

Counseling



Program Review/Standard Details

Executive Summary

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

Email Program Review Manager: [Send Email](#)

Program Review/Accreditation Cycle:

Student Services Program Review 2016/17

Awaiting Approval

Awaiting Approval by Reviewer, Student Services Planning Council

No Approval Notes

Approval Status:

[Note Options](#)

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Standard Detail

Standard Number: 0

Source: SSPR

Section: 1 - 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] **(Executive Summary)**

Response Detail

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Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

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The Counseling department provides students with educational, career, and personal counseling. Counseling services are available to students through one-on-one appointments, workshops, classroom outreach and events, and classroom instruction. Recently, the Dept. has increased its staffing stability with the approval of a Tenure-track FT Basic Skills Counselor, a redesigned counselor position to FT Tenure-track Counselor-Career Emphasis, addition of a grant-funded adjunct PT Transfer Counselor, and the relatively new FT DRC/Learning Disability Specialist Counselor.

Our Program Review documents that 77% of targeted students have an active Student Educational Plan (SEP). The data also shows that the total number of counseling appointments increased since the last Program Review in 2014: 5,291 general counseling appointments (non-EOPS, TRIO, STEM, A2B) were held in SP16, a 14% increase from SP14; 5,344 general counseling appointments were held in F16, an 11% increase from F14. Our Retention Specialist and Counselors have increased services to probation/dismissed/reinstated students. In 2015-16, 41 STOP & SSP Workshops were held for these students, with a focus on strategies to return to good academic standing; 275 students attended these workshops. To obtain student feedback on satisfaction with counseling appointment, 145 students were surveyed at the end of their counseling session in November 2016. The results showed that 98% of students agreed that the Counselor was clear, provided useful information, helped plan an educational program, and were supportive and encouraging.

Most Counselors provide classroom instruction by teaching CRER 137, CRER 110, CRER 401, and CRER 300. An online section has been developed for each of these courses. Our current Department load for career classes is 531.

The Counseling Dept. is piloting strategies to address the high volume of students seeking drop-in counseling in the weeks before the semester start. One strategy is to use a triage approach to separate out students who have quick questions or issues. We are also increasing our outreach to students not connected with a specific student services program, to insure that they have regular counseling appointments. Other future goals are to increase collaboration with instructional faculty, to provide targeted career counseling to undecided students, and to formalize training for new Counselors.



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Program Review/Standard Details



Mission

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

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Program Review/Accreditation Cycle:

Student Services Program Review 2016/17

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Approval Status:

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Standard Detail

Standard Number: 1

Source: SSPR

Section: 2 - Program Context

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

[Edit](#)

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

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The mission of Cañada College states that students "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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Program Review/Standard Details

Program Description

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Approval Status:

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Standard Detail

Standard Number: 2

Source: SSPR

Section: 2 - Program Context

Program Description (Program Description)

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Response Detail

Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

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The Counseling department provides students with educational, career, and personal counseling. Counseling services are available to students through one-on-one appointments, workshops, classroom outreach and events, and classroom instruction. Many topics and issues are addressed in a counseling appointment: academic and career planning, school/work balance, barriers to educational success, information and referrals to campus and off-campus resources, and college policies and petitions.

Students are able to discuss their personal and academic matters in a safe and trusting environment. Counselors also reach out to students through classroom visits, participating in college events such as Career Jam and Connect to College, and through workshops related to transfer, educational planning, and student success. As part of their workload, all Counselors are assigned to work with subgroups of students to develop expertise and better meet the needs of particular students. Counselors use online technology to improve services to students. For continuity, SARS is used to document student appointments and capture student goals, concerns or questions for future appointments. Degree Works provides for quick degree and transfer audits and online Student Educational Plans (SEP's). The counseling department also provides classroom instruction in several transfer-level courses: CRER 137, CRER 110, CRER 300, CRER 401, CRER 407, and CRER 430.



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Program Review/Standard Details

Community and Labor Needs

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Standard Detail

Standard Number: 3

Source: SSPR

Section: 2 - Program Context

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. (Community and Labor Needs)

[Edit](#)

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

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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.
- Creating and hiring the position Counselor/Career-emphasis to work more closely with the Career Center and CTE programs.
- Offering CRER 137, CRER 110, CRER 401, and CRER 300 online for more student access.
- Through CRER courses, instruct over 100 students each semester on labor market trends and success strategies for securing work.
- Counselor participation in the newly-offered Career Jam.
- Offering CRER 430 each semester: an opportunity for students to work one-on-one with an assigned Counselor, to complete career assessments and career planning.

*Do all
Counselor
use this*



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Program Review/Standard Details

Major Accomplishments

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Standard Detail

Standard Number: 4

Source: SSPR

Section: 3 - Looking Back

Describe major accomplishments. (Major Accomplishments)

Response Detail

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Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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A. Counseling Appointments: In Spring 2016, Counselors (excluding EOPS, TRIO, A2B, STEM & CWA) completed 3,609 counseling appointments; an additional 1,682 students received drop-in counseling for a total of 5,291 counseling sessions for the Spring '16 term. This is a 14% increase in counseling appointments from Spring 2014. In Fall 2016, there were 4,112 appointments and 1,232 drop-ins for a total of 5,344 counseling sessions. This represents an 11% increase from figures reported in the 2014 program review.

B. Student Educational Plans (SEP's): The SEP serves as a road map for students, identifying the courses and length of time required to meet their educational goal (major/certificate/degree/transfer). Prior to each registration period, Counselors launch an "SEP Campaign" to encourage students to develop or update their SEP. The first SEP developed with the student is referred to as the "Initial SEP". Typically, this occurs in the first counseling appt. as part of the matriculation process. Students are encouraged to return for a "Comprehensive SEP". A "Follow Up SEP" refers to an SEP that is completed a year following a comprehensive SEP. The following chart provides data from the PRIE office. Excluding those student groups who typically do not require SEP's, 77% of Fall '16 students had active SEP's (SEP went through at least the F16 term.)

Active, Expired, No SEP -

	Total Registered=	6160		
		Active SEP (DATE > 8/7/16)	Expired SEP	Total number
SS09.A	Ed Plan--Abbreviated	1295	237	
SS09.C	Ed Plan-- Comprehensive	1348	44	
SS11.3	Ed Plan--follow-up	1507	118	
	No SEP			
	Total	4150	399	



67 % of all 6160 students have active SEP's.

77% of students who are targeted for SEP's (6,160-805 = 5,355) have active SEP's.

B. Probation/Dismissed/Reinstated Students: Counselors continued to coordinate with the Counseling Dept. Retention Specialist to increase the success and retention of probation/dismissed/reinstated students. In the 2015-16 academic year, the department offered 41 STOP and SSP Workshops. A total of 411 students registered for workshops; 275 students, or 67%, attended. The Retention Specialist continued to support and track 259 of these students. Through Spring 2016, 66% of these students persisted and were still enrolled at Cañada. By the end of Fall 2016, 50% of these students persisted. Considering the poor academic history of these students, these outcomes are considered a success.

C. Staffing and Counselor Assignments: In Spring 2016, Counselors took the lead in presenting proposals to PBC to convert the Temporary Full-time Basic Skills and College for Working Adults (CWA) Counseling positions to Full-time Tenure-track. Our proposal was approved for the Basic Skills Counselor: this position will be filled in Spring 2017. Counselors will continue to advocate for the CWA Counselor position to become tenure-track. The Department filled a vacated Counselor position with a Counselor, Career-emphasis position. The re-written job description calls for increased coordination with the Career Center, targeted services to students with undecided majors, and collaboration with the college's CTE efforts. Through funding from A2B, Counseling also added an adjunct Transfer Counselor.

In addition to General Counseling, most Counselors are assigned to work with subgroups of our student population. This provides continuity, expertise on specific programs and regulations, and coordination with instructional faculty. Counselor assignments to student subgroups are: Puente

Student Cohort; Probation/Dismissed students; students with Undeclared Majors; students receiving Early Alerts; Dreamers; Basic Skills students; Athletes, Veterans, E-Counseling; Transfer students; Honors Transfer Program students; Human Services off-site program; STEM; EOPS; International students; TRIO/BTO; DRC students; and students in the College for Working Adults.

D. Early Alert: Early Alerts posted by Instructors are received by the Counseling Dept. for follow-up.

Two Counselors (General Counselor and Basic Skills Counselor) manage the Alerts. Intervention consists of contacting the student and arranging a counseling appointment to work with the student on identifying and addressing barriers to academic success. Often SEP's are updated and referrals are made to other student service programs such as the Learning Center and Personal Counseling Center. In Fall 2016, a total of 153 Early Alerts were managed by Counselors: 103 Alerts for non-basic skills students, and 55 for basic skills students.

E. E-Counseling: E-Counseling is another approach for increasing student accessibility to counseling services. This service is essential for students taking online courses. To request e-counseling, students fill out a simple form, accessed through canadacollege.edu. E-Counseling requests are predominately managed by one general Counselor who is assigned this role. In 2016 (Spring and Fall terms), 165 E-Counseling requests were received and addressed. These requests often require multiple exchanges with the student.

F. Proactive Registration: In Fall '16, our Basic Skills Counselor and Basic Skills Retention Specialist coordinated Proactive Registration for students in 27 basic skills courses. The purpose of the event was to insure that students persist to the next level of English and Math and to address any barriers to registration. A total of 352 basic skills students participated in Proactive Reg. Before the event, 50% of these students were registered in a total of 1,833 units for the Spring '17 term. Proactive Reg. efforts increased Spring '17 enrollment to 88% of the student group, enrolled in a total of 2,875 units. Other services provided doing Proactive Registration: Student Education Plans (SEP's) for students without a plan; a resource fair; and availability of Admissions & Records staff to resolve problems.

G. Committee Assignments: Counselors continued to provide representation through membership on all college governing boards and many additional committees: IPC, SSPC, ASGC, PBC, Distance Education Committee, Transfer Advisory Committee, Honors Transfer Program Advisory Committee, Curriculum Committee, Technology Planning Committee, CARES, IESO! Steering Committee, numerous Hiring Committees for faculty, classified and administrative positions; Academic Committee for Equity & Success; Adelante; ACCEL (Co-facilitation); many Counselor Tenure Committees; Planning Committee for Small College High School-Menlo Park; Dreamers Task Force.

H. 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 **531**.
- CRER 137 Life & Career Planning - day and evening sections offered in Fall and Spring; offered online in the Summer; offered in the Fall to the Puente Student Cohort and to students in the Community of Learning Through Sports (COLTS).
- CRER 300 Introduction to Scholarships is offered online in Spring; CRER 110 Honors Colloquium in Career/Personal Dev.: Transfer Essentials & Planning - offered online in the Fall and as hybrid course to Puente students in the Spring.
- CRER 430 (Career Exploration) - offers a unique opportunity for individual career counseling in a structured but individualized approach; Instructor of Record is our Counselor with Career-emphasis.
- CRER 401 College Success and CRER 407 Exploring Careers, Majors and Transfer - both are one unit classes; CRER 401 is offered online.

I. Professional Development: Counselors attended the following training/conferences in 2015-16:

- UC Ensuring Transfer Success Conference, May 2015 & 2016
- UC Counselor Conference, Fall 2015 & 2016
- CSU Community College Counselor Conference, Fall 2015 & 2016
- SJSU Bay Area Regional STEM Conference, Fall 2015 & 2016
- Bridging the Hispanic Student Achievement Gap, HSI Community College Conference, 2015
- Moving Up: Strategies for Advancing Your Career, 2015

- Puente Program Northern CA Regional Trainings & Summer Institute, Summer 2015-16, Fall 2015
- Fall 2016
- Student Veterans Leadership Conference
- Equity Summit, Skyline College, Fall 2016
- Certificate Program: Intro. to Teaching with Canvas, Fall 2016
- Certificate Program: Teaching Men of Color in the Community College, Spring 2016
- Certificate Program: Inner Heroes Certification Training, Fall 2015
- UCLA Transfer Counselor Workshop, Spring 2016
- CA Collaborative Advising & Counseling Conference, Fall 2016
- UC Irvine Honors & Transfer Admission Workshop Spring 2016
- MS Excel, Technical Training Group, Spring 2016

J. Counselor Outreach, Campus & Community Activities:

- SEP Campaigns: "Fall into Spring" and "Spring into Fall". Included 25 classroom presentations, promoting SEP's
- Participation and support of ASCC Club Rush events
- Participant in district-wide Career Center field trip to Smithgroup JJR in San Francisco
- Led workshops as part of Career Jam held at Cañada over three Fridays
- Developed and delivered two professional development sessions on Flex Day, "The 13 Warning Signs" and "Beyond Warning Signs"
- Team of counselors are collaborating to develop training modules for new FT and adjunct counselors
- With Retention Specialist, provided presentations at Student Success and STOP Workshops
- Assisted ESL department to register on-campus and off-campus students for following semester
- Development and coordination of Veterans Week activities
- Full year participation in ACES Transfer Inquiry Group that identified characteristics of transfer and non-transfer students
- Participation on Cañada team that worked on Basic Skills and Student Outcomes Transformation Program
- Staffed the ECE Dept.'s Counseling Event at the County Office of Education
- Represented counseling and transfer services at Outreach Team's "Connect to College" event
- Presentations at Colts Academy 2
- Presentations at Woodside HS College Day for seniors



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Program Review/Standard Details



Impact of Resource Allocations

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

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Program Review/Accreditation Cycle:

Student Services Program Review 2016/17



Awaiting Approval by Reviewer, Student Services Planning Council

No Approval Notes

Approval Status:

[Note Options](#)

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Standard Detail

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Standard Number: 5

Source: SSPR

Section: 3 - Looking Back

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. **(Impact of Resource Allocations)**

Response Detail

[Edit](#)

Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

[Edit](#)

In our last Program Review, a request was made to convert two temporary FT Counselor positions to FT tenure-track positions: the Basic Skills Counselor and the Counselor assigned to the College for Working Adults. Counselors and instructional faculty proposed these positions through the college's new positions' process. Subsequently, one of the two positions - Basic Skills Counselor tenure-track - was approved. The department is currently in the process of interviewing for this position. Tenure-track status will give security to both the position and the Basic Skills program.

We also requested new laptops in our previous Program Review. This resource provides Counselors with the equipment they need in the classroom, during meetings, and at off-site events.



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Program Review/Standard Details



State of the Program - Observation

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

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Program Review/Accreditation Cycle:

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Approval Status:

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Standard Detail

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Standard Number: 6.A.

Source: SSPR

Section: 4 - Current State of the Program

Describe the current state of the program (include strengths and challenges). **(State of the Program - Observation)**

Response Detail

[Edit](#)

Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

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Strengths:

1. Staffing – the Counseling Dept. is experiencing more stability in its staffing due to the hiring of a FT DRC Counselor/Learning Disability Specialist, the approval of a FT Tenure-track Basic Skills Counselor, a FT College for Working Adults Counselor, a FT Tenure-track Counselor with Career-emphasis and an Adjunct Transfer Counselor hired through the STEP Program. Continuity and an increase in available counseling appointments has led to more student satisfaction, an increase in student SEP's, and an increase in counseling appointments from 2014-2016.
2. Restructuring of our Counseling meetings has allowed for an hour of designated training during every other counseling meeting. Training topics are generated by counselors according to our training needs.
3. Active SEP's among students who are targeted for SEP's has now reached 77%.
4. The Counseling Retention Specialist position has increased the department's capacity to address the needs of students on Probation, Dismissal, and Reinstatement.
5. Technological tools greatly increase the counselor's capacity to assist students during a 30-minute appointment. DegreeWorks, the tool for degree/transfer audits and SEP's, is invaluable. DegreeWorks is in the process of upgrades and Counselors are represented on the upgrade committee. Counselors are also on the planning committee for developing an online degree petition for students. The Transcript Evaluation Service (TES) of the District gives the counselor a formal evaluation of outside transcripts. SARS captures the communication and outcome of all counseling appointments.
6. The assignment of Counselors to subgroups of students ensures that the student's unique needs are addressed. Counselors have specific assignments to work with these students: Basic Skills students; Puente cohort; Probation/Dismissed/Reinstated students; students with Undeclared Majors; Early Alert students; Dreamers, Athletes; Veterans; E-Counseling; Transfer students; Honors Transfer Program students; Human Services off-site program; STEM; EOPS; International students; TRIO/BTO/A2B students; DRC students; and students in the College for Working Adults.
7. Implementation of Multiple Measures and alternative processes to determine student Math, English, and ESL placement, provides Counselors with more discretion to work with students on appropriate course placement.
8. Strong, effective coordination between the Welcome Center and Counselors to provide more seamless services to students.

Challenges

1. Time for Counselors to discuss student cases and get peer feedback.
2. Counselor time to work on Department initiatives such as Proactive Registration, Early Alert procedures, the SEP Campaign.
3. Reaching and staying connected with students who don't belong to a specific program that requires regular counseling meetings.
4. Managing the high volume of students coming for drop-in counseling before the start of the semesters.
5. Identifying ways for increased collaboration with instructional faculty.

**Suggested Follow Up**

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Program Review/Standard Details



State of the Program - Evaluation

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

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Program Review/Accreditation Cycle:

Student Services Program Review 2016/17



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Approval Status:

Standard Detail

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Standard Number: 6.B.

Source: SSPR

Section: 4 - Current State of the Program

What changes could be implemented to improve your program? (State of the Program - Evaluation)

Response Detail

[Edit](#)

Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

[Edit](#)

What changes could be implemented to improve your program?

1. We are implementing "Case Study Tuesdays" during which Counselors can receive peer review and advice on student cases.
2. To address high volume student drop-in during registration periods, we piloted "triage counseling" two weeks before the start of the Spring 2017 semester. The Welcome Center staff and Triage Counselor identified students from the drop-in list who had questions or concerns that required very brief counseling. This would include overrides for classes, equivalency petitions, holds on registration, etc. This shortened the wait list and wait time for other students. Our experience with this first pilot effort was that there were fewer students needing only quick counseling than anticipated. The Triage Counselor assisted 49 students during the pilot period. Our plan going forward is to pilot triage again during the summer/fall registration period when the demand for overrides, petitions, and equivalency challenges is much higher.
3. Counselors are considering advocating for a Program Services Coordinator to assist Counselors with several Department initiatives that are time intensive. We have not included this in Program Review at this time.
4. Our Counseling Dept. is strengthened as we are able to obtain more tenure-track Counseling positions, rather than temporary or adjunct positions. With a healthy economy, we lose Counselors who move to other Districts for tenure-track positions. We have advocated in this Program Review for tenure-track status for the CWA Counselor.
5. For students who are not in a special program that provides counseling services (EOPS, TRIO, DRC, CWA, Int'l students), we would like to establish expectations among this group to see a Counselor at least once a semester and to make sure that they develop a comprehensive SEP after creating an initial one. Counselors will be developing strategies on achieving this goal.
6. Improved collaboration with instructional faculty will improve our Counseling program. Strategies may include attending Division meetings, increased classroom visits, and partnering with instructional faculty on workshops related to majors and careers in their disciplines.



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Program Review/Standard Details



Current SAOs and SLOs

Program Review Manager

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Standard Detail

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Standard Number: 7.A.

Source: SSPR

Section: 4 - Current State of the Program

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

Response Detail

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Response Status: No Response Selected

Percent Complete: 0%

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Service Area Outcome:

The primary goal of counseling services is to meet the students' need for academic information and support through the counseling appointment. To obtain this data, students are surveyed after their counseling appointment, via a survey distributed by the Welcome Center. The purpose of the survey is to assess student satisfaction with their counseling appointment.

Student Learning Outcome:

The Student Learning Outcome for counseling is obtained through a pre and post survey administered to matriculating students who attend college orientation. Students are asked before and after their counseling appointment: "Do you know what classes to take this semester to meet your education goal?" This provides data on whether the Counselor has effectively outlined an initial student plan for the student, and identified and recommended courses for their first semester.



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Program Review/Standard Details

SAO Assessment Plan

Program Review Manager

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Standard Number: 7.B.

Source: SSPR

Section: 4 - Current State of the Program

Describe your program's SAO Assessment Plan. (**SAO Assessment Plan**)

Response Detail

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Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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A survey was developed to collect data from students after completion of their counseling appointment. The survey contains five questions (see below) The survey was administered in November-December 2016 to students who attended a general counseling appointment. A total of 145 students responded to the survey. The survey is distributed and collected by Welcome Center staff, and therefore not handled by the Counselors.

Survey Questions:

1. Did your counselor present information in a clear and understandable manner?
2. Did your counselor provide useful information regarding academic and career planning?
3. Did your counselor assist you in understanding requirements for graduation, transfer, or certificate programs? (if applicable)
4. Did your counselor help you in planning your educational program in a manner that is consistent with your personal objectives?
5. Was your counselor supportive and encouraging, and showed genuine interest in assisting you?



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Program Review/Standard Details



SAO Assessment Results and Impact

Program Review Manager

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Student Services Program Review 2016/17

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Standard Detail

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Standard Number: 7.C.

Source: SSPR

Section: 4 - Current State of the Program

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? (SAO Assessment Results and Impact)

Response Detail

[Edit](#)

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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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. As indicated on the chart below, 97+ % of students Strongly/Agreed or Agreed with the five questions asking about the Counselor's performance.

Part I: Please circle your answer	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total	Strongly Agree
1. Did your counselor present information in a clear and understandable manner?	122	20	2	1		145	84.14%
2. Did your counselor provide useful information regarding academic and career planning?	114	29		2		145	78.62%
3. Did your counselor assist you in understanding requirements for graduation, transfer, or certificate programs? (if applicable)	111	27	3	1	3	145	76.55%
4. Did your counselor help you in planning your educational program in a manner that is consistent with your personal objectives?	106	32		3	4	145	73.10%
5. Was your counselor supportive and encouraging, and showed genuine interest in assisting you?	108	33	3	1		145	74.48%

In addition, many students made these additional comments:

In what specific ways was this counselor most helpful to you?

- Nadya was able to give me different solutions and motivated me
- Searched information online and provided ideas
- Was really encouraging
- Helped me with transfer applications and paperwork
- Gave me printouts to understand what I need for my degree. Directed me to resources for test anxiety
- Knowledgeable
- Very clear and articulate
- Very disciplined
- Picking classes that are required for transferring, but also finding class options I may be interested in and that would fulfill the requirements



- He gave me a clear idea of what I need to take to transfer
- Attentive and kind
- Strong knowledge of programs available within the college system. Patient and personable
- Really appealing
- he is like a brother
- He did the best to put me in right track
- Specific with units required for career path
- Walking me through application process/class schedule
- He was clear about my process
- Finding my classes for next semester
- He helped guide me through the process of what I am going to do with my life
- He was clear, to the point and got my issue taken care of in a timely manner
- So nice to let me know the details and very helpful
- Planned my classes and provided info that I need regarding my transcripts from another college
- Gave good advice about transferring
- Career planning
- To plan my career
- Explaining different pathways
- Gloria has been a great help when it came to understanding how the whole transfer process works
- Petition for AA degree and answer transfer questions
- Detailed knowledge of transfer requirements presented clearly
- In everything. He was very helpful
- clear explanation of courses that were needed
- Information about out of state transfer
- She gave me options and made a plan for me
- Very flexible in figuring out goals
- Providing advice on handling stress and took the extra mile to reassure me about my GPA by calculating it with me
- He was most helpful in clearing classes
- Planning my career goal education
- Educated me on dates and times I need to come back to petition for AA
- Made sure I was signed off to transfer, told me ceremony dates at the end of may
- Explained graduation process
- Answered all my questions, signed my paper, everything I needed, wonderful and very nice!
- He answered me and told me what I wanted to know
- Directed where to get help for different concerns
- Filled out complete plan for degreeworks
- He override so I can take the class again
- she help me to register for Meda 150
- She helped me narrow what major and schools I needed to look for
- D.C. was very enthusiastic and helpful. His attitude really encouraged me and reassured me that I am heading in the right path in terms of my education plan. Very knowledgeable about my degree
- He explained major requirements clearly and was very helpful in taking the time to answer my questions
- In planning my SEP
- Game me his opinion on what was easiest and what he would do
- She helped me with my petition forms and she also emailed the program director about a course we had questions about
- Shared own experiences regarding my interest so that was motivational
- Helped me figure out what classes I need and what campuses are a good fit
- My situation is tricky. She works with me to attempt to solve it
- Provided information for programs that can benefit my goals/future
- She has taught me so much about assist.org and degreeworks and registration on websmart.
- My ESL classes
- Helped signed my reduce course load form
- He explained about my requirements and counted my units. He was encouraging and positive
- He gave me steps to take to reach a goal
- Gave me ideas with classes that will be flexible with my personal schedule

What specific things might this counselor do to improve his/her counseling?

- Maybe get a little prepared before counseling
- Nothing, Gil was wonderful!



- He is great!
- Give her more slot. She is great!
- Daryan is Fantastic!!
- He was excellent!
- I would not change anything on him. He is very patient and provided me all the information I needed.
- She can be more focus on the specifics
- Less rushing, but overall vey good
- More spots available
- He is the best
- Everything
- Less attitude?
- Gloria has been so great, and also very knowledgeable that I don't think she needs to improve
- Nothing, very friendly and understanding
- Suggest TAG
- Smile a bit more
- He can improve by talking a bit more, having conversation
- He could be a bit quicker, more efficient and more through
- Maybe explain why I need to take those classes and where I can go with my major.
- Got confused when using abbreviation, but learning them
- She is perfect. I like her a lot!
- I hope he stays here at Canada College. I feel he will help many students



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Program Review/Standard Details



SLO Assessment Plan

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

Email Program Review Manager: [Send Email](#)

Program Review/Accreditation Cycle:

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Standard Detail

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Standard Number: 7.D.

Source: SSPR

Section: 4 - Current State of the Program

Describe your program's SLO Assessment Plan. (**SLO Assessment Plan**)

Response Detail

[Edit](#)

Response Status: No Response Selected

Percent Complete: 0%

[Narrative](#) [SSPR](#) [Institutional](#)

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SLO data was collected using a pre- and post-survey administered to 100 matriculating students in Fall 2016. Before and after a 30-minute counseling appointment, students were asked to rate their level of agreement to this statement: "I know the classes to take this semester to meet my educational goal".



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SLO Assessment Results and Impact

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

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Standard Detail

Standard Number: 7.E.

Source: SSPR

Section: 4 - Current State of the Program

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? (SLO Assessment Results and Impact)

Response Detail

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Response Status: No Response Selected

Percent Complete: 0%

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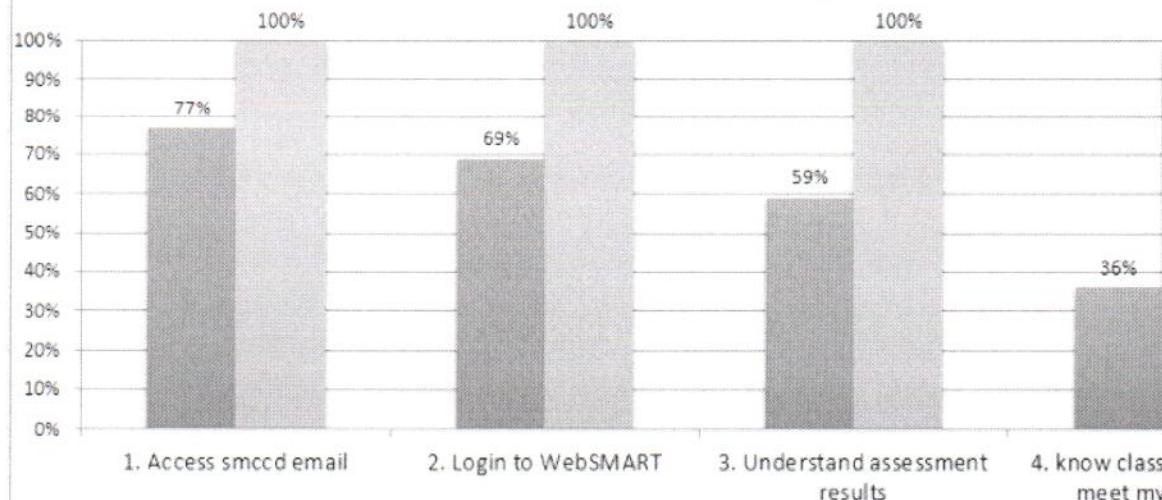
[Edit](#)

Pre-Survey: In Fall, 2016, 36% of students who attended college orientation indicated that they knew what classes to take this semester to meet their educational goal.

Post Survey: after their counseling appointment, 99% 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.

Student Learning Outcomes Orientation Report



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Program Review/Standard Details



SAOs and SLOs for the Next Review Cycle

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

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Program Review/Accreditation Cycle:

Student Services Program Review 2016/17



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Approval Status:

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Standard Detail

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Standard Number: 7.F.

Source: SSPR

Section: 5 - Looking Ahead

State your SAOs and SLOs for the next review cycle. Describe how you will you address identified opportunities for improvement. **(SAOs and SLOs for the Next Review Cycle)**

Response Detail

[Edit](#)

Response Status: No Response Selected

Percent Complete: 0%

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We plan to keep the same SAO and SLO for the next review cycle. With regard to the SAO, we will review the Counseling Dept. Student Questionnaire before re-utilizing and work with the PRIE office to make sure any changes have validity. For our SLO, the survey tool generates data from students who are matriculating and attending college orientation. This is an emphasis area of student success initiatives and therefore important data to collect.

SLO/SAO	Action Plan	Timeline	Responsible Party	Resources Required
SLO	Administer a pre-post survey to matriculating students to determine their understanding of classes to take for their ed. goal.	Summer/Fall Reg. period Spring Reg. period	Counselors Welcome Ctr. staff	No additional resources are required.
SAO	Utilize a student survey to insure that students are satisfied with their counseling appointment.	November-Early-December	Counselors Welcome Desk staff	No additional resources are required.

If survey data indicates need for improvement, the Counseling Dept. will identify and implement professional development in needed areas, and address student concerns in counseling meetings.



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Program Review/Standard Details



Program Improvement Initiatives

Program Review Manager

Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

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Program Review/Accreditation Cycle:

Student Services Program Review 2016/17

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Standard Detail

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Standard Number: 9

Source: SSPR

Section: 5 - Looking Ahead

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? Please do not include a written response here. Rather, use the Planning module of SPOL to create your Strategic Action Plans. (Program Improvement Initiatives)

Response Detail

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Response Status: No Response Selected

Percent Complete: 0%

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Go to Planning Module to view.



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