Student Services Annual Plan

SS Program Title

Counseling

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Contact Person

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Executive Summary

Faculty members at Cañada College facilitate student learning by working to develop every student's abilities and by designing varied and exciting learning environments. Counseling faculty work as team members with all faculty and staff, create innovations in learning methods, and work to provide an environment for students to be advocates of their own learning. Counseling faculty also assists in program planning, carry out related projects, and evaluate related department programs and faculty. Counseling faculty members carry out their professional responsibilities by participating in the college decision-making activities related to academic and professional matters via meetings, participating on project teams, engaging in ongoing and meaningful professional development, and by providing support to students on a one-to-one and small group basis at regularly scheduled times.

Program Mission and Vision

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.

Relationship of Program to College Mission: *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

- ☑ Career-Technical Education
- ☑ Basic Skills
- ☑ Transfer
- ☑ Lifelong Learning

Relationship of Program to College Vision: *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

- ☑ Quality of Academic Life
- ☐ Diverse Culture
- ☑ Personal Support and Development of Students
- ☑ Student Success Programs

☑ Innovative Programs Preparing Students for the University

☑ Innovative Programs Preparing Students for the Modern Workforce

☐ Innovative Programs Preparing Students for the Global Community

Program Data Measures List: *List the program or department data measures in this box that were used in this past cycle.*

The data measures used this cycle consisted of SARS data tracking of student appointments at the Counseling Center. Additionally, Banner was used to access the number of Early Alert contacts.

Reflection on Data: *Provide a reflection on what the data means*

Counseling Appointments: For Fall 2013, there were 3,389 counseling appointments (in which students attended); there were an additional 758 drop in appointments.
Reinstated Students: There were 157 students in the Reinstated list. Letters that went out: Dismissed students (14); Prob 1 (173); Prob 2 (186); Reinstated (158).
E-Counseling: For Fall 2013 there were 194 E-counseling appointments. The data states that our counseling services continue to be readily used by students.
Our current counselor to student ratio is approximately 1:564. Even the most optimistic view must conclude that this ratio is inadequate to provide a meaningful level of service to all students and expand our current programs.

Accomplishments: *List any program major accomplishments*

PROGRAM SUPPORT

New Reinstatement Process

Developed and implemented new policy and process for reinstating and supporting dismissed students.

Early Alert

Managed Early Alert program for non-basic skills students; did final report and analyzed data to strengthen program.

Veterans

Expanded Veteran Services program by offering extended drop-in hours for Vet students. Also, attended 3 separate professional development conferences related to Veteran Services/Counseling. Also coordinated Veterans Day activities during Fall 2013.

Honors Transfer Program (HTP)

Provided academic, career and transfer counseling to students enrolled in HTP. Supported student's in becoming UCLA TAP eligible.

Athletics

Filled the Counseling Department's need of an additional Athletics Counselor and the counselor received athlete-specific training from the College's Athletic Director.

PROFESSIONAL DEVELOPMENT

Attended 3-day "Strengthening Student Success" conference sponsored by the RP Group of the CCC's.

CURRICULUM DEVELOPMENT

Revised and updated the CRER 407, CRER 401, and CRER 137 Course Outline for Curriculum Committee approval. The CRER 137 Honors Addendum was submitted and approved. The course will be offered as an Honors contract option starting Fall 14.

Three faculty members supported the students enrolled in the CRER 430 course.

Implemented the 10-Year Plan and Portfolio curriculum for CRER 137 course. The curriculum is being used as a model for other Career courses to be used in the future, including as a partnership with local area high schools.

CRER 137 is being offered during Summer 2014.

OUTREACH AND CAMPUS INVOLVEMENT

In conjunction with the International Students' Coordinator, developed and presented a workshop on "Increasing Classroom Participation".

At College Night, presented workshop, "The Opportunities at California Community Colleges"

Coordinated the 1st Annual Colt Classic Baseball Challenge as an outreach opportunity to the students, faculty and surrounding community to promote the baseball team and College as a whole. The event was highly successful with over 200 fan attending.

Served as a workshop presenter for Preview Day and developed College In California: So Many Possibilities PowerPoint presentation

Trained the Customer Relations Program (Menlo Center) students on the Myers-Briggs Type Indicator for use in their workplace environments and as professional development.

Cañada Career Club – One of the counselors serves as the co-advisor for the new Cañada Career Club. The club was founded during Spring 2014.

COMMITTEE INVOLVEMENT

Represented department on the Distance Education Committee, Transfer Advisory Committee, and Honors Transfer Program Advisory Committee.

Continued serving as a member of the Instructional Planning Council (IPC), Student Services Planning Council (SSPC), Academic Senate Governing Council (ASGC), Planning and Budget Council (PBC), and contributed to addressing the needs of students, the Counseling Department and the college at-large.

Served on 2 separate Hiring Committees (Career Resources Counseling Aide and full-time tenure-track Kinesiology Professor/Head Men's Soccer Coach). Represented Counseling on these committees stressing the needs of students, the Counseling Department and the college at-large.

Changes in your program this year: *What changes has you seen in your program, and why do you think these changes have occurred?*

Our department consists of the following members:

<u>Dean of Counseling, Kim Lopez (1)</u>

<u>Fulltime tenure-track General Faculty Counselors (4)</u>

Karen Olesen, General Counselor

- E-Counselor
- Career Counselor

Sandra Mendez, General Counselor

- Career Counselor/Instructor
- Honors Transfer Program Counselor

Nick Martin, General Counselor

- Career Instructor
- Veterans Counselor
- Athletics Counselor

Gloria Darafshi, General Counselor

- Career Instructor
- Early Alert Counselor
- Dismissed/Reinstatement Counselor

<u>Fulltime tenure-track Categorical Faculty Counselors (2)</u>

Lorraine Barrales-Ramirez, EOPS/CARE Counselor/Coordinator

Sarah Aranyakul, EOPS/CalWORKs Counselor/Coordinator

<u>Fulltime Non-Tenure Track Faculty Counselors (2)</u>

Nadya Sigona, Basic Skills Counselor

Melissa Alforja, TRiO Counselor/Coordinator

<u>Adjunct Faculty Counselors (FTE Total= 3.42)</u>

Tony Basques (General)   .412

Lyn Belingheri (General)   .303

Lilia Chavez (CWA/Financial Aid) 412

Cindy Mata (EOPS)   .240

Byron Ramey (General/Athletes) 240

Will Reyes (STEM)   .488

Sandra Rodrigues (DRC/General) 343

Soraya Sohrabi (Human Svcs/Transfer) 333

Nick Tuttle (A2B/Athletes/General) 649

First and foremost, the Counseling Department desperately needs additional counseling faculty to adequately serve students. The current counselor to student ratio is approximately 1:564. Even the most optimistic view must conclude that this ratio is inadequate to provide a meaningful level of service to all students.

Source: 2014 Student Success Score Card http://testsite.cccco.edu/arcc/scorecardrates.aspx?CollegeID=371

Changes for Next Year: *What changes, if any, do you want to make in your program for next year?*

As mentioned above, our counseling department plans to put forth a fulltime tenure-track General Counselor for 2014-15.

Student Learning Outcomes:
Describe your student learning outcome and the results you have from last year as follows:
Student Learning Outcome
Assessment Results
Evidence/Analysis
Use of Results
SLO for Next Year
Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?

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?*
Assessment Results
Pre Survey: 56 students indicated that they knew what classes to take this semester to meet their educational goal.
Post Survey: 138 students indicated that they knew what classes to take this semester to meet their educational goal.
Evidence/Analysis
A 55% increase in students' ability to know what classes he/she needs to take this semester to meet their academic, career and personal goal.
Use of Results
Meeting with a counselor for a 30 minute appointment (vs. 15 minute drop-in) was an effective way for students to get assistance in planning semester courses after completing the New Student Orientation Session.

SLO Changes: *If you are changing your SLO(s), please describe why*

☑ Keep same one(s)

☐ Created new one(s)

SLO Relationship to Strategic Directions: *Check each of the college's Strategic Directions that your SLO addresses*

☐ Teaching and Learning

☑ Completion

☐ Community Connections

☐ Global and Sustainable

SLO and Strategic Directions: *Describe how your SLO relates to the strategic directions*

This SLO is a revision from the prior cycle and aligns with the strategic plan Completion Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

SAO Action Plan:

List your SAO for the upcoming year and describe the Following:
Student Learning Outcome
Activities to Achieve the SLO
Assessment Measures
What do you expect to learn

Based on the results of the 2013-14 student survey, we have decided to continue to focus specifically on our matriculation services with new students.

Service Area Objectives:

Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.

2013-14 VPSS Objectives

Counseling Department SAO: Increase the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester. As a result of implementing the "Got Priority" SEP campaign during the Spring 2011 which served approximately 200 students (i.e. April 11-15th) the department has institutionalized the SEP campaign. The event now occurs every semester "Spring Into Fall: It's SEP time!" (Spring) and "Fall Into Spring: It's SEP time!" (Fall).

Service Area Objectives: Next Year
Describe the Service Area Objectives for next year:
Service Area Objective
Activities to be Conducted
Assessment Measures
Why this was selected

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 each student to complete after each scheduled 30 minute counseling appointment.

Relationship to EMP Teaching & Learning: *Check any EMP Teaching and Learning Objective that relates to your Service Area Objective*

- ☐ 1.1 Assess SLOs
- ☐ 1.2 Flexible course scheduling
- ☐ 1.3 Professional development
- ☐ 1.4 Student engagement
- ☐ 1.5 Facility Planning

Relationship to EMP Completion: *Check any EMP Completion Objective that relates to your Service Area Objective*

- ☐ 2.1 Connections and outreach
- ☐ 2.2 Assessment testing
- ☐ 2.3 Orientation
- ☐ 2.4 Student pathways
- ☐ 2.5 100% FAFSA
- ☑ 2.6 Intentional counseling
- ☐ 2.7 Basic skills effective practices
- ☐ 2.8 Mentorships
- ☐ 2.9 Degrees and certificates

☐ 2.10 Career center

☐ 2.11 Transfer center

☐ 2.12 Monitor student success

Relationship to EMP Community Connections: *Check any EMP Community Connections Objective that relates to your Service Area Objective*

☐ 3.1 Community outreach advisory group

☐ 3.2 Community advisory group

☐ 3.3 Service learning

☐ 3.4 Contract education

Relationship to EMP Global and Sustainable: *Check any EMP Global and Sustainable Objective that relates to your Service Area Objective*

☐ 4.1 Sustainability and Social Justice groups

☐ 4.2 International and University Centers

☐ 4.3 Sustainability in the curriculum

☐ 4.4 Sustainability awareness

Resources: Faculty and Staff:
Describe your new staff needs:
Position Title
FT/PT (%)
Rationale

Regarding staff, the importance of providing additional counselors cannot be overstated. With a counselor to student ratio of approximately 1:564, the current counseling faculty simply cannot provide adequate services to students, let alone give sufficient time and attention to their additional assignments. The highest priority is to add a full-time, tenure track counselor since their commitment to the institution, their familiarity with programs and instructional faculty, and their long-term relationships with students are strongest.

Resources: Professional Development: *List your area's professional development needs*

Continuing education and professional development are a necessity for all counselors to be able to provide the best academic, career, transfer and personal counseling services to students at Canada College. Counselors attend the UC/CSU conferences every year. They also attend discipline specific (i.e. athletics, honors, veterans, early alert, transfer, basic skills, career, instruction, etc.) training and workshops.
For the following academic year we would like to attend the additional conferences:
- Basic Skills Regional Conferences
- Veterans Regional Conferences
- Ensuring Transfer Success (ETS) Conference
- CSU Community College Counselor Conference
- Honors Faculty Roundtable at Mills College
- UC Counselor Conference

- UCLA Transfer Alliance Program (TAP) Conference
- CCCAA Annual Convention
- Career Assessment Training
- Athletic Counselor Training
- RP Group Student Success Conference

OnCourse Conference

Resources: Equipment: *Describe the equipment you need*
N/A

Resources: Technology: *Describe the technology equipment you need*
N/A

Research Requests: *Describe the research requests you have to assist you in planning and program review*

The counseling department would like to have access to the following data:- The number of students who are not able to get a counseling appointment within a two week period.- The amount of time a student has to wait to see a drop-in counselor. .

Facilities Requests: *Describe facility requests you have*
No facilities request for 2014-15.

Curricular Offerings: *Attach the following TracDat and CurricUNET data on courses*
N/A