

General Counseling Program Review 2023-2024 – Enrollment Trends and Efficiency

What data were analyzed and what were the main conclusions?

The data used for the 2023-2024 program review was gathered from both quantitative and qualitative sources. First, a description of the quantitative data will be described in detail followed by the main conclusions. Then, a description of the qualitative data and the main conclusions will be provided before moving to the subsequent sections.

Quantitative Data

A request to the Office of Institutional Effectiveness (IE) yielded data for the quantitative analysis portion of this program review. The request for information was for data on students identifying as Latino or Black males for which summer or fall 2023 was their first semester of enrollment ($N = 943$). Identifying information was provided in the form of H#s. IE further disaggregated data by the following parameters:

1. Completion of a CSEP prior to the first day of the Spring 2024 semester (Monday, January 15, 2024)
2. Age group: Under 20, 20-24, 25-34, 35-49, and 50+.
3. Number of units enrolled in Fall 2023.
4. Number of units completed in Fall 2023.
5. Persistence to Spring 2024 (1 = Yes, 0 = No).
6. Completion of CSEP (1 = Yes, 0 = No)

Using this data, we decided to add one additional filter:

7. Percentage of units completed in Fall 2023.

This data was then further disaggregated to analyze students who identified as Latino or Black males ($N = 626$). Table 1 displays a visual representation of this data.

Using the data provided, we sought to identify students who had completed between 50% and 70% of their units in the Fall 2023 semester and had persisted to the Spring 2024 semester, despite not having a CSEP ($n = 59$). The thought was that these students had done well enough in their classes and thus had a grasp of the academic rigor associated with persisting in higher education but had chosen or were unaware of the importance of the CSEP in their persistence. However, this data was not without errors. Validation of the data was undertaken by the Program Review members by checking individual student profiles. These findings yielded several female names ($n = 7$) and students who were in their 3rd, 4th, or more term at the College were included in the original data set. These types of validation errors once again necessitate the need for a more

robust dataset readily available to student services programs, as was previously discussed in the Counseling Department's 22-23 program review.

Persisted Students with a CSEP in Fall 2023

	<i>n</i>	Term GPA					Units attempted					Units Earned				
		Min	Max	\bar{x}	Median	<i>SD</i>	Min	Max	\bar{x}	Median	<i>SD</i>	Min	Max	\bar{x}	Median	<i>SD</i>
Latino																
Age Group																
Under 20	250.0	0.0	4.0	2.4	2.6	1.1	1.0	18.5	12.3	13.0	2.5	0.0	17.0	9.3	10.0	4.3
20-24	28.0	0.0	4.0	2.8	3.4	1.3	1.0	16.0	8.9	10.0	4.1	0.0	16.0	8.0	8.3	4.6
25-34	9.0	0.0	4.0	2.6	2.8	1.3	3.0	17.0	9.8	11.0	4.5	0.0	17.0	9.2	9.0	5.0
35-49	4.0	2.5	4.0	3.5	3.7	0.6	3.0	13.0	8.5	9.0	4.2	3.0	13.0	7.5	7.0	3.6
50+	0.0															
Total	291.0															
Black																
Age Group																
Under 20	14.0	0.0	4.0	2.3	2.3	1.1	0.0	4.0	2.3	2.3	1.1	0.0	4.0	2.1	2.1	1.2
20-24	2.0	3.0	3.8	3.4	3.6	3.4	3.0	12.0	7.5	7.5	4.5	3.0	12.0	7.5	7.5	4.5
25-34	1.0	3.5	12.0	12.0			3.5	12.0	12.0			3.5	12.0	12.0		
35-49	1.0	0.0	9.0	0.0			0.0	9.0	0.0			0.0	9.0	0.0		
50+	0.0															
Total	18.0															

Persisted Students without a CSEP in Fall 2023

	<i>n</i>	Term GPA			Units attempted					Units Earned						
		Min	Max	\bar{x}	Median	<i>SD</i>	Min	Max	\bar{x}	Median	<i>SD</i>	Min	Max	\bar{x}	Median	<i>SD</i>
Latino																
Age Group																
Under 20	264.0	0.0	4.0	1.8	2.0	1.2	1.0	18.0	11.3	12.0	3.1	0.0	18.0	7.1	7.0	4.7
20-24	23.0	0.0	4.0	2.5	2.5	1.4	1.0	20.5	8.9	7.0	5.3	0.0	20.5	7.3	6.0	5.8
25-34	17.0	1.5	4.0	3.4	3.4	0.7	1.0	18.0	5.9	4.0	4.4	1.0	13.0	5.2	4.0	3.4
35-49	0.0															
50+	4.0	2.0	4.0	2.8	3.0	0.7	3.0	5.0	3.4	3.0	0.8	3.0	5.0	3.4	3.0	0.8
Total	308.0															
Black																
Age Group																
Under 20	4.0	0.0	3.3	1.9	2.1	1.2	12.0	20.0	14.3	12.5	3.3	0.0	12.0	8.3	10.5	4.9
20-24	2.0	0.0	0.2	0.1	0.1	0.1	6.0	13.0	9.5	9.5	3.5	0.0	3.0	1.5	1.5	1.5
25-34	2.0	0.0	4.0	2.0	2.0	2.0	3.0	9.0	6.0	6.0	3.0	0.0	3.0	1.5	1.5	1.5
35-49	0.0															
50+	1.0	3.0	4.0	4.0			3.0	4.0	4.0			3.0	4.0	4.0		
Total	9.0															

Additionally, data regarding student CSEP creation during the semesters in which they were enrolled in Personal Development classes were requested for the following terms: Fall 2021, Spring 2022, Fall 2022, Spring 2023, and Fall 2023. The data request consisted of the following information:

1. Number of students who received the following grades in any PD course, A, B, C, P, D, F, EW, W, NP.
2. This data was further disaggregated by students identifying as Female, Male, and Non-binary.
3. Demographic information was also provided by gender for the following; Asian, Black, Filipino, Hispanic (Latino/a/x), Two or more races, Native American (Indigenous), and White.

A visual representation of this data (raw) is presented in Table 2.

Table 2
Total CSEPs Created while Enrolled in PD Courses (Fall 2021-Fall 2023)

Grade	No CSEP		Yes CSEP	
A	333	16.89%	270	13.69%
B	154	7.81%	100	5.07%
C	78	3.96%	61	3.09%
P	187	9.48%	58	2.94%
Total Passing Grades	752	38.13%	489	36.43%
D	43	2.18%	31	1.57%
EW	7	0.35%	1	0.05%
F	241	12.22%	62	3.14%
NP	67	3.40%	10	0.51%
W	232	11.76%	37	1.88%
Total Substandard Grades	590	29.92%	141	10.50%
Overall Total	1342	68.05%	630	31.95%

Again, this data was further separated to isolate students who identify as Latino and Black males (Table 3).

Table 3**Total CSEPs Created for Students Identifying as Latino or Black Males (Fall 2021-Fall 2023)**

Grade	No CSEP		Yes CSEP	
A	89	12.71%	82	11.71%
B	64	9.14%	29	4.14%
C	35	5.00%	23	3.29%
P	56	8.00%	18	2.57%
Total Passing Grades	244	34.86%	152	31.00%
D	24	3.43%	11	1.57%
EW	3	0.43%	1	0.14%
F	96	13.71%	30	4.29%
NP	34	4.86%	5	0.71%
W	89	12.71%	11	1.57%
Total Substandard Grades	246	35.14%	58	11.83%
Latino & Black Total	490	70.00%	210	30.00%

Main Conclusions from Quantitative Data

Based on the data provided, the main conclusions regarding the relationship between persistence and CSEP completion for students who identify as Latino and Black males are as follows:

1. Latino identifying males who created a CSEP in their first term attempted and completed more units than those who did not create a CSEP in their first term, while students who identified as Black displayed the opposite results.
 - a. These disparate results could be due to the small sample size of students identifying as Black males.
2. The Grade Point Averages (GPA) of both students who identify as Latino and Black males were higher for those that completed a CSEP in their first term.

For CSEP creation during enrollment within a PD course of any kind, there are a few limitations that must be discussed prior to reviewing the data and conclusions.

1. The data provided only showed CSEP creation within the term. Updated CSEPs were displayed as a lack of a CSEP being created, which may have led to a smaller population displayed within the data.

- a. For example, students in PUENTE take a PD class in the fall and spring semesters. Their CSEP is created in the fall term, and no CSEP is created in the spring term.
2. The data for PD classes was not disaggregated by modality, instructor, or time of day.
 - a. For instance, students in evening classes may have a tougher time creating a CSEP due to their daily responsibilities, despite added opportunities to meet with Counselors in DL modalities.
 - b. Students in online classes (PD 100, 114, and 115) may be unable to book a remote counseling appointment for a CSEP due to limited remote appointment availability in the past 2 years.

The main conclusions regarding the data from CSEP creation while enrolled in a PD class are:

1. There is a higher percentage of both total students and students identifying as Latino and Black males who do not complete a CSEP while enrolled and pass their courses.
2. Most students who enroll in a PD class (not necessarily pass the class) do not create a CSEP while enrolled within the course.
3. Students identifying as Latino or Black males are less likely to receive a passing grade in a PD class when compared to the overall student body.

Qualitative Data and Main Conclusions

The qualitative data for the 2023-2024 program review consisted of an in-person interview with a single student. This student was recruited using the subset of data compiled from the program review team of students identifying as Latino or Black males who completed between 50% and 70% of their units in the fall 2023 and persisted to the spring 2024 without creating a CSEP. These students (n = 59) were recruited via individual phone calls conducted by Counseling Department support staff (Appendix A) and the use of the SignalVine text messaging application that Allan Hancock College uses for its primary form of text communication (Appendix B). These students were offered a \$30 gift card for their participation in said focus group. The focus group would have included a short questionnaire (Appendix C) and a set list of interview questions (Appendix D) to gather some pertinent information about the students regarding their preferences for communication, work-life balance, and reasons for dropping out of a course.

Initially, five (5) students responded they would attend the focus group. However, despite the best efforts of the program review and support staff teams, none of the

students showed up to said group. Follow up phone calls to the students were left unanswered. Then, the team opted to up the incentive to \$50 for each student and began the process anew. This attempt yielded only one participant. The decision was made to interview the students one-on-one to gather any helpful information possible. However, once the student came to the interview, it was discovered that the student was not enrolled in the Fall 2023 semester, already had a CSEP, and had first enrolled in the college during the Fall of 2021 via a concurrent enrollment class and had since attended UC Santa Cruz where he was placed on academic suspension. While the student was in good academic standing with AHC, he had only attended one course and had never enrolled as a full-time or part-time student since. Once he left UCSC, he opted to begin working rather than continue his college career. The reasons as to why this student represented a data point within the information provided by Institutional Effectiveness further exemplifies the point that student services programs need access to more robust and validated datasets moving forward.

During the qualitative interview, the student thanked the Counseling Department for contacting him as he claimed he had been meaning to re-enroll but did not know how or what he needed to do to begin the process. The student was also incredibly happy with the repetitive communications he received as he stated he would not have come in without the consistent reminders. The interview ended up a fortuitous interaction as the student was given a CSEP and all the steps needed to enroll. Further checking of the student's profile indicates that he has indeed finished all the steps to enrollment and has since enrolled in both summer and fall 2024.

Based on the data analysis and looking through a lens of equity, what do you perceive as challenges with student success or access in your area of focus?

Given the disparate results for CSEP creation regarding students identifying as Latino and Black males, accessing Counselors, or knowing the importance of accessing Counselors, is likely to blame—in spite of Counselors and other student services support staff stressing the importance of CSEP and to at least visit with a Counselor once every semester, or when any questions or issues may arise that impact their schooling experience. While there are likely several other confounding variables not analyzed in this Program Review, the data available does show students who created a CSEP in fall were more likely to attempt and pass more units and achieved a higher GPA. The biggest challenge the Counseling Department currently faces regarding accessing male students of color is not knowing how to reach them more systematically. This conclusion is not meant to be hyperbole, but more pragmatic. The Counseling Department must rely on third parties (e.g., Institutional Effectiveness) to provide data on these students at any given

time. Further, these requests must be made in a timely manner, the data sets take time to produce, and then further time to analyze. Ironically, once the data is procured through these channels, it is already outdated moments after it is initially created through Institutional Effectiveness.

This observation is not meant to slight Institutional Effectiveness in any way. It is simply that to provide just-in-time services to students in need of said services, real-time data reports and access must be readily available.

Regarding CSEP creation for students identifying as Latino and Black males enrolled in a PD course, or all students enrolled in a PD course for that matter, the lack of CSEP creation within the term is surprising. The Course Outline of Record for all the PD courses offered through the Counseling Department (except for the non-credit PD courses) details a CSEP as an outcome for the course. Further, the fact that many students are receiving A's in the course without having the CSEP created during the term speaks to a larger issue of student access to or knowledge of what Counseling services afford. Given that some of the PD courses are either offered in the evening hours after the student services department has closed or online classes with remote options for students currently being offered at minimal levels, access may be to blame in this regard. Further, appointment availability during the Fall 2023 semester was at a premium due to the fruits of the previous program review where SEPtember was created. That being said, Fall 2023 CSEP creation numbers were not particularly different than previous terms.

What are your plans for change or innovation?

Regarding data access and reports. Recent advances within SuccessNet (Thanks to the program specialist, Christian Gardner's hard work) have allowed all those with access to SuccessNet to see if a student has a CSEP. Using this, faculty and staff within the Counseling Department will continue to collaborate with instructional faculty to help persuade students to create their CSEP in a timely manner. However, further filters can be implemented within SuccessNet to help bridge the equity gaps present within the data analyzed. Filters for ethnicity and gender could be created and coupled with CSEP attributes so that Counselors and retention specialists could sort currently enrolled students within their Area of Interest and conduct personalized in-reach to these students via SignalVine, personal phone calls, and emails. The hiring process for two additional retention specialists is in progress, thus granting five of the currently seven Guided Pathways Success Teams with access to a retention specialist. These individuals will play

a vital role in the in-reach process if access to these types of reports is readily available in real-time.

For CSEP creation within PD classes, the Counseling Department will schedule meetings between current and prospective PD instructors where this data will be reviewed. Grading policies for each course must be discussed in relation to points associated with CSEP creation. Education on what constitutes a CSEP for part-time instructors and those who do not have counseling as a primary assignment will be reviewed. Discussion on how CSEP creation can be incorporated within the PD classes and beyond will also be a topic.

How will you measure the results of your plans to determine if they are successful?

Provided the reports and data access are provided, implementation of directed communications can commence post haste. These reports will also give real-time access to see if the strategies outlined previously are effective and allow for success teams, Counselors, and retention specialists to work together and pivot to different tactics if necessary.

For PD CSEP creation, instructors can currently see who does and who does not have a CSEP. Again, this will take some training, but the goal is that every student in every PD class, in every term, has a CSEP prior to the end of the semester. If needed, reports can be generated within SuccessNet thus taking the strain off of Institutional Effectiveness to provide this data.

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Counseling **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?
 - a. Program mission or primary function has not changed.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Learning Outcomes Assessment

Please summarize key results from this year's assessment.

The counseling program analyzes SLO's once per year at the end of Spring semester. As a result, the data summarizes the results of the 2022-2023 SLO.

The Counseling Department assessed SLO 4: Student's are able to articulate short-term and/or long-term educational goal (s) and develop a semester-by-semester plan.

Report on CSEP completion by the end of first academic year was provided by Institutional Effectiveness (IE). Results included data for 2669 students who were First Time Students for the Fall 2022. At the end of the Spring 2023 semester, 1159 (43%) students had completed their Comprehensive Student Educational Plan (CSEP).

Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

When compared to CSEP completion over the past six years, the Fall 2022 New Student Cohort showed a small decrease in CSEP completion when compared to the 2019-2021 cohorts.

2017 Cohort- 33%

2018 Cohort-40%

2019 Cohort- 49%

2020 Cohort-48%

2021 Cohort- 48%

2022 Cohort-43%

The decline in CSEP completion by First Year Students could be due to a variety of factors Limited Counseling availability due to retirements and resignations not replaced.

Lack of awareness among First Time Students regarding how to make an appointment
Lack of awareness among First Time Students regarding the importance of meeting with a counselor to create a CSEP

a. Please summarize recommendations and/or accolades that were made within the program/department.

- i. Recommendations were made to utilize social media, the AHC website and Public Affairs to create an awareness campaign surrounding the importance of CSEP completion, as well as knowledge on how to schedule a counseling appointment to create a CSEP.
- ii. CSEP completion is a requirement of the Allan Hancock College Promise Program, which provided an incentive for students to complete a CSEP.

b. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

- i. At the end of Spring 2023, the Counseling Program's 6-year Assessment cycle was complete. For the 2023-2024 Academic Year, the Counseling Program needs to create a new 6 year plan.

3. Were there any staffing changes?

4. What were your program successes in your area of focus last year?

CTE two-year review of labor market data and pre-requisite review

N/A

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/>	Ed Master Plan Student Equity Plan Guided Pathways AB 705
<input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technology Plan X Facilities Plan Strong Workforce Equal
<input type="checkbox"/>	Employment Opp.
<input type="checkbox"/>	Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Description:				
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>				
What college plans are associated with this Objective? (Please select from the list below):				
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Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> <input type="checkbox"/>	
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<input type="checkbox"/>	Employment Opp.
<input type="checkbox"/>	Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technology Plan Facilities Plan Strong Workforce Equal
<input type="checkbox"/>	Employment Opp.
<input type="checkbox"/>	Title V

Appendix A
Phone Call Script

Hello, my name is _____. I am calling from the Counseling Department at Allan Hancock College.

The Allan Hancock College Counseling Department is conducting a focus group and is asking if you would like to participate. If you choose to do so, we will provide you with a \$30 gift card to one of our many options.

The focus group is completely optional and will be facilitated by AHC Counselors. The focus group will be in A-103, on Friday, April 5th from 3:00-4:00pm.

If students respond with an affirmative, please mark them as such within the calling list document located on the O365 shared drive and follow up with them 2 days prior to the focus group.

Appendix B

Script/Agenda for Student Focus Group on Friday, April 5th

Hello, my name is Ben Britten. I am the Department Chair of the Counseling Department at Allan Hancock College.

The Allan Hancock College Counseling Department is conducting a focus group and is asking if you would like to participate. If you choose to do so, we will provide you with a \$30 gift card to one of our many options.

The focus group is completely optional and will be facilitated by AHC Counselors. The focus group will be in A-103, on Friday, April 5th from 3:00-4:00pm.

If you are interested in attending, please respond "YES" to this message (this is a real person texting you, not a bot).

Appendix C

Focus Group Questionnaire

Please fill out these questions to the best of your knowledge. Your responses to these questions are for informational purposes. All responses are confidential and not tied to any identifying information.

Do you work or have other obligations outside of school?

- a. Yes
- b. No

If "Yes" How many hours per week do you work?

- a. 0-9
- b. 10-19
- c. 20-29
- d. 30-39
- e. 40+

If you have other obligations outside of school, what are they and for how many hours?

- a. 0-9
- b. 10-19
- c. 20-29
- d. 30-39
- e. 40+

When was your first semester with AHC?

- a. Summer 2023
- b. Fall 2023

For the Spring 2024 semester, how many units are you currently enrolled in?

- a. 0-2
- b. 3-5
- c. 6-8
- d. 9-11
- e. 12-14
- f. 15+

Have you dropped or withdrew from any courses in the Spring 2024 semester?

- a. Yes
- b. No

If yes, what was your reason for dropping a course(s)

Appendix D
Focus Group (Interview) Questions

1. Prior to registering for classes, did you talk with anyone at the college about the process of getting started here?
 - a. Was it more than one person?
 - b. If so, did you know what the individuals' jobs were at the college?
2. Have you met with a Counselor? If YES,
 - a. Where was the meeting held?
 - b. How long was the appointment?
 - c. Was it face-to face, remote or by phone?
 - d. How many times have you met with a Counselor?
3. What was your **first** contact with a Counselor like?
 - a. Did it occur before or after you started classes?
 - b. In your opinion, was the meeting successful?
 - c. Did you get your questions answered?
 - d. What was your reason for meeting with a Counselor?
4. Are you familiar with what a Student Education Plan is?
 - a. If YES, please share what you know.
5. Has anyone reached out to you about creating a Comprehensive Student Educational Plan (CSEP)?
 - a. If so, who?
 - b. If not, what is your preferred method of communication?
6. What is your educational goal?
7. When you first saw a Counselor, were you sure about your major?
 - a. If unsure, what sort of support did you receive to help you select a major?
8. How many hours do you work?
9. What are your other responsibilities outside of school?
10. Do you know how to book an appointment with counseling? – Booking an appointment with counseling narrative question.
 - a. Do you find it easy or challenging?
 - b. Walk us through the process.
11. What were your reasons for NOT creating a CSEP by the end of your first semester?

12. There are two types of Student Educational Plans (SEP)
 - a. Abbreviated SEP- a brief plan consisting of 1 or 2 semesters. Often referred to as a First-semester plan.
 - b. Comprehensive SEP- a comprehensive or long-term plan consisting of multiple semesters and includes your entire academic goal.
 - c. Have you created one or BOTH -of these plans with a Counselor at this point?

13. Are you familiar with DegreeWorks?
 - a. Where can you access it?
 - b. How have you used it so far?

14. Is there anything else you want to share about your experience with counseling?

15. Do you have any suggestions on how we can help make your experience better?

Thank you for your time! We appreciate your willingness to be here with us today.