the program-level rate. The successful course completion rate in COUN-97 was significantly higher than the program-level rate. The successful course completion rate for Counseling falls within the second quartile (Q2) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Counseling is among the lowest 50% of successful course completion rates among NVC programs.*

*Over the past three years, the difference between retention and successful course completion at the program level (17.1%) reflected the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).*

*The following Counseling courses claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:*

- COUN-101 (26.3%)



- COUN-111 (19.3%)
- COUN-100 (18.8%)
- COUN-105 (18.4%)

**Program Reflection:**

The analysis of the data for the Counseling Program Retention rates reflects retention levels higher than the institution. This is consistent with previous Counseling Program Reviews and can be attributed to the intrinsic supportive nature the Counseling Program provides which fosters a sense of community and connectedness amongst students to campus. Similarly, the data for the Counseling Program Successful Course Completion Rate was higher than the institution. However, this rate fell significantly from the previous Counseling Program Review. This Counseling Program specific decline is consistent with the negative effects students experienced post Covid. Moving forward, the Counseling Program hopes to see the Successful Course Completion Rates increase.

**2. Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	92.2%	87.7%	72.5%	65.9%
Pacific Islander	87.5%	86.7%		
Latinx/Hispanic			73.9%	<b>69.0%</b>
19 or Younger			73.9%	<b>71.0%</b>
First-Generation			76.4%	<b>69.7%</b>
Not Disabled/Not Reported			74.3%	72.5%

Source: SQL Queries for Fall 2023 Program Review

**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**.

\*Data suppressed due to low N (<10 students in cohort).

**Notes:**

Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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.

The age groupings are based on the student’s age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

*RPIE Analysis: This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.*

*Within the Counseling Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.) The retention rate among Pacific Islanders within the program reflected the rate at the institutional level.*

*Within the Counseling Program, the successful course completion rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.) The program-level successful course completion rates among Latinx/Hispanic students, students 19 or younger, and first-generation students were significantly higher than the corresponding rates at the institutional level. The program-level successful course completion rate among students without a disability reported was higher than the corresponding rate at the institutional level. (The difference was not statistically significant.)*

*These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institution-level rates. (See Section I.B.1 above.)*

**Program Reflection:**

The Student Equity data for the Counseling Program Review reflects retention rates and successful course completion rates higher than the institution. However, while successful course completion rates for African American/Black students was higher than the institution, these rates were not significantly higher, while the other focus groups were significantly higher. Compared to the previous Counseling Program review, the successful course completion rate for the focus groups did align closer together. Reflecting on this data the Counseling Program will continue to recognize the following strengths:

- Counseling program learning communities focus on the retention, persistence and success of Black/African American, Pacific Islander and Latinx and first generation students
- Lower fill rate allowing more time for student follow-up
- Diverse teaching faculty who create a supportive learning environment
- Equity minded Instructors who teach with a culturally responsive pedagogy

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

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
<b>In-Person vs. Online</b>						
COUN-100	100%	92.5%		92.6%	<b>72.6%</b>	
COUN-105	100%	95.0%		95.0%	<b>73.3%</b>	
COUN-110	95.1%	92.9%		75.6%	72.7%	
<b>In-Person vs. Hybrid</b>						
COUN-100	100%		100%	92.6%		<b>48.8%</b>
COUN-110	95.1%		93.8%	75.6%		87.5%
<b>Online vs. Hybrid</b>						
COUN-100		93.2%	94.2%		73.0%	<b>59.3%</b>
COUN-110		92.9%	93.8%		72.7%	87.5%
<b>Program Total</b>						
<b>In-Person vs. Online</b>	98.1%	<b>93.1%</b>		87.0%	<b>72.8%</b>	
<b>In-Person vs. Hybrid</b>	97.1%		98.2%	82.4%		<b>59.6%</b>

Online vs. Hybrid		93.1%	94.1%		72.9%	<b>63.7%</b>
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Source: SQL Queries for Fall 2023 Program Review  
 This table compares student performance in courses offered through multiple delivery modes within the same academic year.  
***Bold italics*** denote a significantly lower rate within that delivery mode.

***RPIE Analysis:*** Over the past three years, three courses within the Counseling Program have been offered through at least two delivery modes within the same academic year. In 2021-2022, COUN-100 was offered through online and hybrid formats. In 2022-2023, COUN-100 was offered in in-person, online, and hybrid formats. In 2021-2022 and 2022-2023, COUN-105 was offered through in-person and online formats. In 2021-2022 and 2022-2023, COUN-110 was offered through in-person, online, and hybrid formats. This analysis focuses on program-level rates. Details for the course level are reported in the table above.

- Within the Counseling Program:***
- *In courses that were offered in in-person and online formats, the retention rate in online sections was significantly lower than the retention rate in in-person sections.*
  - *In courses that were offered in in-person and hybrid formats, the retention rate in in-person sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.)*
  - *In courses that were offered in online and hybrid formats, the retention rate in online sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.)*

- Within the Counseling Program:***
- *In courses that were offered in in-person and online formats, the successful course completion rate in online sections was significantly lower than the successful course completion rate in in-person sections.*
  - *In courses that were offered in in-person and hybrid formats, the successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections.*
  - *In courses that were offered in online and hybrid formats, the successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in online sections.*

**Program Reflection:**

The data analysis of Retention Rates by Delivery Mode reveals positive outcomes across all three delivery modes, with the highest rates observed in the In-Person sections. However, analysis of the Successful Course Completion rates across the three modes shows evidence that our online and hybrid courses have a notably lower rate of successful course completion compared to our fully in-person sections. Taking a deeper look into each modality, these findings remain consistent with the challenges faced by students and faculty transitioning to online learning during this period. The introduction of Online and Hybrid courses was novel, contributing to the significantly higher success rates observed in our in-person sections. Moving forward, the Counseling Program will continue to monitor this data so we can make informed decisions as to the best delivery mode for our students.

**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 it. See Taxonomy of Programs above.*

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

*This section does not apply to the Counseling Program, as it is not within Career Technical Education or Health Occupations.*

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
COUN	92	Cannot find	No	Sp. 2024	n/a	
COUN	97	11/12/2015 (BOT)	No	Sp. 2024	n/a	
COUN	100	11/12/2015 (BOT)	No	Sp. 2024	n/a	
COUN	101	1/28/2011 (BOT)	No	Sp. 2024	n/a	
COUN	104	5/1/2020 (CC)	No	No	n/a	
COUN	105	3/15/2019 (CC)	No	No	n/a	
COUN	110	5/12/2022 (BOT)	No	No	n/a	
COUN	111	Before 2010	No	Sp. 2024	n/a	

\*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

The Curriculum Chart reflects inaccuracies. I placed revision dates of Spring 2024 as place holders for courses that have incorrect information and need to be updated.

### III. LEARNING OUTCOMES ASSESSMENT

#### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
7	6	1	6	1

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:

- Six out of eight Counseling courses have been assessed over the last four years.
- Coun 92 has not been offered since Spring 2019
- Coun 104 has not been offered and the Counseling Program will discuss whether to keep or archive this course
- Coun 103 has been archived
- Coun 100, 105 and 110 are the only courses being offered Spring 2024 and they will be assessed this term
- Coun 100, 105, 110 and 97 are consistently offered each semester and assessment will occur every three years

#### B. Summary of Learning Outcomes Assessment Findings and Actions

In the course Coun 100: College Success, the first Student Learning Outcome (SLO #1) focuses on the analysis of career choices through the use of personality assessments and career exploration. The Counseling Faculty will discuss the need to review and potentially eliminate this SLO and replace it with an SLO more relevant to COUN 100 content. This SLO is redundant with the SLO for Coun 110: Career/Life Planning. Counseling Faculty are aware of their SLO assignments Sp. 24 and would like an orientation to N

#### Program Reflection:

The Student Learning Outcomes (SLOs) within counseling courses serve as the foundation for Counseling Faculty to evaluate the content they deliver and the efficacy of their teaching methods. This ongoing assessment prompts faculty members to reflect on the effectiveness of their instructional approaches and whether adjustments are necessary for student understanding. Counseling Faculty have observed the relevance of their SLOs and implemented changes when needed to ensure a robust learning experience for students.



#### IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

- Increase average class size
- Increase course fill rate

##### A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Counseling Program was able to respond to the transitions of the Covid shut down by switching to online and hybrid courses to serve student demand.
- Positive retention and successful course completion rates higher than the institution
- Growth in the successful course completion rates of African American/Black students
- Development of the Kasaysayan Filipinx Learning Community

##### B. Recent Improvements

Since the Spring 2020 Covid shutdown, Counseling Courses have seen improvements in their online delivery mode and Counseling Faculty have become more experienced at online teaching. These improvements provide a greater experience for our online learners.

##### C. 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

**V. 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:**

- Although the Headcount and enrollment numbers have declined, the current data still shows stability among the Counseling courses
- Retention and Successful Course completion rates are stable
- Counseling courses continue to be attached to Learning Communities and beginning with the Fall 2024 term, Counseling courses will be embedded into the SMS, Student Math Success, plan addressing AB1705.

Complete Columns A – D of the 3-Year Program Planning Template (Excel file accompanying this report) to outline the three-year plan for the program. For the fall 2023 program review cycle, the 3-year program plan will span 2024-2025 through 2026-2027.

<b>COLUMN A</b>	<b>COLUMN B</b>	<b>COLUMN C</b>	<b>COLUMN D</b>
<b>Program/Service</b>	<b>Unit-Level Initiative</b>	<b>Anticipated Year of Implementation</b>	<b>Anticipated Outcome of Initiative</b>
<b>Counseling Courses</b>	Implement courses to support dual enrollment programming with New Technology high schools.	2024-2025	Student Retention, college readiness, improve overall academic achievement, engagement and a focus on underrepresented, historically marginalized students



**VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN**

- A. 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.

**Description of Current Program Resources Relative to Plan:**

For this initiative to be successful personnel to needs to be identified, specifically counselors who can teach dual enrollment courses and work on-campus learning communities. Adjunct counselors can support this however for the most impact 1.0 FTE Counseling position would support.

- B. Complete Columns E – F of the 3-Year Program Planning Template to identify the resources needed in order to implement each unit-level initiative. If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list them on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed 3-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Counseling Courses	Increase NVC Departmental collaboration	Fall 23-Spring 24	Student Retention, college readiness, improve overall academic achievement, engagement and a focus on underrepresented, historically marginalized students	For this initiative to be successful personnel to needs to be identified, specifically counselors who can teach dual enrollment courses and work on-campus learning communities.	Adjunct counselors can support this however for the most impact 1.0 FTE Counseling position would support

**COUNSELING FALL 2023**

Completed by Supervising Administrator:

J Guerrero

Date:

2/9/24

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

The Counseling courses continue to offer vital support to students, other disciplines, and community partners. Specifically, the collaborations with Academic Affairs to create Learning Communities like math scholars' program will impact many students who may need additional college success support. Counselors also continue offering courses for local high schools. The move towards a more dual enrollment-based curriculum is serving another important need, especially as NVC works towards stabilizing its enrollment numbers. Courses in Counseling continue to be offered from an equity perspective and are culturally responsive. This is evident specifically in courses offered for Learning Communities such as Puente, Umoja, and Kasaysayan.

Areas of concern, if any:

There continues to be a need to offer additional Counseling Courses to high schools and in collaboration with other departments. Counselors often teach these courses as over-load since their primary contractual responsibility is counseling students.

Recommendations for improvement:

Continue creating curriculum that reflects the needs of NVC students.

Additional information regarding resources:

N/A