Counseling

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)

- Goal Setting and Activities

- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

Data from SARS shows that in Fall and Spring 2018-2019 (8/27/18-5/3/19), 22,452 student contacts were entered with the code Academic. Since all student who we meet with in appointments or walk-ins include this code, this indicates the total number of student contacts we met had during this time period. During the summer (5/6/19-8/23/19 there were 9,309 student contacts with Academic code, bringing us to a total of 31,761 student contacts for the year.

Data from SARS showed that from Fall 18-Smr 19 (8/27/18-8/23/19) 3,427 student contacts were for Personal Counseling, 210 for Crisis, and 39 for BIT reports

Data from SARS showed that from Fall 2018-Smr 2019 we made 6,620 CEPs (Comprehensive Educational Plans), 10,117 AEPs (Abbreviated Educational Plans) and 2,329 updated CEPs.

Data from SARS showed that from Fall 2018-Smr 219, 7,023 student contacts were for career counseling and 4,519 were for transfer advising.

Data from SARS showed that from Fall 2018-Smr 2019 363 student contacts were for Probation, and 667 for Dismissal.

Data from SARS showed that from Fall 2018-Smr 2019 east campus saw 10,222 walk-ins and west campus saw 5,640 walk-ins.

Data from SARS also showed that 130 student contacts were Umoja related.

The study through MJC Institutional Effectiveness, Comparison of College Skills and Guidance- Subsequent Outcomes takes a look at new students who took a Guidance course, COLSK 100 (Found for 1st Yr College Success) or neither and the apparent effect three years out. The following results are worth consideration in terms of causes and implication: -Guidance course enrollment went down from 34% of new students in 15-16 to 26% of new students in 17-18. One possible reason for this could be that the newly developed ADTs do not require Guidance. -Persistence rates for these new students in the 3rd subsequence semester indicates positive correlation for those who took Guidance or COLSK. For Guidance students, persistence for 15-16 was 72% and for 17-18 was 67.7%. For COLSK students, persistence for 15-16 was 61% and for 17-18 was 65.8%. For students who took neither, persistence for 15-16 was 43% and for 17-18 was 55.4%. While the percentage increased for COLSK, the highest persistence still holds for Guidance students. Persistence for those who took neither is clearly lower.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

The Counseling department offers a variety of counseling services, including walk-ins, individual appointments, evening and week-end services, group, instructional, and online advising.

Our one-hour appointment allows the counselor ample time needed to create an educational plan and more importantly to create a connection with the student.

The programs holistic philosophy and approach to counseling meets students where they are in each interaction, addressing all student needs, including personal support, academic advising and career exploration.

Guidance classes offer a foundation for new students, developed to best serve students of different situations, such as our undecided, re-entry, or transfer bound students. These courses are also offered in a variety of modalities, including in-person, online, hybrid, evening, and on-site at several local high schools.

Through the cohort model counselors are practicing more intrusive counseling- reaching out to students with intention to maximize retention and completion.

In recognizing the connection of mental health and student success, counselors offer availability to crisis counseling, support groups and referrals to therapists both on-campus, as well as through outside agencies.

Various programs on campus, such as the Transfer Center, Veterans Resource Center, Umoja, and UndocuAlly Dream Network involve the leadership of Counselors to tailor services to the needs of specific student groups.

3. What do others see as the program's strengths?

The Counseling department has been offering counseling services both on east and west campus.

Through cohort work, counselors have better presence within divisions, and are developing relationships with the faculty within those areas.

Guided Pathways has provided the opportunity for counselors to share more about the work that we do with the instructional faculty.

The ethnic diversity of the counseling faculty is comparable to the diversity of the MC student population. Of the full-time general counselors, approximately 50% are Hispanic, 22% are White, non-Hispanic, 18% are Black, African-American and 9% are Asian. This compares to the MJC student population of 52% Hispanic, 35% White, non-Hispanic, 4% Black, African-American and 5% Asian.

Students seem to recognize and appreciate counselor availability in terms of unrushed time in appointment, online access, and options to meet evening or week-end.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

For the Guidance courses that were tested, students met expectation for Communication at 87.19% , met expectation for Creative, Critical and Analytical Thinking at 86.39% , met expectation for Cultural Literacy and Social Responsibility at 82.27%, met expectation for Information and Technology Literacy at 89.97% and met expectation for Personal and Professional Development at 84.91%.

While Guidance is not a program that directly leads students into a particular career path, Guidance 111 (Career Exploration) helps students explore career options and Guidance 112 (Job Preparation Skills) helps students develop the skills and tool to help aid them on their particular career path.

For course SLOs, overall there appeared to be an increase of met expectations from Fall 2016 (77.9%) to Fall 2018 (85.9%) However, if each individual Guidance course is taken into account, there were some that went down in this same time period. For example, both Guidance 110 (Intro to College) and Guidance 111 (Career Exploration) showed a decreased percentage of expectations met during this same time period. This is something that will need to be further explored within the department to make sure the information of the SLOs is being covered in all courses.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

Considering the long wait time for an appointment within certain areas, such as Nursing, perhaps more resources need to be allocated to these areas. In addition to this, it needs to be reiterated to students that we are still general counselors and all able to meet with all students.

Considering long wait times for students on walk-ins during certain periods of the semester, a triage counselor may be an option to identify immediate needs of those

students who are waiting and attend to the quicker questions or refer to other offices when appropriate. With this type of service, there would need to be a way of capturing the data of students served, such as with a portable device.

The data presented by Institutional Effectiveness showed that White, non-Hispanic students were more likely to enroll in a Guidance course. Hispanic students were more likely to enroll in COLSK 100. African American students were more likely to enroll in neither course. This indicates a need to better market and outreach to African American students who are on-boarding to encourage enrollment in one of these courses.

6. What disproportionate gaps need to be addressed?

Looking at the overall data of student completion at our school, there needs to be more focus on supporting our African-American and Hispanic student populations.

Better training and support are necessary for new counselors.

A deeper look at our cohort approach is needed to address the disproportionate number of students, especially within our DI groups, that reside in the different divisions.

There also seems to be different understanding of the cohort work within different divisions, with some funneling all of their students to the counselors connected to their division. There needs to be better communication across the campus that we are still general counselors, capable of meeting with all students regardless of their major.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Better, more comprehensive, training to all new counselors, as well as continued support through mentorship.

Ongoing training in areas such as mental health crisis and transfer.

Attainment of accurate data is a challenge due to the incongruent communication between sources, lack of uniformity as to reason codes in SARS, and underreporting of correct program by students in PiratesNet, among other issues. There are also a number of contacts made with students by phone or email which goes without being tracked. Further discussion needs to happen to develop strategies in making data more consistent and accurate.

Need for more counselors to be trained for online counseling.

Need for more counselors to be trained to teach the Guidance 111 classes.

A more thorough conversation regarding cohort work, how it is being approached and understood in different areas, is necessary. While there is acknowledgement of benefits to the cohort approach, there remains concern regarding aspects, such as equity of workload, best practices, and finding balance between time spent in the divisions and the Counseling office.

Considering regular changes in leadership within the department there is a lack of consistency, affecting planning and expectation.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

Our SLOs showed increased percentage of expectations met in some courses more than others. For example, the percentage of expectations met increased for Guidance 112 (Job Preparation Skills), while it went down for Guidance 110 (Intro to College) and Guidance 111 (Career Exploration). It should be taken in to account that the student sample size is smaller for Guidance 112.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Due to the fact that over half of our student population is Hispanic, implementation of programs, such as Puente and/or CAMP should be considered.

Starting a college chapter of the African American Male Education Network and Development (A2MEND) organization.

Expand and further institutionalize the Umoja Program.

Designate personnel to charge a program to serve the unique needs of undocumented students as required by AB 1645.

Further develop relationships with instructional faculty through cohorts and Guided Pathways.

Expand online counseling services as an option for students.

Develop and increase of support groups and continue to grow partnerships with therapy interns through Stanislaus State.

Further collaboration with community services to connect students with resources for issues such as mental health, homelessness and child care.

Availability of chrome books for students.

10. What are some industry or disciplinary trends that could enhance the program?

With an increasing need for mental health services, it is important to offer continuous training in crisis counseling for all counselors.

Connect more students to internships through Career Center.

Strengthen the resources and provide more support/services for our undecided students.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

Limitation in our ability to collect accurate data given that our systems dont communicate with one another.

The roll out of Starfish technology has brought with it a number of issues, including concerns related to fluidity, speed and accuracy

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

The complexity of the many changes happening at the state level cause an element of anxiety due to the request for role change/ flexibility on the part of counselors.

The new initiatives coming from the State Chancellors office asks for the counselor to push for student completion, which doesnt necessarily take into account certain considerations, such as the large number of our students who select to be part-time due to personal and financial reasons.

With the implementation of AB 705, counselors must learn about new math sequences and figure out how to communicate the new options to students.

13. What other obstacles does the program face?

Currently there are 22 full-time general counselors. Given that there were 18,546 students in Fall 2018, this indicates a counselor to student ratio of approximately 843:1. While there are additionally 10 adjunct counselors to help with student contact, this still leaves us well behind the Academic Senate for California Community Colleges recommended counselor to student ratio of 370:1.

With all of the changes happening at both the state and college level, counselors are being pulled in many different directions, such as tending to cohort work in divisions, splitting between east and west campuses, and learning new information with changing policies.

There is a high need for more front office staff on both east and west campus, especially with the potential for further screening of students for best service at the point of walk-ins or appointment scheduling.

Often there is new information at the college, such as change in student services policy or change in program, that doesnt get passed on to Counseling. This can lead to inaccurate information being passed on to our students.

Changes in the institutions leadership, especially within student services, has challenged the department to adjust direction and focus with differing management approaches.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
Increase Comprehensive Educational Plans (CEP) for students in our DI groups by 5%.	Equity	Student Support
Increase applications of Associate degrees for eligible students by 5%.	Programs / Services based on Scholarship of Teaching and Learning	Student Support
Increase fill rate to capacity for Guidance courses.	Programs / Services based on Scholarship of Teaching and Learning	Student Support

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Within cohort groups, filter and manage data to reach out to DI groups who do not have a CEP	Goal #1	Increase percentage of students within DI groups who have a CEP
Within cohort groups, filter list to identify students who have 60 or more degree applicable units. Review for potential degree completion and reach out to students who have courses needed for degree.	Goal #2	Increase percentage of degree eligible students to complete the process of turning in an application for that degree.
Marketing campaign through outreach and workshops	Goal #2	Make students aware of necessity to turn in application in order to complete process of getting an Associate degree.
Make the Associate degree application available to be filled out electronically	Goal #2	Make it easier for students to fill out application for Associates degree.
Marketing campaign through new student activities to encourage students to start with a Guidance course.	Goal #3	Fill Guidance courses to capacity

Resource Requests

Category	Request		Activity	Estimated

		#	Cost
Prof. Devel.	1. Provide mentoring/training for adjunct	1	20000
Prof. Devel.	2. Provide training for all counselors on Myers-Briggs	1	11000
Equipment	1. Replace old computers in counseling	1	8000
Equipment	Monitors	1	NA
Technology	1. Cranium Cafe	1	1000
Personnel	1. Hire two additional counselors	1	220000
Personnel	2. Hire one front office staff	1	75000
Facilities	1. Make available the class rooms for Guidance classes	5	0
Other	Marketing services	5	5000