

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2014/15 - 2015/16

User Name: Lead Faculty, Counseling

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. [200 Word Limit]

Response Detail

No Response Information to Display

Narrative

Counseling completed 4,804 general counseling sessions in Fall 2014, a 15% increase from the previous year. Counselors also teach CRER classes, sit on college boards and committees, and participate in campus and community events. This program year, new adjunct Counselors were hired for the Disability Resource Center, College for Working Adults, Honors Transfer Program and A2B. A Retention Specialist was hired to increase services to academically at-risk students and new students. One Department strength is the Counselors' commitment to provide accurate information and excellent services to students. Counselors rarely have an open appointment, indicating that students are eager for our guidance and support. Every semester, Counselors conduct a marketing campaign to promote student completion of a Student Educational Plan (SEP). The SEP and its importance to student success now has campus-wide acceptance. One challenge is addressing the high demand for counseling in the weeks preceding the semester start. We intend to pilot an Express Counseling Initiative to address this concern. Another challenge is the turnover of adjunct Counselors due to economic growth and the availability of full-time positions elsewhere. To increase staffing stability and meet the Student Success Act requirements, we propose the hiring of an additional full-time tenure-track Counselor.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Internet Links

Link	URL
Counseling Feedback Forms	http://www.canadacollege.edu/student-services/Feedback%20Form%20-%20Counseling.pdf

Documents

File Name	File Type	File Size	File Date
Feedback Form - Counseling.pdf	Portable Document Format	2.387 MB	2/5/2016 11:57:25 AM

2	Program Context
1	Mission

How does your program align with the college's mission? If your program has a mission statement, include it here.

Response Detail

No Response Information to Display

Narrative

The mission of Cañada College states that students will "have the opportunity to achieve their educational goals by providing transfer, career/technical, basic skills programs, and lifelong learning". Counselors support students to reach their educational goals by: developing student educational plans; facilitating student knowledge of academic requirements; promoting student services resources; encouraging students to be independent, responsible and self-advocates; making appropriate referrals; and providing support during academic or personal crisis.

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2 Program Description

Program Description

Response Detail

No Response Information to Display

Narrative

The Counseling department provides students with educational, career, and personal counseling. Counseling faculty support students to make informed decisions and learn about college policies, certificates, degrees, and transfer requirements. Additionally students are able to discuss their personal matters in a safe and trusting environment. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. The counseling department provides instruction in a variety of transferable general education classes which teach study skills, college success strategies, career and life planning, transfer planning and scholarship search.

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3 Community and Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

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Response Detail

No Response Information to Display

Narrative

The Counseling Dept. has adapted to community and employment needs in the following ways:

- * Offering e-counseling and phone appointments for distance education students and students with time constraints.
- * Expansion of counseling hours to offer evening appointments 3 nights per week.
- * Securement of SparkPoint, providing students and the community with a full range of services to achieve financial stability.
- * Plans to offer CRER 137 online, providing more options to students; continuation of CRER 110 and CRER 300 online.
- * Advocacy and securement of the Puente Program to offer enhanced services to underrepresented students.
- * Through CRER courses, instruct over 100 students each semester on labor market trends and success strategies for securing work.
- * Provide counseling hours to the College for Working Adults, an initiative that allows full-time working adults to complete their Associate Degree and transfer.

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3 Looking Back

4 Major Accomplishments

Describe major accomplishments.

Response Detail

No Response Information to Display

Narrative

a. **Counseling Appointments:** In Spring 2014, Counselors (excluding EOPS) completed 3,477 counseling appointments; an additional 1,161 students received drop-in counseling for a total of 4,638 counseling sessions. In Fall 2014, there were 3,598 appointments and 1,206 drop-ins for a total of 4,804 counseling sessions. This represents a 15% increase from figures reported in last year's program review.

b. **New policies regarding dismissed/reinstated students** were instituted in 2014. Dismissed students seeking reinstatement are now required to sign a contract with the counselor documenting the conditions of their reinstatement: i.e. seek tutoring, repeat classes, unit limits, enroll in CRER classes. Reinstated students must complete a mid-term progress report and counseling appointment to be reinstated for the next term. With the recent hire of a Retention Specialist, the department will increase support to and monitoring of reinstated students. Services were provided to 157 dismissed/reinstated students in Spring 2014 and 139 students in Fall 2014.

c. **Hiring of Retention Specialist:** areas of focus are: 1) follow-up with matriculating students to increase registration, 2) more intensive follow up to reinstated, dismissed, probationary students, 3) increased follow-up to students receiving Early Alerts.

d. **Expansion of Services to Student Subgroups:** new adjunct counseling positions were created and filled for the Disability

Resource Center (DRC), College for Working Adults/Career Advancement Academy, Honors Transfer Program, and A2B. Ongoing counselor assignments to student subgroups include: Veterans, Athletes, Probation/Dismissed students, Basic Skills students, E-counseling, Trio, Beating the Odds, STEM and Human Services. Benefits to the students: (1) Counselors develop in-depth expertise in their respective programs, (2) increased Counselor accessibility to students, and (3) Counselors work as a team with other program staff.

e. **Securement of Puente Program:** Counselors joined instructional faculty to secure a Puente Program at Cañada beginning Fall 2015. The Puente model comprises academic and personal mentoring to underrepresented students in higher education. Its participants have proven higher transfer and completion rates. Puente will increase collaboration between Counselors and instructional faculty. The program also contributes to the mission of the college as a Hispanic-Serving Institution. 50% release time of a general Counselor will be allocated to Puente.

f. **Committee Assignments:** Counselors continued to represent the needs of our department and students through membership on all college governing boards and many additional committees. These include the following: IPC, SSPC, ASGC, PBC, Distance Education Committee, Transfer Advisory Committee, Honors Transfer Program Advisory Committee, Curriculum Committee, Technology Planning Committee, CARES (new), !ESO! Steering Committee (new), Adjunct Counselor Hiring Committees, and Academic Committee for Equity & Success (new).

g. **Instruction:** Classroom instruction is a vital component of counseling services. The counselor-student relationship is enhanced through increased contact with the student, their academic work, and possible barriers to success. Relationships formed in the classroom continue well beyond the end of class. Highlights of the counseling department's instruction are:

- * Course enrollments have increased over time to a current department load of 523.
- * For the first time, CRER 137 was offered in Summer 2014; one Counselor has been trained to offer CRER 137 online in future summer sessions.
- * Two additional CRER courses were developed and modified by the Transfer Coordinator to be offered online: CRER 300 Introduction to Scholarships and CRER 110 Honors Colloquium in Career/Personal Dev.: Transfer Essentials & Planning.
- * CRER 430 (Career Exploration) was updated to include a small hybrid component, and submitted to Curriculum Committee for approval. CRER 430 is a unique opportunity for students to receive individual counseling in a structured approach with accountability via units received upon successful completion.
- * CRER 401 College Success was adapted and taught online for the first time.

h. **Professional Development:** Counselors attended the following training/conferences in 2014:

- * STOT I 6-week training to prepare to offer CRER 137 fully online in Summer, 2015.
- * Veterans Summit Fall 2014
- * "Focus on Freshman 2014", Los Angeles, CA; sponsored by Academic Innovations
- * "Ensuring Transfer Success", 2014; sponsored by UC Office of the President
- * GE Thematic Pathways Conference Fall 2014
- * CCCAA Athletic Counselor Certification Fall 2014
- * SJSU College of BUS, ENGR. and SCI. Conference Fall 2014
- * WebAccess Training: Introduction, Setting up Gradebook, Using Turnitin, Transferring a Previous Course
- * CSU Counselor Conference, Fall 2014
- * Certified Rehabilitation Counselor Examination to receive Certified Rehabilitation Counselor designation.

i. **Outreach and Campus Involvement:**

- * SEP Campaigns: "Fall into Spring" and "Spring into Fall".
- * Veterans Day Activities Coordinator, Fall 2014.
- * In conjunction with International Students' Office, workshop to Int'l and ESL students on "Class Participation".
- * High School Preview Day, Spring & Fall 2014; designed Career Interest Interactive Workshops; developed handouts on college majors and career interests.
- * Career Fair: reviewed student resumes.
- * Transfer Day: reviewed student Personal Statements.
- * College & Career Day, Woodside HS, Fall 2014 – Presented workshop, "Becoming a Nurse".
- * PTK "Evening of Academic Excellence"; staffed counseling table; developed promotional materials.
- * Presentation to STEM tutors & staff: working with students with disabilities and conflict management.
- * Helped to author and present proposal for a new position – LD Specialist/Counselor; position was subsequently approved.
- * Staff support for the Majors 2 Careers college event.

Suggested Follow Ups

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Documents

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5 Impact of Resource Allocations

Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

Response Detail

No Response Information to Display

Narrative

In last year's program review, the only requested resource was for a FT tenure-track Counselor position. This position was not put forth during the college's funding cycle. In it's place, the Department sought and was approved for a FT tenure-track Transfer/Honors Counselor, funded through a mix of funding streams. We also advocated for a Cañada Puente Program which was subsequently approved. 50% of one of our FT Counselors will be committed to Puente. These new resources will begin Fall 2015.

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4 Current State of the Program

6.A. State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

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Response Detail

No Response Information to Display

Narrative

Strengths:

- * Counselors emphasize giving accurate information and excellent service to students; this includes building rapport so that students regularly return.
- * Counselors rarely have an appointment slot that is unfilled, even during non-registration periods; this demonstrates that students are eager for our guidance, counseling, and support.
- * Collaboration and support among counselors is strong; we are especially welcoming of questions among each other to insure that we are giving out good, accurate information.
- * New adjunct Counselors report feeling welcomed and supported by the counseling staff.
- * Counselors always place the student first even with their multiple responsibilities (petitions, program coordination, campus activities, committee work, and instruction).
- * There exists a seamless pathway for new students from the application for admission, to assessment, orientation, counseling appointment, and registration; excellent collaboration exists between the welcome desk, matriculation/orientation staff, and counselors.
- * Counselors have excellent technology tools for student tracking, degree and transfer evaluation, career advising and SEP development. Tools include: SARS, Degree Works, Assist.org, ccctransfer.org, Cañada's Transfer and Career Center websites, Transcript Evaluation Service, and Eureka.org.
- * Extensive promotion and connection of students to all other student services' programs on campus.
- * Creating a campus-wide expectation that all students have a Student Educational Plan.
- * Strong collaboration with instructional faculty through initiatives such as Learning Communities, Honors Program, STEM Center activities, classroom presentations, ACES, and Puente Program planning.
- * Expansion of appointment options for students through e-counseling and phone appointments.
- * A department mindset that emphasizes service improvement and finding new and innovative ways to deliver counseling services.

Challenges:

1. High volume drop-in counseling periods in the weeks preceding the start of the semester; a significant number of students need more than drop-in time: probation and dismissed students, undecided students, students with transcripts outside of district, students completing financial aid appeals.
2. Orientation for transfer-in students: students who transfer in to Cañada with 15+ college units are exempt from College Orientation. However many of these students need an abbreviated orientation on policies and resources unique to Cañada and our District.
3. Centralized electronic location for Counselor tools and information: Counselors need quick access to wide-ranging information and websites to properly advise students. Currently such a centralized site does not exist (other than the transfer web site). Counselors rely on their own filing systems to store information.
4. Students with academic progress issues: this includes students receiving Early Alerts, Probation 1 & 2 students, and Dismissed/Reinstated students. Counselor time is limited to follow up with students and provide additional supports. Hiring of our Retention Specialist will help but additional counseling hours are also needed.
5. A defined follow-up procedure for general counseling students: students enrolled in specialized programs – EOPS, TRIO, CWA, DRC – are given clear messages on meeting regularly with their counselor. Benchmarks should be provided to general counseling students on how often and when they should see a Counselor.
6. Currently, 60% of students enrolled in 6+ units have an updated SEP. This is the first time that SEP data has been generated since the electronic SEP was implemented within DegreeWorks. Our goal is to increase that percentage over the next year.

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6.B. State of the Program - Evaluation

What changes could be implemented to improve your program?

Response Detail

No Response Information to Display

Narrative

What changes could be implemented to improve your program?

1. Pilot an "Express Counseling" initiative during peak registration periods wherein a Counselor assigned to the welcome desk would address students who have quick questions or issues. This would shorten the drop-in wait list and provide more efficient service to students.
2. Form a small working group comprised of matriculation staff and counselors to design a specialized orientation for students transferring into Cañada with 15+ college units.
3. Develop a SharePoint folder for each Counselor's desktop, that serves as a depository of information and tools needed by counselors.
4. With the addition of Retention Specialists for Counseling and Basic Skills, re-define staff responsibilities in the areas of Early Alert and Probation/Dismissal. Advocate for additional counseling hours to expand counseling to these student populations.
5. Include language in new student orientation, that defines a recommended schedule for making counseling appointments. Promote these benchmark dates to all students through marketing events. This will increase the percentage of students with updated SEP's.

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7.A. Current SAOs and SLOs

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).

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Narrative

Service Area Outcome:

Increasing the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester is important. A Student Educational Plan serves as a road map of required courses and recommendations based on a students' individual goal. This SAO aligns with Objective 1.5 "Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success." For 2014-15, the counseling department will like to take this SAO a step further and gather student data on how to improve the quality of the counseling program. A survey will be given to a sample of the student population to complete after their 30 minute counseling appointment.

Student Learning Outcome:

Students will be able to clearly state their academic and/or career goal(s) and record them in a Student Educational Plan (SEP) or other appropriate document as one outcome of a counseling session. Survey Question #4: Do you know what classes to take this semester to meet your education goal?

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Response Types: All Responses Types

7.B. SAO Assessment Plan

Describe your program's SAO Assessment Plan.

Response Detail

No Response Information to Display

Narrative

A survey was developed to collect data from students after completion of their counseling appointment. The survey was administered in February 2015 to students who attended a general counseling appointment. The survey was completed by 40 students.

Suggested Follow Ups

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7.C. SAO Assessment Results and Impact

Summarize the findings of your program's SAO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

Response Detail

No Response Information to Display

Narrative

What are some improvements that have been, or can be, implemented as a result of SAO Assessment?
Our SAO assessment results demonstrate that students are very satisfied with counseling services. In response to 4 out of 5 survey questions, 100% of the students agreed that they received the information, planning and support that they needed. "Disagree" was checked only once in response to just one survey question. One recommendation is to obtain a larger student sample when the survey is administered again.

Suggested Follow Ups

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Response Types: All Responses Types

7.D. SLO Assessment Plan

Describe your program's SLO Assessment Plan.

Response Detail

No Response Information to Display

Narrative

SLO data was collected using a pre- and post-survey administered to 111 matriculating students in Fall 2014. Before and after a 30-minute counseling appt., students were asked to rate their agreement to this statement: "I know the classes to take this semester to meet my educational goal".

Suggested Follow Ups

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Response Types: All Responses Types

7.E. SLO Assessment Results and Impact

Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment?

Response Detail

No Response Information to Display

Narrative

Pre Survey: In Fall, 2014, 46% of students indicated that they knew what classes to take this semester to meet their educational goal.
Post Survey: after their counseling appointment, 98% of students indicated that they knew what classes to take this semester to meet their educational goal.
Results indicate that for matriculating students, the counseling appointment (as opposed to a short, drop-in appointment), is effective in supporting new students to define their educational goal and to choose appropriate classes. It also initiates the educational planning process with an abbreviated SEP. Students are encouraged to make a follow up appointment for a comprehensive SEP.

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Response Types: All Responses Types

5	Looking Ahead
7.F.	SAOs and SLOs for the Next Review Cycle
State your SAOs and SLOs for the next review cycle. Describe how you will you address identified opportunities for improvement.	

Response Detail

No Response Information to Display

Narrative

We plan to keep the same SAO and SLO for the next review cycle. With regard to the SAO, the current year is the first time that we are utilizing a Counseling Dept. Student Questionnaire. Results from this year will form baseline data from which future years can be compared. For our SLO, the survey tool generates data from students who are matriculating. This is an emphasis area of student success initiatives and therefore important data to collect.

In the table, describe how you will address identified opportunities for improvement.

SLO/SAO Action Plan Timeline Responsible Party Resources Required

SLO Insure that students who complete registration are also enrolling for classes. April 2015-August 2015

November 2015-January 2016 Retention Specialist

Counselors

Matriculation Staff No additional resources are required.

SAO Utilize a student survey to insure that students are satisfied with their counseling appt.

February 2016 Counselors

Welcome Desk staff No additional resources are required.

Suggested Follow Ups

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Documents

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8 Personnel Projections

Describe your recent history requesting new staff positions. List the current and near-future new or replacement staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

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9 Program Improvement Initiatives

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need? Construct Planning Objectives (through the Associated Planning Objectives field below) that you intend to accomplish over the upcoming two-years. Be sure to add Action Plans and Resource Requests that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

[Go to Planning Module to view.](#)

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