

2018-2019 Program Review Cycle



Student Services Programs

CAN Program Review (Student Services) - Counseling (Odd Year)

Program Review Narratives

2018-2019

Student Services Program Review (SSPR)

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Executive Summary

O. Executive Summary: The Counseling department provides students with educational, career, and personal counseling. Counseling services are available to students through one-on-one appointments, drop-in sessions, workshops, classroom outreach and events, and classroom instruction. Recently the Department has increased its staffing stability with the approval and hiring of a FT Temporary International Students' Counselor and a FT Temporary Promise Program Counselor. The Department also advocated in the recent college resource request process for two FT, Tenure-track Counselors (Transfer and College for Working Adults) and a FT Permanent Transfer Retention Specialist.

Since the last Counseling Program Review, the number of targeting students with a Student Educational Plan (SEP) has increased from 77% to 87% of students. In Spring 2017, Fall 2017 and Spring 2018, Counselors (excluding EOPS, TRIO, A2B, Puente, STEM & CWA) completed 5,637 counseling appointments; an additional 2,827 students received drop-in counseling for a total of 6,948 counseling sessions. This is a <1% increase (55 appointments) in overall counseling appointments in comparison to Spring 2015, Fall 2015 and Spring 2016 (previous program review). However, drop-in appointments increased by approximately 26% (595 appointments) compared with that same time span. Despite a significant drop in overall college enrollment, counselors continue to attract and serve students at a high rate, and managed to increase drop-in appointments significantly.

Counselors continue to coordinate with the Counseling Dept. Retention Specialist to increase the success and retention of probation/dismissed/reinstated students. In the 2017-18 academic year, the department offered 31 Student Success Workshops. A total of 267 students registered for workshops; 207 students, or 77%, attended. The Retention Specialist continued to support these students through one-on-one contact. Through Spring 2018, 56% of these students persisted and were still enrolled at Cañada. Considering the poor academic history of these students, these outcomes are considered a success.

Most Counselors provide classroom instruction by teaching CRER 137, CRER 110, CRER 401, CRER 407, CRER 430 and CRER 300. Online sections are offered for 4 of these classes, one class is offered as hybrid, and several are late-start classes for students who enroll late or want to add more units. Our current Department load for career classes is 531. Course enrollments have increased over time from a census headcount in 2015/16 of 451 to a headcount of 505 in 2017/18. Course fill rate in 2017/18 stood at 87.5%. Sixteen CRER sections were offered in 2016/17 and 17 were offered in 2017/18.

The Counseling Dept. is planning and implementing several initiatives to increase student access to counseling. We are offering both day and evening drop-in counseling throughout the semester instead of only during registration periods. Beginning in March, 2019, our Department will offer live video counseling through the Zoom platform. Lastly, we will re-implement the SARS feature that allows students to schedule their counseling appointments online.

Counselors are active participants in many college initiatives, in particular Guided Pathways and AB 705. Both of these initiatives have significant impact on how students matriculate into the college and achieve their educational goals. Counselors are active and represented on the Guided Pathways Steering Committee, Student Voices, Academic Pathways, Meta Majors, College AB 705 planning, and AB 705 District planning.

Program Context

1. Mission: 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. Beginning in Spring 2019, Counselors will initiate a process to establish a Counseling mission statement.

2. Program Description: 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 Proactive Registration 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.

3. Community & Labor Needs: 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.
- Tenure-track Career Counselor who works 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 120+ students each semester on labor market trends and success strategies for securing work.
- Offering a hybrid, evening, late-start CRER 137 to accommodate working students.
- 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.

4. Equity & Access: Currently we provide e-counseling where students can ask questions to a designated counselor. The counselor responds online in a timely manner. The department is currently working to expand this service by offering Live Video Counseling and the equipment needed was approved the Resource Request process in Spring 2018. Also, Counseling provides specialized services to various high-need student groups such as Basic Skills, EOPS, Puente, CWA, Veterans and TriO. The department also offers off-site and evening counseling for ESL and non-traditional students. In Spring '19, the Counseling Dept. will have day and evening drop-in available throughout the semester to accommodate students with urgent questions and/or inconsistent work schedules. Several Counselors are active in our Guided Pathways Initiative, serving on the Student Voices Committee - providing students' perspectives on barriers to success, and the Academic Pathway Committee - exploring the concept of meta-majors and how to guide students in degree and career decisions.

Looking Back

4. Major Accomplishments: Major Accomplishments: A. Counseling Appointments: In Spring 2017, Fall 2017 and Spring 2018, Counselors (excluding EOPS, TRIO, A2B, Puente, STEM & CWA) completed 5,637 counseling appointments; an additional 2,827 students received drop-in counseling for a total of 6,948 counseling sessions. This is a <1% increase (55 appointments) in overall counseling appointments in comparison to Spring 2015, Fall 2015 and Spring 2016 (previous program review). However, drop-in appointments increased by approximately 26% (595 appointments) compared that same time span. Despite a significant drop in overall college enrollment, counselors continued to attract and serve students at a high rate, and managed to increase drop-in appointments significantly.

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. Some Instructors support the "SEP Campaign" by assigning the SEP for class credit. 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. Data from our PRIE office documents that in Fall 2018, 87% of non-exempt Cañada students have an SEP. Exempt students include students primarily enrolled at another institution, students attending for personal enrichment, and students taking a course to maintain licensure. Our goal for the coming year is to further reduce the 13% of the student population without an SEP.

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 2017-18 academic year, the department offered 31 SSP Workshops. A total of 267 students registered for workshops; 207 students, or 77%, attended. The Retention Specialist continued to support and these students. Through Spring 2018, 56% of these students persisted and were still enrolled at Cañada. Considering the poor academic history of these students, these outcomes are considered a success.

Staffing and Counselor Assignments: Counselors will continue to advocate for the College for Working Adults (CWA) full-time tenure track Counselor position and has submitted a Position Request. The Department has also submitted a Position Request for a full-time tenure track Transfer Counselor position and a Transfer Center Retention Specialist. The Department recently added a full-time temporary Counselor for International students. 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; CTE students; students receiving Early Alerts; Dreamers; Basic Skills students; Athletes; Veterans; E-Counseling; Transfer students; Honors Transfer Program students; STEM; EOPS; International students; TRIO/BTO; DRC students; and students in the CWA program.

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 2017 and Spring 2018, a total of 320 Early Alerts were managed by Counselors: 147 Alerts for non-basic skills students, and 73 for basic skills students.

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 predominantly managed by one general Counselor who is assigned this role. From Spring 2017 through Spring 2018, 177 E-Counseling requests were received and addressed. This is a 7% increase of students served (165) compared to the previous Program Review.

Proactive Registration: In Fall 2018, our Basic Skills Counselor and Basic Skills Retention Specialist coordinated Proactive Registration for students in 18 basic skills courses. The purpose of the event was to ensure that students persist to the next level of English and Math and to address any barriers to registration. 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.

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, Honors Transfer Program Advisory Committee, Curriculum Committee, CARES, numerous Hiring Committees for faculty, classified and administrative positions; ACCEL (Co-facilitation); many Counselor Tenure Committees; Planning Committee for Small College High School- Menlo Park; Dreamers Task Force; ACES Inquiry Groups; Early Alert Workgroup; DegreeWorks Taskforce/Workgroup; Online Degree Petition Workgroup; Accreditation Committee; Professional Development Workgroup/Taskforce; Guided Pathways Committee.

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 from a census headcount in 2015/16 of 451 to a headcount of 505 in 2017/18. Course fill rate in 2017/18 stood at 87.5%. Sixteen CRER sections were offered in 2016/17 and 17 were offered in 2017/18. These sections are:

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). The Dept. developed a new hybrid, late-start CRER 137 section, to be offered for the first time in F18.

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.

Professional Development: Counselors attended the following training/conferences in 2017-18: UC Ensuring Transfer Success Conference, Spring 2017 & 2018

UC Counselor Conference, Fall 2017

CSU Community College Counselor Conference, Fall 2017 & 2018 (webinar) UCLA Northern CA TAP Council Meeting, Fall 2017 Honors Faculty Roundtable (Mills College), Fall 2017 Moving Up: Strategies for Advancing Your Career, 2015 SFSU Community

College Counselor Institute, Spring 2018 Veteran's Workshop (Skyline), Spring 2017
Veterans Summit (Sacramento), Spring 2017
Business, Workforce, Development (Sacramento), Spring 2018 CSU East Bay Counselor Conference, Spring 2017 & 2018
Emotional Intelligence Training, Spring 2017
Prezi Workshop, Spring 2017
CA College Promise Conference, Fall 2017 Museum of Tolerance (Los Angeles), Fall 2017 EOPS Conference, Fall 2017 & 2018
CA Collaborative Advising & Counseling Conference, Spring 2018
Strong Interest Inventory/MBTI Career Counseling Workshop, Spring 2018 Articulation Conference (Sacramento), Fall 2018
3CSN: Student Success, Fall 2017 CLP: Guided Pathways, Spring 2018
Puenete Regional Conference, Fall 2017, Spring 2018 & Fall 2018 (done)

CTE Faculty Collaboration:

Counseling participates in several activities that assist with Business, Workforce Development and Career Education. In particular, the Career Counselor served as part of the hiring committee to fill the Dean of Business position in the Spring of 2018 and will be on the hiring committees for the upcoming accounting and business full-time tenure faculty openings. The Career Counselor also attended several professional development activities, such as the CCCAOE Conference and the Education Summit for Incarcerated and Formerly Incarcerated Students Conference. In addition, the Career Counselor attends Business Division meetings and works collaboratively with the Business Coordinator and Program Services Coordinator to update program offerings and to share information between departments. The Career Counselor also serves as part of the Steering Committee for the ACCEL group, which connects adult schools, community colleges, and community based organizations to share information and work on strategies to smoothly transition clients between the three entities.

Counselor Outreach, Campus & Community Activities:

Held SEP Campaigns each term: "Fall into Spring" and "Spring into Fall". Included classroom presentations, tabling, and campus-wide announcements.

Moved responsibility for College Articulation under the Counseling Dept.; Articulation is now assigned to the Transfer Counselor. In SP17 & SP18, held end-of-year Counselor Retreat to review the academic year and establish goals for the next year.

Participation and support of ASCC Club Rush events

Developed and delivered a professional development sessions on Flex Day, "Supporting the Whole Student: Exploring On-Campus Mental Health Resources"

Completed "New Counselor Training" module; developed plan to assign all new Counselors to a Mentor; outlined training activities with Mentor, Dean and other Counselors; developed new training PowerPoint.

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

Participation on Cañada team the worked on Basic Skills and Student Outcomes Transformation Program (? ask Chris).

Represented counseling and transfer services at Outreach Team's "Connect to College" high school event each Spring term.

Presentations at the Jumpstarter initiative for SFSU students through the ESO/Adelante grants

Presentations at Woodside HS College Day for seniors

5. Impact of Resource Applications: In our last off-year Program Review, a request was granted to purchase equipment to pilot Live Video Counseling as an enhancement to the current E-counseling model. Several meetings and a site visit to a neighboring college by two Counselors and the Dean occurred and the project is scheduled to begin Fall 2018. Our department requested 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.

Current State of the Program

6A. State of the Program - Observation: Strengths:

A permanent Dean of Counseling was hired beginning Spring 17, after 2+ years of an Interim Dean.

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.

Improved technology with the transition to SARS Anywhere, which is internet-based and gives users access off campus.

SEP completion among non-exempt students has now reached 87%.

Transition to an online Degree/Certificate petition that is accessed through Counselor's or student's Web Smart accounts.

Establishment of a 45-minute counseling appointment for student needs that can't be addressed in 30 minutes, i.e.

comprehensive SEP, Transfer Applications.

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; STEM; EOPS; International students; TRIO/BTO students; Promise Program students; DRC students; and students in the College for Working Adults.

Counselors work well as a team to collaborate, problem solve, create initiatives and projects and communicate our needs. Counselors are well-represented on college shared governance committees, accreditation and other college committees. Strong, effective coordination between the Welcome Center and Counselors to provide more seamless services to students. Continued strengthening of our process for supporting students who are dismissed, reinstated, on probation or receiving early alerts.

The Department continues to experience excellent appointment volume, with very few open appointments, especially during registration periods.

Counselors are participants in important initiatives that will greatly influence students in the near future; these are AB 705 and the impact on Math and English course sequences and the Guided Pathway initiative.

Increase Counselor outreach to Instructional Divisions through attendance at Division meetings and participating in initiatives of instructional divisions.

6B. State of the Program - Evaluation: What changes could be implemented to improve your program?

In Spring 2017 & 2018, all Counselors participated in a Counseling Retreat where various topics were discussed and plans for improvement were made. In Spring 2018, topics included Counseling Department Climate, Appointments & Scheduling, Core Counseling Functions, Resources and Networking/Meetings.

Suggestions for Improvement for each topic:

Counseling Department Climate:

-no suggestions

Appointments & Scheduling:

- All Counselors need to write detailed SARS notes.
- Recommend including notes on students' SEP in Degree Works.
- Have a combination of drop-in and appointments at the end of the semester.
- Improve appointment structure during peak times.
- Pilot Triage Counseling during drop-in periods with full-time counselor; utilize form, with different reasons for the appointment.
- Office space.
- Improve student survey.

Core Counseling Functions:

- Offer more sections of CRER courses – explore strategies to encourage student enrollment, i.e. class for Promise students in their first year, class for Probation/Dismissed students.
- More outreach for Early Alert.
- Counselor representation at Division meetings.
- Continue to strengthen Prob./Dismissed process.

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).
- Hire Counseling Program Services' Coordinator.
- Continue to strengthen New Counselor Training materials/process.
- Counselors' Corner – review timing, content, more consistent participation, evaluate purpose.
- Update Counseling Website – remove Counselors no longer here; add CRER courses.
- A system that would provide students' academic progress during the semester (mid-term grades, etc.).
- Improved ability to retrieve data and to track students.

Networking/Meetings:

- Counseling and PSC Workshop during flex.
- More collaboration with Career Center – advocate for full time support in the Career Center.
- More outreach for CARES.
- Additional meetings and support for CRER courses/instructors.

- Improved visibility on campus.
- Format for communicating upcoming events and due dates.
- Collaboration with Counselors at sister colleges.
- Minutes from Counselor meetings.

7A. Current SAOs & SLOs: The primary goal of the counseling services SAO is to measure students' satisfaction with academic information, support and educational planning 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.

7B. SAO Assessment Plan: 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 2018 to students who attended a general counseling appointment. A total of 99 students responded to the survey. The survey is distributed and collected by Welcome Center staff, and therefore not handled by the Counselors. Please see the 2018 Counseling Student Questionnaire attachments for more information.

7C. SAO Assessment Results & Impact: 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 charts above, 97% of students Strongly/Agreed or Agreed with the five questions asking about the Counselor's performance.

In addition, many students made these additional comments:

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

- Was very helpful and provided me with good information
- Gave plan
- Made my requirements very clear
- College and university planning
- Gave good references
- Helped me guide me in the right path
- Helped clarify issues coming in
- Helped which classes I was required to take
- Getting my pre-requisite form filled
- With my plan for upcoming semester
- Helped me understand the process
- Told me what to do
- Gave me recommendations about classes
- Told me what I need to do
- Gave me an outline to follow to get where I want to get
- When asked clarifying question, she informed me with details
- Very understanding
- Guided me to what I needed to take
- He was able to answer my questions
- Super helpful
- Helped give advice on the classes to take
- Provided accurate information
- Patience with my crazy schedule
- Adding classes
- Explaining the classes needed next
- Override
- Transfer transcript
- Helped with registration
- Talked clearly helped me out with confusing issues
- Explaining in depth the process of classes
- He walked me through transcript on my CSU application
- Arranging my future classes
- Transfer information
- Very patient and went step by step over instructions
- Helped me choose classes

Very clear and sweet helped me make a plan
He will write me a recommendation letter
She speaks Spanish so it was helpful and she answered all the questions I had
Super helpful
Understanding my goal
Explained clearly
Planning for the certain classes that would support my major
Looked over my application and assured me I would be successful if I stay organized
Was able to consider my future plans
She was able to help me with applying for graduation
Sharing all the different resources offered to help me achieve my goals
Was honest and clear about action
She found different ways to help me
Helping me with my application
Figured something out for me even if she didn't know
Petition, placement test
Explained clearly
Gave me a plan that's going to help me with my classes
Helped me out for my schedule plus requirements
Helped me pick out my plan
Didn't rush through it
Understanding my plan and making sure all my questions were answered

7D. SLO Assessment Plan: N/A

7E. SLO Assessment Results & Impact: N/A

Looking Ahead

7F. SAOs & SLOs for the Next Review Cycle: We plan to keep the same SAO for the next review cycle. However, we will review the Counseling Dept. Student Questionnaire before re-utilizing and work with the PRIE office to make sure any changes have validity. Also, we plan re-evaluate our sample size to ensure it is a representative sample of our student population.

SAO Action Plan Timeline: Review student survey in early Spring 2020 in preparation for Fall 2020 Program Review cycle.

Administer student survey April through May 2020

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

Resources Required: PRIE office and Welcome Center staff support.

9. Program Improvement Initiatives: *

Program Review Narrative Status: Complete

Related Documents & Links:

[2018_CounselingStudentQuestionnaire.png](#)

[2018_CounselingStudentQuestionnaireResults.png](#)

No Objective were returned for this Program based upon the selected parameters.