



Counseling

Program Review - Comprehensive Review

2022- 2023

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Program Context

Mission

What is your program's mission statement?

The mission of the Counseling Department at Cañada College is to guide, motivate and empower students to achieve their educational, career and personal goals. Cañada counselors provide academic, career, transfer, personal counseling, and instruction in a safe and supportive environment. We strive to ensure that our students have an equitable opportunity to achieve their goals.

How does your program align with the division, college and district mission?

Counseling services are aligned with the College and District's mission in the following ways:

- Through our instructional courses, Counselors assist students in clarifying their interests, skills, personality, and values so that students make informed choices for their major and career path.
- Establish a Student Educational Plan (SEP) with each student that guides students to complete the required courses to meet their educational goal. Review and revise the SEP as needed.
- Work in partnership with students to identify educational barriers and make appropriate referrals to student service programs and academic supports.
- Ensure student transfer success through transfer counseling, articulation agreements, partnerships with Universities, transfer workshops, and the offering of transfer initiatives (TAG, ADT's, HTP, etc.)
- Promote student equity by recognizing the unique strengths and life experiences of each student and conducting counseling services accordingly.

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Program Description

Who does your program serve? How do we serve our student populations as a whole?

Cañada College provides counseling services to students through multiple methods, including initial contact and throughout the students' academic progress. Students receive direct access to the counselors of their programs as well as general counselors. These programs and student cohorts include: Athletes, Basic Skills, College for Working Adults (CWA), Disability Resource Center, EOPS/CalWORKs/Foster Youth Success Initiative, ¡ESO! Adelante, Honors Transfer Program students, International students, Puente, STEM, Students in poor academic standing, Transfer students, TRIO Student Support Services, and Veterans. During this first appointment, the counselor will develop an abbreviated SEP with the student. If the student is undecided on a major, the counselor may recommend a career class, or refer the student to the career center. The student is encouraged to return for a follow-up appointment to complete a comprehensive plan. Counselors provide academic, transfer, career, and personal counseling to our students. Counselors attend various training sessions and facilitate workshops to support our students.

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What does your program do for students in helping them reach their goals?

All counselors attend annual CSU/UC conferences for campus updates and other critical information. Training on transfer topics occurs at regular counseling meetings. Currently, there is one full-time transfer counselor and a Transfer Supervisor. These individuals regularly disseminate information to all counselors. Additionally, the Transfer Supervisor maintains a robust transfer website, organizes transfer workshops throughout the year, holds a transfer 'open house' during the fall application period, hosts Transfer Day, and works closely with the Curriculum Committee and Articulation Officer. The Counseling faculty teach courses on transfer essentials and planning, life and career planning, scholarships, exploration of careers, majors, and transfer, career assessment, and college success. Every year a counselor retreat is held at the end of spring semester, with the purpose of reviewing the previous year and setting goals for the upcoming year. Counselors participate in professional development activities and college Flex Day activities, so they remain current in their knowledge of their fields. Through these collaborations with colleagues, the counseling faculty continuously spread their knowledge to the entire college community, thereby ensuring that the latest information on a variety of needs and issues is disseminated across campus.

What are your on and off campus community partnerships?

The on-campus community partnerships we have include: EOPS/CalWORKs/FYSI, Financial Aid, SparkPoint, Upward Bound Program, Middle College, and Honors Transfer Program. The off-campus community partnerships we have include: Second Food Harvest, Sequoia Unified School Districts, Boys and Girls Club, Job Train, Menlo Park Site, and Adult-Education College and Career Educational Leadership.

How does your program contribute to anti-racism at Cañada College?

Cañada College has made a campus-wide commitment to support Black Lives Matter and stand against racism. The College recognizes the critical need for anti-racist practices, teaching, and services in our community. We have many campus-wide resources that are dedicated to our commitment. As part of its 5-year educational master planning process, Cañada College engaged Áse Power Consult (APC) to help determine how the College could effectively incorporate diversity, equity, inclusion and antiracism in its Educational Master Plan for 2022-27. Due to the three campus-wide Critical Conversations on Race held during the summer 2020, as well as input from the participants in the College Leadership Retreat in August, 2020, the Planning & Budgeting Council (PBC) formed a college-wide Antiracism Task Force in September 2021. On May 9, 2021, the College adopted a Framework and Recommendations for pursuing its antiracism goals. Counselors take part in ongoing anti-racism professional development activities, as well as facilitate and develop events for students on Black Students Matter related topics.

Equity and Access

Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.

The Counseling program ensures equitable access to students by:

- Having dedicated staff at the Counseling Welcome Center to help student access counseling programs and services

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- Offering both day and evening counseling services that include in-person and remote/virtual counseling availability to better serve the needs of students
- Providing academic, personal, career and transfer counseling in the Extended Opportunity Programs and Services (EOPS), Promise Scholars Program, Umoja, International Student Program, Wellness Center, Disability Resource Center, Veterans Resource Center, College for Working Adults, ESL and Transfer Center
- Continuing to promote counseling services and programs in College Division meetings and Outreach program

How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?

Our program is committed to eliminating equity gaps by continuing to address barriers and challenges that affect the underserved, underrepresented and disproportionately impacted groups and enhancing access, retention and success in all facets of our programs and services. Moreover, our program continues to offer Life and Career Planning and College Success courses that provide students the tools and information they need to navigate college policies, procedures, and access college programs/support services and other strategies for success.

Our program considers location by having a student-centered, student-first approach to our services and by actively engaging with the College and the diverse community that we serve. In addition, our program continues to promote services and programs in College Division meetings and different programs across campus.

The Counseling program takes into account delivery methods to better serve students by:

- Offering both day and evening counseling services that include in-person and remote/virtual counseling availability to better serve the needs of students
- By making Counseling services more accessible and readily available to marginalized groups with programs such as Extended Opportunity Programs and Services (EOPS), Promise Scholars Programs, International Student Program, Disability Resource Center, Veterans Resource Center, Dream Center, College for Working Adults, Puente and ESL
- Offering day and evening Career Planning and College Success courses that include both in-person and online courses

How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)

The Counseling program supports marginalized groups by:

- Continuing to promote social justice, racial equity, diversity and inclusion in our program and curriculum
- Engaging in College-wide and community initiatives and efforts that support social justice, diversity and inclusion
- By making Counseling services more accessible and readily available to marginalized groups with programs such as Extended Opportunity Programs and Services (EOPS), Promise Scholars Programs, International Student Program, Disability Resource Center, Veterans Resource Center, Dream Center, College for Working Adults, Puente and ESL

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Looking Back

Major Accomplishments and Challenges (500 word limit)

Describe major accomplishments and challenges since the last program review cycle.

Staffing and Counselor Assignments: The department added four new full-time tenure track counselors: a College for Working Adults Counselor, an International Counselor, and two Counselors for the Promise Program. This provides continuity, expertise on specific programs and regulations, and coordination with instructional faculty.

Virtual Appointments: During the COVID-19 pandemic, the need to connect with students through technology has greatly increased. The department went from one e-counselor to 100% virtual counseling or phone appointments during the peak of the pandemic. This was a great challenge the department faced, but also a successful accomplishment that showed our Counseling Department was able to adapt quickly and adeptly to meet our students' needs during that time. Due to that experience, the entire college counseling department is now fully trained to counsel virtually when needed.

Early Alerts: The Counseling Department has led an expansion of the Early Alerts program from two counselors to a dedicated committee that meets weekly to address student needs. This committee consists of different program representatives, retention specialists, Guided Pathways retention specialists, a counseling dean and the Early Alerts designated academic counselor. It provides a great opportunity to extend the program's capacity and better serve the students who need more academic support.

It is an automated intervention system where professors process the Early Alerts using Canvas and it is integrated with Student Success Links (SSL). This is an impactful development, because in the past we used to use WebSmart as the platform which would email the Counseling Department. Since the professors are now using Canvas, the Early Alert committee is able to see that information synced to SSL.

The intervention consists of contacting the student in order to identify and address barriers to academic success that they are experiencing. During these interventions, referrals are made to other student service programs such as the Learning Center and Personal Counseling Center.

Interest Areas: The Counseling Department played an important role in implementing the Interest Areas and Success Teams. There is a dedicated counselor for each of the four Interest Areas that acts as a liaison between the counseling department and the Guided Pathway.

Program Mapper: The Counseling Department, in collaboration with faculty experts, developed a Program Mapper for each certificate and degree the college offers. This allows students to have access to a visual map of the courses they would need to take for any degree or certificate. It is easily understandable and intuitive to use and will be useful in creating SEPs as mentioned below.

Degree Works: DegreeWorks is a web-based tool designed to help students monitor progress toward completion of their program of study (major). DegreeWorks compiles a student's in-progress coursework, completed coursework, and outstanding program of study requirements into an easy-to-read worksheet audit that shows a student their progress towards their degree goal.

In 2022 an updated version of DegreeWorks was implemented. The new version has a new interface and new functionality. The counseling department successfully trained, implemented and is operating with the new version.

Impact of Resource Allocations Process

Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. What

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impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

Our Counseling department has been successful in getting the following full-time tenure track positions approved: EOPS Counselor, International Counselor, and Promise Counselor (two positions). In addition, our Dean submitted a request for increased adjunct counseling support for the summer and winter intersession. These resources have allowed us to continue to support the diverse needs of our students.

Full-time Tenure-Track EOPS Counselor - These positions were approved in 2021-22 and hiring took place during spring 2021. These positions had a start date of fall 2021. Having a full-time counselor has allowed EOPS to provide consistent counseling support to their students as well as offer opportunities for program development.

Full-time Tenure-Track International Counselor - These positions were approved in 2020-21 and hiring took place during fall 2021. These positions had a start date of spring 2022. Having a full-time counselor in this role has made a big impact since the full-time counselor has time to conduct regular and specific outreach to international students, plus provide timely counseling and case management support to meet the diverse needs of the students.

Full-time Tenure Track Promise Counselor (2 positions) - These positions were approved in 2021-22 and hiring took place during spring 2022. These positions had a start date of fall 2022. Having two full-time counselors has given Promise the opportunity to increase capacity to serve new and prospective Promise students.

Increased Adjunct Counseling Support - During Fall 2021 Dean Hartman submitted a request to augment the counseling budget to allow for sustainable funding for adjunct, summer, and winter intersession counseling. This request was approved

How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The funding of the resources listed above have increased student's access to counseling services. Moreover, it is important for the college to intentionally support programs and services that provide equitable support to our diverse student populations.

SAOs and SLOs

State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

Measure students' satisfaction with academic information, support and educational planning through the counseling appointment.

Describe how your program assessed your SAOs and/or SLOs.

Students who opted for in-person appointments were asked to do a paper/pencil survey, and virtual student appointments were given a link to do the same questionnaire online. The Welcome Center managed both survey/questionnaire modalities. The purpose of the survey was to assess student satisfaction with their counseling appointment.

SAO/SLO Assessment Results and Impact

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

Due to the COVID-19 transition to virtual/remote counseling during Spring 2020, the Department did not adequately assess student counseling appointment satisfaction for the current cycle. We managed to survey a small number of remote and in-person students, however the sample was low and not representative of our student population. See results below:

Alternatively, we did review college-wide data from a larger CCSSE survey that included student satisfaction questions about counseling services. Overall, Cañada students in Spring 2022 found counseling services important and relevant to achieving their academic goals. Of the 420 students surveyed, 98% were Very Satisfied or Somewhat Satisfied with counseling services.

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Looking Ahead

SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discussion how you will address anti-racism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

Similar to the previous cycle, our goal is to measure students' satisfaction with academic information, support and educational planning through the counseling appointment. However, our satisfaction survey needs to be reviewed and modified to ensure it assesses whether students feel supported and safe, especially around issues of anti-racism and equity. In line with our new Mission Statement, it is imperative to learn whether the students we serve experience an "equitable opportunity to achieve their goals".

SAO Action Plan Timeline: Review student survey in early Spring 2023 in preparation for Fall 2023 Program Review cycle. Administer student survey April through May 2023

Responsible Party: Lead Counselor for Program Review and Welcome Center staff

Resources Required: PRIE office and Welcome Center staff support

Program Improvement Initiatives/Resource Requests

What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?

During the current Program Review cycle, the program has moved to a new CRM, which necessitated training and the porting of old records to the new system. With COVID spurring additional change to accommodate new modes of providing counseling to students, there can be further improvement to the program in several ways. Suggestions for improvement for the following topics:

Appointments & Scheduling:

- All Counselors need to write detailed notes into the CRM, particularly with appointments being offered through remote and phone modalities, to allow records to be visible even when off-campus.
- Recommend including notes on students' SEP in Degree Works, as students can access this information off-campus.
- Have a combination of drop-in and appointments at the end of the semester to better handle short questions and more intensive requests.
- Better integration between CRM and Outlook to ensure appointments don't get scheduled when counselors are already booked, as there is currently a lag between syncing.
- Improve use of Success Teams in CRM to improve services offered to students and to eliminate duplication of services.
- Office space for newly hired faculty.

Core Counseling Functions:

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- Offer more sections of CRER courses in different modalities, including HyFlex – explore strategies to encourage student enrollment, i.e. class for Promise students in their first year, class for Probation/Dismissed students.
- More connection between Retention Specialists and counselors for Early Alert to manage caseload.
- Continued training in use of CRM to track student engagement and activity.
- Continue to strengthen the Probation/Dismissal process after staffing changes, including scheduling workshops.

Resources:

- More effort on Professional Development – meet on flex day to develop topics.
- Formal process for identifying professional development needs.
- Counseling-related training during every counseling meeting (career, mental health, academic, disaster training), which was started but since discontinued.
- Continue to strengthen New Counselor Training materials/process and include changes in CRM and new counseling modalities.
- Counselors' Corner – review timing, content, more consistent participation, evaluate purpose.
- Update Counseling Website – remove Counselors no longer here, add newly hired counselors; add CRER courses and current semester offerings.
- A system that would provide students' academic progress during the semester (mid-term grades, etc.) beyond progress reports.
- Improved ability to retrieve data and to track students through utilizing functions in the CRM.

Networking/Meetings:

- Counseling and PSC Workshop during flex.
- More collaboration with Career Center and other staff to assist students in connecting education to career – advocate for full time support in the Career Center.
- More outreach for CARES.
- Additional meetings and support for CRER courses/instructors.

How might an anti-racism lens be considered in the proposed changes?

The program should continue to review demographics and evaluate how different groups utilize services, and ensure that there are available services in all the ways that each group will most likely use to engage with the program. For example, ensuring that a variety of modalities and hours to obtain counseling are available will allow students to choose the mode and time that best fits their schedule or circumstance. This will include incorporating suggestions for improvement from Áse Power Consult (APC).

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How might an equity lens be considered in the proposed changes?

As with anti-racism, incorporating suggestions for improvement from Áse Power Consult (APC) will be beneficial to ensuring equitable access to program services. Similarly, providing a variety of modalities and times, while continuing to elicit student feedback, will assist the program to continue to tailor services based on student need.

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?

Due to COVID, there are aspects of the program that did not get as thoroughly evaluated this cycle as would have been possible in previous cycles. For instance, obtaining student evaluations and feedback was more difficult. Additionally, program staff started providing services in different modalities on a quick turnaround. At the same time, the program moved to a new CRM when much of the staff were conducting work remotely. As such, additional training and professional development must continue to keep improving the program to match the needs of the new work environment.

In addition to trainings for Anti-Racism, continued training in using the CRM and other student service software, such as Canvas, will assist the program in accomplishing these plans. Other trainings include the CSU and UC conferences. Access to video conferencing and laptops for all counselors will allow them to complete their work on-campus and remotely. Maintaining the wireless servers on campus will help staff stay connected and able to meet with students who aren't on campus.

Supporting Information

General Supporting Documents

[Copy of Spring 22 CCSSE survey results for Academic Counseling Advising.xlsx](#)

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