

**Cerritos College
Instructional Program Review**

Instructional Program Review Submittal Form

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program: Counseling (COUN)

Date Submitted: 3/6/18

Scheduled Presentation Date: 3/20/18

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle (*circle one*) Yes

Explain any exceptions for non-compliance with curriculum requirements:

The self-study report adequately addresses the following components:

Description of the Program	Yes		No
Course and program content			
Student demographics			
Human resources			
Instructional Improvement	Yes		No
Teaching effectiveness			
Activities to improve student learning			
Course grading			
Course and program completion			
Program outcomes			
Core indicators (if vocational)			
Student feedback			
Institutional data			
Other	Yes		No
Strengths and weaknesses of the program			
Opportunities and threats of the program			
Goals of the program			

Self-Study prepared by: Traci Ukita, COUN Instructional Chair

Reviewed by (Division Dean): Renee DeLong

SECTION 1: DESCRIPTION OF PROGRAM

The Counseling (COUN) instructional program is unlike most other instructional programs in that classroom instruction is not the primary assignment of any of the faculty members who teach courses in the program. The work load of a Counseling faculty member is divided across a variety of activities, and only a small portion for any individual counselor is dedicated to classroom instruction.

Another unique feature of the COUN instructional program is that its faculty members represent different departments and programs on campus. Counseling course offerings over the past several years have been taught by counseling faculty representing Adult Education, Counseling, Career Services, EOPS, Financial Aid, LINC, Puente Project, and Umoja. While all COUN instructors meet the minimum qualifications for the Counseling discipline, they are assigned to different departments and programs, and there is not a single manager who oversees all of the counseling faculty. The Dean of Counseling Services along with the COUN instructional chair oversees the coordination of the COUN instructional program; however, it is not in the dean's purview to assign counselors she does not directly supervise on a daily basis to COUN classes. Any COUN section reserved for Adult Education, CalWORKs, EOPS, or LINC program is initiated by the manager and faculty of that specific program, but the Dean of Counseling Services and the COUN instructional chair still have to coordinate the scheduling of those classes. There are seven full-time counselors who may teach COUN classes, but are assigned to programs that the dean does not directly supervise. Additionally, there are four full-time counselors in DSPS. They do not teach COUN classes, as their department offers its own classes (Access Learning).

By the end of the current academic year, out of the 35 full-time counselors who could be assigned to teach a COUN class (including those reserved for special programs), 29 will have taught at least one class. We have very few part-time faculty who teach in our program. By the end of this academic year, 6 part-time counselors will have taught in our program. Between the full- and part-timers, we will have covered 77 sections, 17 of which were double-sections (max capacity of 60 with 2 instructors). Fifty-seven of the 77 sections (including all 17 double-sections) were of our anchor classes: COUN 101A and COUN 200.

There are currently 12 COUN courses listed in the general catalog: COUN 10, 50, 100, 101A, 101B, 101C, 150, 200, 210, 220, 298, and 299. However, we primarily offer our anchor classes of COUN 101A and COUN 200 along with a few of sections of COUN 10 and COUN 101B, and one or two sections of COUN 150 and COUN 101C. The majority of the COUN sections are attached to special programs such as EOPS, LINC, First Year Experience, Cerritos Complete, Athletics, Umoja, Puente, President's Scholars, and Project HOPE. These sections are set aside for students in those programs. The table below delineates the total number of sections per COUN class offered Fall 2017 and the percentages of those sections that were dedicated to specific programs.

Course	Total # of Sections	Sections dedicated to specific program	% dedicated to specific program
COUN 101A	10	9	90%
COUN 101B	4	3	75%
COUN 150	1	1	100%
COUN 200	14	8	57%

Despite the challenges that the unique qualities of our program sometime bring, the working relationship among the counseling instructors is strong and the instructional climate is positive. The faculty members are supportive of each other and consistently share resources and ideas. They are dedicated to assisting students in developing skills to help them achieve their academic, career, and life goals in a technology-friendly environment that embraces the diversity of its students. The COUN instructors are committed to providing high-quality, student-centered learning experiences that:

- prepare students in becoming successful learners,
- encourage self-awareness and personal growth,
- promote appreciation of life-long learning, and
- cultivate a sense of community.

DATA

Data was received and discussed at various points during 2017. As early as February, the chair of the COUN instructional program invited Dr. Kristi Blackburn and research analyst, Clarence Wheeler, to a COUN instructors meeting to show examples of the type of data the program would receive in the fall semester. In March, the COUN instructors reviewed and revised a survey to be distributed in COUN 200 sections toward the end of the semester. Additional research questions for IERP to work on during the summer were also discussed. The chair met with Dr. Blackburn and Mr. Wheeler the following week to discuss the timeline, structure/format, and content of the survey, as well as to shape the additional research questions. The survey was distributed electronically via Survey Monkey during the end of April/early May.

Mr. Wheeler provided an initial report that described results of the survey and additional research questions in early September, and after meeting with the chair to refine the data sets for the research questions, delivered a final report in early December. The usual data set that IERP provides each department for its program review was originally scheduled to be delivered in September; however, due to other IERP priorities, delivery was postponed until early November and the executive summary of the data set was not received until mid-January. A subcommittee of COUN instructors began meeting prior to receiving finalized reports to discuss initial data to inform our SWOTs.

DEMOGRAPHICS: Demographics of students who took COUN classes from 2011-2016 are very similar to the general Cerritos College student population with respect to gender and ethnicity. However, there is a distinct difference with respect to age. The age of

students taking COUN courses skews much younger than the overall student population.

Average percentages of COUN students compared to overall Cerritos student population by age range from 2011-2016:

Age Range	Students in COUN	Overall population
Under 20	65%	23%
20-24	24%	37%
25-34	8%	22%
35+	4%	18%

That the population of students taking COUN classes is younger than the general population likely reflects our recruiting strategies and the fact that many sections of our classes are attached to special programs that focus largely on first-time-to-college students. Having a younger student population presents an opportunity to address career exploration and decision-making early on in our students' college careers. It may also inform our selection of technological resources to incorporate into our classes that may better engage our students.

WSCH/FTEF: The six years (2011-2017) of WSCH to FTEF data provided by IERP indicates that our WSCH/FTEF has been below the state target of 525. The numbers range from a low of 385 in 2012-2013 to a high of 506 the following year. The average for the COUN courses for the 6-year time frame was 464; however, the last two years of available data are above that average (499 and 480). As mentioned previously, the majority of COUN sections are set aside for special programs or populations such as Umoja, Puente, EOPS, and LINC. Sections for these special programs are allowed to run at lower enrollment numbers, which affects the overall WSCH/FTEF, in order to meet expectations or requirements for additional student contact outside the classroom.

WSCH to FTEF for COUN courses by academic year:

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
474.49	385.06	506.40	442.31	499.01	480.26

FTEs: The COUN instructional program is fairly small, typically generating fewer than 100 FTEs per year. It appears, however, that enrollment in COUN classes is growing. Six years (2011-2017) of FTEs data provided by IERP reflects a consistent increase in FTEs generated by COUN courses.

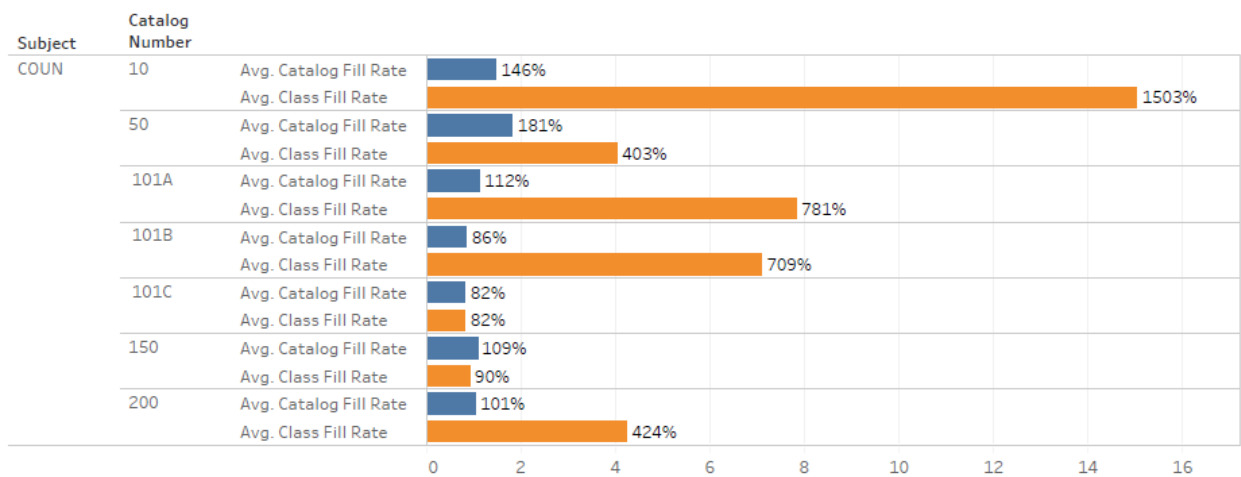
FTEs generated by COUN courses by academic year:

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
58.31	77.13	79.08	88.69	99.13	112.03

DEGREES, CERTIFICATES AND MAJORS: The college does not offer a certificate or associate degree program specifically in Counseling; however, COUN 200 may be used to meet a requirement for the Social and Behavioral Science emphasis of the Liberal Arts and Sciences major. Additionally, COUN 100, 150, 200, 210, and 220 may be used to meet a requirement for the Self-Development and Social Behavior emphasis of the Liberal Arts and Sciences major.

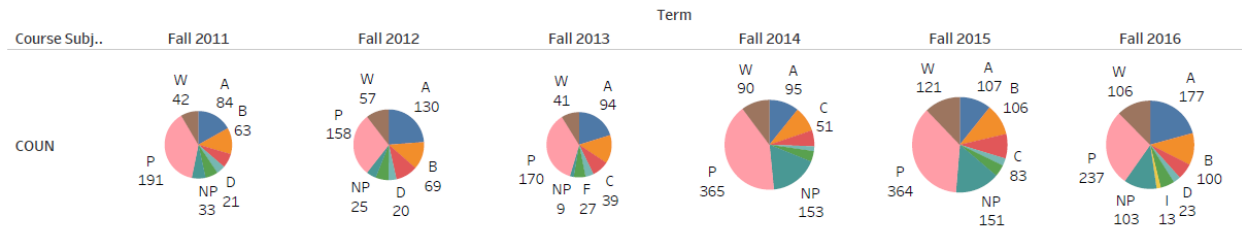
ENROLLMENT/FILL RATE: The fill rates for COUN classes are inflated due to the majority of sections being capped at zero in order for the special programs that desire or require COUN courses to have control over enrollment in their sections. Additionally, during the summer almost all COUN 101A sections are double-sections with two instructors and twice the typical number of students. As a result of these two practices, average class fill rates for most of our courses are artificially high. For example, the 6-year average class fill rate for COUN 10 was 1347%. A better indicator would be the average catalog fill rate, which, for the same course, was 145%. The 6-year average catalog fill rates for COUN classes is 82% on the low end to 177% on the high end.

6-year average fill rates (catalog & class)



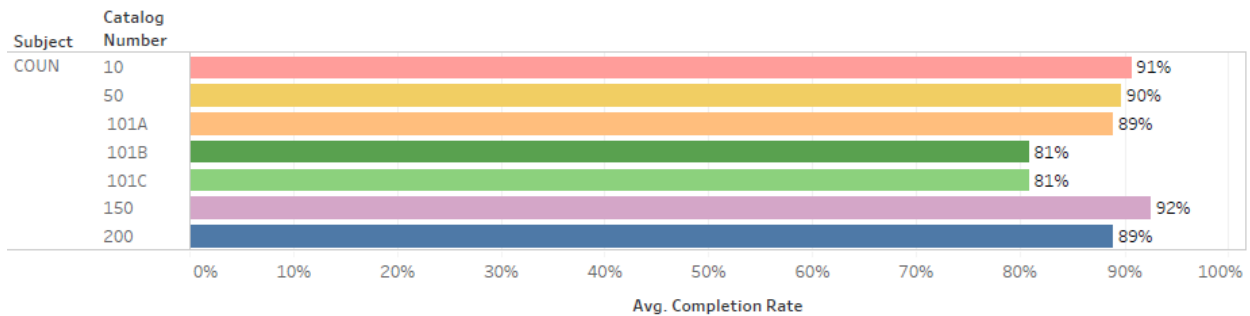
GRADE DISTRIBUTION: In reviewing the pie charts and heat maps provided by IERP, it is clear that the majority of our students successfully passed our classes, with most receiving A, B or P grades over the past six fall terms.

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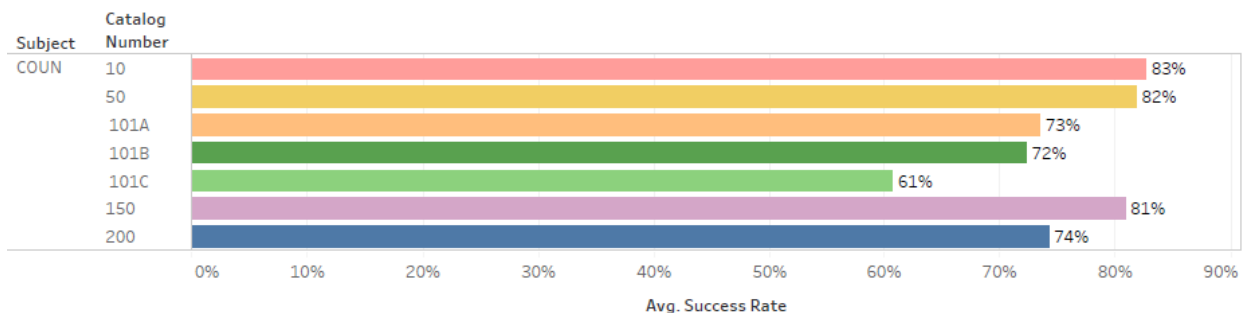
COURSE COMPLETION/RETENTION AND SUCCESS RATES: The 6-year (2011-2012 through 2016-2017) average course completion/retention rate across the COUN classes is 87.6% with 81% on the low end (for COUN 101B and 101C) and 92% on the high end (for COUN 150).

6-year average completion-rates by course



The 6-year average success rates across the COUN classes was 75.1% with 61% on the low end for the infrequently offered COUN 101C (only two sections offered during this time frame) to 83% on the high end for the consistently offered COUN 10 (approximately 2 sections every term during this time frame). According to IERP, COUN as a discipline is above the institution set standard for successful completion.

6-year average success-rates by course



It is difficult to draw many solid conclusions, as much of the data is based on infrequently offered courses or courses we no longer offer: the data on COUN 101C is based on only two sections that were offered during the 6-year time frame and only 5 sections of COUN 150; only a couple of sections of COUN 10 are offered each term; and we stopped offering COUN 50 in summer 2013. Nevertheless, we would count as our successes our completion and success rates (e.g., our 6-year successful completion rate of 76% is above the institutional standard 69.6%). Additionally, our catalog fill rates are evidence of the willingness of our instructors to accommodate more students. We may need many more opportunities to run some of these classes to affirm these positive outcomes.

Another indication of the success of the COUN instructional program was supported by the data collected from the COUN 200 courses last spring. Of the 77 students who

responded to the survey, 86% agreed or strongly agreed that the class helped prepare them to be successful in college and 84% were satisfied with their COUN 200 experience.

One of the research inquiries we asked IERP to examine was the relationship between completion of COUN 200 and COUN 101A and degree completion. According to Scorecard data, Cerritos College students take approximately 4.5 years to complete an associate's degree. The IERP office found that of the students who took COUN 200 and earned a degree, 77% did so during their third or fourth years of enrollment. Similarly, of the students who took COUN 101A and earned a degree, 80% did so during their third or fourth years of enrollment. A majority of those who earned associate degrees and took either COUN 200 or COUN 101A did so at a faster pace than the average Cerritos College student.

An interesting question prompted by the review of the data is how much class size may impact course completion and success. As has been mentioned previously, most of our sections are run for special programs, and many of these sections are allowed to run with fewer students. It may be that the lower class sizes allowed for greater student engagement, which could have impacted our course completion and success rates. For example, in the 6-year time frame of the provided data, only five sections of COUN 150 were offered, but all five sections were held for special programs (Puente or Umoja). The COUN 150 class has the highest completion rate and one of the highest success rates.

SECTION 2: SWOT ANALYSIS

STRENGTHS

1. **Collaboration with other programs/departments**—As a program and as individual instructors, we have worked collaboratively with various campus programs and departments to recruit students and integrate our classes into the larger campus community.
2. **COUN 101A SLO results**—For the past four years, the percentage of students who met the COUN 101A SLOs has been in the mid-high 90th percentile.
3. **Impact on award completion rates**—Students who take COUN 200 or COUN 101A and earn an associate's degree appear to do so sooner than students in the general population.
4. **Diversity of COUN faculty**—The COUN teaching faculty reflects diversity of ethnic backgrounds and bring expertise in a student development approach to the diversity conversation.
5. **Variety of COUN 200 formats and times**—We have increased our late afternoon, evening and online sections of anchor class: COUN 200.

6. **Holistic student development**—Drawing from our knowledge of student development theory, we integrate activities and assignments that foster development of students' cognitive, interpersonal and intrapersonal skills that support attainment of their educational and personal goals.

WEAKNESSES

1. **Limited professional development**—We have not dedicated as much time as we would prefer to professional development activities that may include exploring new career information resources, sharing effective teaching strategies and best practices, evaluating the effectiveness of our shared drive, increasing Canvas use, increasing number of faculty certified to teach online, and accessing the resources of the CTX.
2. **Indirect assessment of COUN 101A SLOs**—In working with the SLO Coordinator (at that time), we determined that indirect assessment would be the most effective way to capture SLO data for this half-unit, pass/no pass course that is typically offered as a 3- to 4-day (total) class. Having developed more experience with SLO assessment over the years, we realize that direct assessment is feasible.
3. **Inconsistent and/or uncoordinated SLO assessment for some COUN courses**—Assessment of SLOs has been the most coordinated and consistent for COUN 200 and COUN 101A. Individual instructors have completed assessment cycles for COUN 10, albeit sporadically; the instructors have not met as a group to discuss results or strategize a possible group approach to assessment. This is also the case for COUN 101B, 101C, and 150.
4. **ADA compliance of videos**—Videos used in COUN classes have not all been reviewed for ADA compliance. We need to ensure that all videos used in COUN classes are ADA compliant.
5. **Curriculum updates**—Several COUN courses that appear in the catalog have not been offered in many years, but we have been hesitant to delete them. We need to take a hard look at our curriculum to determine if courses need to be updated, deleted, or inactivated.
6. **Limited sections of COUN 200 and COUN 101A for general population**—The majority of our sections are set aside for students in special programs, thus access to the courses for the general population is limited.

OPPORTUNITIES

1. **Increased interest and demand for COUN courses**—We consistently receive requests to offer sections for other programs. In addition to the programs we already offer classes for, we have been asked by the Technology division, Project HOPE, President's Middle Scholars, Guided Pathways, PACT, and Adult Education to offer classes. While this could exacerbate our concern about

limited access by the general population, it is still an opportunity for us to add classes.

2. **Integration of innovative technology**—Recognizing that the population of students who take COUN classes skews younger, we can work toward gaining proficiency in use of the latest technological resources to better engage this younger audience.
3. **COUN 10 CSU transferability**—Similar courses offered at other California Community Colleges are CSU transferable. Modifying the course outline to qualify for CSU transferability would be beneficial for CSU-bound transfer students. This would also allow the course to count as elective credit for the associate's degree.
4. **COUN 150 UC transferability**—It may be possible to adjust the course outline to qualify for UC transferability (for elective credit).
5. **Increased number of counselors**—Over the past four years, the college has approved the hiring of several full-time counselors. An increased number of counselors may allow for potential for offering more sections.

THREATS

1. **Lack of access to computer labs**—There are various topics that are covered in multiple COUN classes for which hands-on experience (e.g., completing career assessments, navigating career and transfer exploration and decision-making resources, filling out education plan forms, filling out university applications, etc.) would be value-added. Securing a computer lab for these activities is consistently a challenge.
2. **Lack of dedicated classroom space appropriate for counseling courses**—This has led to difficulties with room assignments. In Fall 2015, after more than 25 years of providing classroom instruction, the COUN instructional program was finally given access to a classroom (MP 205) in which its courses could be consistently scheduled. While an improvement, it is still inadequate, as we must schedule our classes in that room first, then request general assignment for all other sections. We have been told on many occasions that there is not a classroom available for some of our classes and were asked to change times or days in order to fit classroom availability. Our classes are often shut out of classrooms when scheduled during high demand times. The survey of COUN 200 students distributed Spring 2017 confirmed that students prefer to take our classes in the morning, but we have had to move more classes to the afternoon in order to have access to classrooms.
3. **Decreasing SSSP funding coupled with increasing costs of career assessments**—Funds from the Student Success and Support Program have covered the cost of career assessments used in COUN 10 and COUN 200. With severe cuts to this budget, students will have to pay a materials fee to cover the assessment costs.

4. **Limited relevant OER resources**—There are few free or low cost open educational resources available for student development courses.

SECTION 3: GOALS

Ref	Goal	Action to Take	Complete By	Assigned To (Leads)
S2, S3, W7	1 —Increase sections of COUN 101A and COUN 200 for general student population during fall and spring terms	<ul style="list-style-type: none"> Prepare proposal for expansion of COUN 101A and COUN 200 sections Meet with Dean of Counseling and Dean of Academic Affairs to obtain approval of expansion of sections Add 2 or more sections of COUN 101A and 1 or more sections of COUN 200 for general student population beginning Fall 2020 	May 2019 Sep 2019 Jan 2020	Chair
S2, S3	2 —Explore different scheduling and instruction formats to make COUN 101A accessible to more students	<ul style="list-style-type: none"> Examine scheduling pattern to identify gaps Identify instructor(s) who would be interested in piloting an online or hybrid COUN 101A Offer online or hybrid section 	Nov 2018 Jan 2019 Aug 2019	Fisher, Gallardo
S4	3 —Select culturally responsive selections of course readings to incorporate into COUN 200	<ul style="list-style-type: none"> Identify potential selections Share selections with other COUN 200 instructors Individual COUN 200 instructors select material to incorporate into their classes 	May 2018 Dec 2018 Aug 2019	Connal
W1, O5	4 —Expand participation in teaching-related professional development activities.	<ul style="list-style-type: none"> Survey COUN faculty to identify specific professional development needs Request funds for professional development opportunities to enhance teaching 	May 2018 Feb 2019	Chair
W2	5 —Develop process for implementing direct assessment of SLOs for COUN 101A	<ul style="list-style-type: none"> Develop direct assessment method Train COUN 101A instructors Implement new method 	Apr 2018 May 2018 Jun 2018	Castro, Aguayo, Ukita
W3	6 —Coordinate SLO assessment efforts for COUN 10, 101B, 101C,	<ul style="list-style-type: none"> Schedule meeting of instructors who teach each class to discuss assessment methods 	May 2018	COUN 10: Ross, Lee, Ukita

	and 150	<p>currently being used</p> <ul style="list-style-type: none"> Determine if instructors want to develop a common practice for assessing the class or if want to continue their own individualized method 	Aug 2018	COUN 101B: Wang, Miles COUN 101C: Lundeen COUN 150: Hill, Carrillo
W3	7 —Make SLO assessment a routine practice across all regularly offered COUN courses	<ul style="list-style-type: none"> Ensure COUN instructors are aware of the SLO assessment calendar/timelines Ensure COUN instructors are familiar with different assessment options (e.g., final essay or project in rubric; indirect survey; grade on an assignment or test) and practices/ procedures used to capture data 	Each semester May 2018	Chair
W4	8 —Ensure videos used in COUN classes are appropriately captioned to ensure ADA compliance	<ul style="list-style-type: none"> Form subcommittee Review videos in use by COUN faculty and identify which ones need captioning Meet with DSPS and/or other appropriate experts to determine resources available for captioning Coordinate captioning of videos with pertinent expert/resource 	Aug 2018 Mar 2019 Aug 2019 Dec 2019	Gallardo, Herrera
W5	9 —Delete or inactivate COUN courses that have not been offered in several years	<ul style="list-style-type: none"> Review course offerings over the past 6 years to identify COUN courses that have not been offered Work with Curriculum Committee to delete/inactivate 	Aug 2018 Feb 2019	Chair
O1	10 —Develop adjunct pool specifically for COUN instruction	<ul style="list-style-type: none"> Meet with Dean of Counseling Develop and fly job announcement Screen and approve applicants for pool 	May 2018 Dec 2018 Apr 2019	Chair
O2	11 —Leverage current technological resources to better engage students	<ul style="list-style-type: none"> Research resources Vet and recommend resources Develop library of technology resources for all COUN classes 	May 2018 Dec 2018 May 2019	Hoyle, Herrera, Gallardo
O3	12 —Obtain CSU transferable status for COUN 10	<ul style="list-style-type: none"> Identify similar courses at other institutions that are CSU transferable 	Dec 2018	Walsh, Lee Ukita

		<ul style="list-style-type: none"> • Make revisions to course outline as necessary • Submit appropriate forms to Curriculum Committee 	<p>May 2019</p> <p>Aug 2019</p>	
O4	13 —Revise COUN 150 for UC transferability	<ul style="list-style-type: none"> • Identify similar courses at other institutions that are UC transferable • Make revisions to course outline as necessary • Submit appropriate forms to Curriculum Committee 	<p>Aug 2019</p> <p>May 2020</p> <p>Aug 2020</p>	Carrillo, Hill
T1	14 —Identify means for accommodating COUN classes that need periodic access to computer labs	<ul style="list-style-type: none"> • Investigate possibility of securing access to Adult Education or Assessment computer lab in MP building • Investigate possibility of securing funding for and utilizing a computer cart that could turn any classroom into a computer lab 	<p>July 2018</p>	Chair
T2	15 —Request additional instructional space	<ul style="list-style-type: none"> • Form subcommittee • Draft proposal • Request representation on Facilities Committee • Meet with Dean of Counseling Services and Dean and/or VP of Academic Affairs 	<p>July 018</p> <p>Dec 2018</p> <p>May 2019</p>	Chair
T3	16 —Defray costs of career assessments	<ul style="list-style-type: none"> • Reinstate materials fee • Investigate alternate funding sources to cover costs of valid/reliable career assessments • Research lower cost options that may not meet validity/reliability standards 	<p>Apr 2018</p> <p>Dec 2018</p> <p>Aug 2019</p>	Ross, Lee, Ukita
T4	17 —Develop an OER text for COUN 200	<ul style="list-style-type: none"> • Form subcommittee • Review current OER texts available and reach out to colleagues at other CCs for possible collaboration on content • Develop initial content • Review and feedback by other COUN instructors • Complete revisions and make available for use 	<p>Aug 2018</p> <p>Mar 2019</p> <p>May 2020</p> <p>Dec 2020</p> <p>Aug 2021</p>	Carrillo, Quilizapa, Castro

COUN Goal Timeline

	Spr 2018	Sum 2018	Fall 2018	Spr 2019	Sum 2019	Fall 2019	Spr 2020	Sum 2020	Fall 2020	Spr 2021	Sum 2021
1--Increase sections					←	→					
2--Explore scheduling and formats			←	→							
3--Culturally responsive readings	←	→									
4--Professional dvpt	←	→									
5--COUN 101A SLO assessment	←	→									
6--COUN 10, 101B, 101C, 150 SLO assessment	←	→									
7--Routine SLO assessment	←	→									
8--ADA compliant videos			←	→							
9--Delete/inactivate courses			←	→							
10--COUN adjunct pool	←	→									
11--Tech resources	←	→									
12--COUN 10 CSU transferable			←	→							
13--COUN 150 UC transferable						←	→				
14--Computer lab access		◆◆									
15--Additional instructional space		←	→								
16--Career assessment costs	←	→									
17--COUN OER text			←	→							→

Blue arrows identify goals to be coordinated by the instructional chair; green identify those to be coordinated by subcommittee or other project lead.