



Program Review - Overall Report

Student Services: Advising and Counseling

Data Review

2021 - 2024

Program Comparison

How does your program compare to the college in the following areas: age, gender, ethnicity, FT/PT enrollment status?

Advising and (General) Counseling are open and available to all students who are registered students at Norco College. Therefore, our statistics are those of the college. Going forward, in order to adequately respond we would need access to disaggregated data related to counseling and advising (specifically MIS data elements disaggregated, and SEP data disaggregated). Additionally, we would need data to show the outcomes of students based on their SEP status. The only data element available through the Power BI dashboard is the SEP completion rate. While we do not know the breakdown of the students who have received or have not received a comprehensive or abbreviated SEP, there is work to do in increasing the SEP rate of students overall. Only 12.69% of all students have received a comprehensive and abbreviated SEP in the last three years, 2.19% received a comprehensive SEP, while 84.25% of students did not receive an education plan. Additionally, we need access to disaggregated Engagement Center data related to students moving through Application, Orientation, Advising (AOC) and first term registration.

Program Comparison: Are there any gaps in demographic areas that need to be addressed?

No data is available for general advising and counseling services that is disaggregated.

The only subgroup data available is specific to Transfer Advising. While the college 4-yr transfer rate for first time students in the 2016-17 cohort was 24.4%, the rate for our American Indian/Alaska Native students was 20% (1 out of 5), and the rate for Latinx students was 19.3% (208 out of 1080). The highest rate for any ethnic group was Asian students at 42.9%. There was no difference in gender, but our younger students did transfer at higher rates. Students aged 20-24 was the highest at 32.6%, while 19 and younger was 24.5%, while our oldest students were the least likely at 6.7% for 40-49, and 5.6% for 50+.

Program Student Outcomes Comparison

How do student outcomes for your program compare to the college overall in Student Educational Planning, Success, GPA, and Persistence?

Data Review

access to disaggregated Engagement Center data related to students moving through Application, Orientation, Advising (AOC) and first term registration.

One trend that appears to be evident in our MIS data and Engagement Center data reports ([see document repository](#)) is the increase in students served through engagement center advising and the fairly consistent numbers of students who are utilizing formal counseling services term to term (41.0% to 40.40% in the 2019 and 2020 years respectively). The Engagement Center saw a total of 979 students in their first year, compared to a total of 1,606 students already served between July 1, 2020 and April 28, 2021. The launch of the Engagement Center provides greater access to counseling and advising support for all students, but particularly for first-time college students who may be unfamiliar with services available to them.

Outcomes related specifically to Transfer advising ([see document repository](#)) include a 4-yr transfer rate of 24.4%, representing 433 out of 1,775 first time college students. Of those that transferred, 233 (61.4%) did so without an award, while 167 (38.6%) transferred with an award.

Program Student Outcomes: Are there any gaps in student subgroups that need to be addressed?

The only subgroup data available is specific to Transfer Advising. While the college 4-yr transfer rate for first time students in the 2016-

Assessment Review

3. What strategic goals does this student support service area align with to support the college mission?

General Counseling: Aligned with the college's mission statement, Counseling seeks to foster and promote the intellectual, emotional, social and cultural development of students by offering a wide range of counseling, career, instructional and educational services. Our counselors assist students in acquiring the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and achieve success. Counseling services support EMP Goal 1 related to Access, EMP Goal 2 related to the implementation of Guided Pathways, EMP Goal 3 related to Closing the Equity Gap, and EMP Goal 5 Reducing working poverty and skills gap.

Career Center: The Career Center supports EMP GOAL 2 "Implement Guided Pathways framework" and EMP GOAL 5 "Reduce working poverty and the skills gap".

Engagement Center: The Engagement Center supports EMP GOAL 2 "Implement Guided Pathways framework".

Transfer Center: Supports the college's goal to Implement the Guided Pathways framework, EMP Goal 2.

4. How has assessment data been used to improve this student support program or service?

Transfer Center: assessment data is used to improve workshop topics based on the needs/wants of the students.

General Counseling: Assessment data has been used to inform Counseling better of students' preferences and needs. For example express appointments were lengthened from 10 minutes to 45 minutes in response to student surveys indicating that they felt rushed. Another example is how technology was modified and improved to allow students easier access to counseling online during the Covid-19 pandemic.

Career Center: Past assessment data has been used to improve the Career Center by focusing on the service delivery of workshops focused on resume writing, job interview skills, and the Strong Interest Inventory career assessment. Student feedback from post-assessments was used to improve the content and structure of the workshops to ensure students were meeting the desired learning outcomes.

Engagement Center: 9dbac th (h)13 (a1.5 (r)-6.9.3 (9d)-8.1 (e)-8.1 (r) t)-6.6 12 (u)1.5 (.3)i(e)-8.1 (n)mesnsp5 encd9d 5tura

Assessment Review

Engagement Center: The Engagement Center assures equitable access to appropriate, comprehensive, and reliable services by offering its scope of services to all incoming students, and by taking steps to proactively reach out to new students both by providing personalized holistic support plans for every student and by automatically connecting all new students with an experienced peer advisor.

Program Review: Part 1

Counseling: The 'dedicated counselors' initiative was officially launched during spring 2021. Evidence of success or assessment of outcomes will be forthcoming.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 5. Reduce working poverty and the skills gap.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Career Center: The Career Center supports the goal of reducing working poverty and the skills gap by providing employment support to students seeking experiential learning and helping graduates attain positions that earn at least the regional living wage.

What are your plans/goals (3-year) regarding this goal?

Career Center: In three years, we hope to see an increase in the number of students accessing employment services and earning at least the regional living wage when they enter the workforce.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Career Center: Data is measured in the Student Success Metrics Dashboard ("Attained the Living Wage").

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review Part 2

Counseling: Is Counseling aligned with the college's efforts towards achieving greater equity of services among students? How are Counseling services helping students and faculty to better align with the institutional movement towards a Guided Pathways framework?

What types of data do you need to support your area's plans, goals, needs?

Transfer Center: Having desegregated data (gender, race, ethnicity, transfer goal) at the time of student applications. This would all the Transfer Center to outreach to students, to inform them of the services available to them that would assist in meeting their educational goals.

Career Center: To support the Career Center's plans, goals, and needs, data will need to be collected related to the responsiveness to student inquiries, scope of the Norco College Success Network, post-workshop learning outcomes, and tracking student employment outcomes.

Engagement Center: To support the Engagement Center's plans, goals, and needs, data will need to be collected related to the responsiveness to student inquiries, involvement of students in the peer advisor support program, and tracking student progress through a career development process.

Counseling: Clearer and more aggregated data on student trends (i.e. preferred time to visit campus, peak vs. low periods of students seeking student services, etc.) would help to allow Counseling create a more sustainable schedule of hours. Similar to the previous statement, knowledge of preferred methods of communication (i.e. in person, virtually, via text, etc.) would be beneficial. A breakdown of student preferences related to the previous two statements done by gender, race, and ethnicity would also help to approach disparity of available counselors to students vis a vis equity.

Going forward, in order to adequately respond as an advising and counseling unit (which includes Engagement Center, Career, Counseling, and Transfer) we would need access to dissagregated data related to counseling and advising (specifically MIS data elements dissagregated, and SEP data dissagregated). Additionally, we would need data to showed the outcomes of students based on their SEP status. The only data element available through the Power BI dashboard is the SEP completion rate. While we do not know the breakdown of the students who have recieved or have not recieved a comprehensive or abbreviated SEP, there is work to do in increasing the SEP rate of students overall. Only 12.69% of all students have recieved a comprehensive and abbreviated SEP in the last three years, 2.19% recieved a comprehensive SEP, while 84.25% of students did not recieve an education plan. Additionally, we need access to dissagregated Engagement Center data related to students moving through Application, Orientation, Advising (AOC) and first term registration.

Resource Requests

2021 - 2024

What resources do we already have?

1 PT Classified Professional

What resources do you need?

1 FT Classified Professional (Career and Transfer)

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 5

\$ Amount Requested

95,365

Resource Type

STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)

General Fund

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

1

2021 - 2024

What resources do we already have?

1 FT Classified Professional

What resources do you need?

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Resource Requests

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Resource Requests

2021 - 2024

What resources do we already have?

None

What resources do you need?

(GP Scaling) Requesting HEERF funds for three (3) Faculty Leads at .30 FTE Each (Equity Lead, GP Lead, Counseling Lead) to lead Guided Pathways and Equity at \$42,000 each

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3

\$ Amount Requested

126,000

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

Other/None

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

11

2021 - 2024

What resources do we already have?

None

What resources do you need?

(GP Scaling) Requesting HEERF funds for four (4) GP Counseling leads (1 per school) to lead Success Team efforts at .20 FTE reassign each

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3

\$ Amount Requested

112,000

Resource Type

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Resource Requests

2021 - 2024

What resources do we already have?

None

What resources do you need?

(GP Scaling) Requesting HEERF funds to match stipends for GP Student Leadership Institute

Request related to EMP goal or Assessment?

EMP Goal 2

\$ Amount Requested

2,000

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

Other/None

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

16

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes