



**STUDENT SERVICES PLANNING COUNCIL
MEETING MINUTES**

**Wednesday, March 22, 2017
2:00pm to 4:00pm
Building 9 – Room 154**

Members Present: Ruth Miller, Lizette Bricker, Sunny Choi, Soraya Sohrabi, Joanna Dai, Diva Ward, Carlos Luna, Bob Haick, Adolfo Leiva, Jeanne Stalker, Debbie Joy, Gloria Darafshi, Sarah Aranyakul, Chialin Hsieh, Max Hartman, Kathy Kohut

Members Absent: Kim Lopes, Melissa Alforja, Margie Carrington, Maria Huning, Misha Maggi, Mayra Arellano, Trish Guevarra, Nicholas Jerrard

Guests: Yolanda Valenzuela, Sandra Mendez, Allison Hughes

1. Approval of Minutes – February 22, 2017 minutes approved unanimously as amended.

2. Business

I. Counseling and Puente Program Review

Gloria Darafshi presented the Counseling reflection and Yolanda Valenzuela and Sandra Mendez presented the Puente reflection.

You will find both reflection forms at the end of these minutes.

Debbie will ask Doug Hirzel to merge Puente and counseling in SPOL.

II. SLO/TracDat

Allison Hughes, Instructional Technologist, came to SSPC to remind everyone their SLOs and SAOs still need to be entered into TracDat and should be entered every year by the end of May. If you have not yet entered your current cycle of 2016-2017, please do so first then enter the 2015-2016 cycle. Data older than 2012 does not need to be entered into TracDat.

If you can't remember your login or need help with TracDat, contact Allison Hughes.

Jessica Kaven will be presenting a new assessment plan using TracDat to Academic Senate on Thursday, April 13.

III. Guided Pathways

Tabled for next meeting on April 12

3. Other

4. Adjournment

2016-2017 Upcoming Meetings

~~August 24~~

September 14 & 28

October 12 – cancelled due to Flex Day

~~October 26~~

~~November 9 & 23~~

~~December 14~~

January 11 & 25

February 8 & 22

March 8 – cancelled due to Flex Day

March 22

April 12 & 26

May 10 & 24

[Student Services Planning Council Website](#)

Counseling



Program Review/Standard Details

Executive Summary

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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.



Suggested Follow Up

There are no records to display



Program Review/Standard Details

Mission

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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)**

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative **SSPR** Institutional

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.



Suggested Follow Up

There are no records to display

Link Management

There are no records to display

Document Management

There are no records to display

Associated Planning Objectives

There are no records to display



Program Review/Standard Details

Program Description

Program Review Manager
Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

Email Program Review Manager:

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

Approval Options

Standard Detail

Standard Number: 2 Source: SSPR Section: 2 - Program Context
Program Description (**Program Description**)

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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.



Suggested Follow Up

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

Community and Labor Needs

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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)**

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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 Counselors use this



Suggested Follow Up

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Associated Planning Objectives

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Program Review/Standard Details

Major Accomplishments

Program Review Manager

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

Email Program Review Manager:

Program Review/Accreditation Cycle:

Student Services Program Review 2016/17

Awaiting Approval

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No Approval Notes

Approval Status:

Note Options

Approval Options

Standard Detail

Standard Number: 4

Source: SSPR

Section: 3 - Looking Back

Describe major accomplishments. (**Major Accomplishments**)

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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 num
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: Piente

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, !ESO! 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 -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 the 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



Suggested Follow Up

There are no records to display

Link Management

There are no records to display

Document Management

There are no records to display

Associated Planning Objectives

There are no records to display

Program Review/Standard Details



Impact of Resource Allocations

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative **SSPR** Institutional

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.



Suggested Follow Up

There are no records to display

Link Management

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Document Management

There are no records to display

Associated Planning Objectives

There are no records to display



Program Review/Standard Details

State of the Program - Observation

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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

There are no records to display

Link Management

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

State of the Program - Evaluation

Program Review Manager

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

Email Program Review Manager:

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 Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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.



Suggested Follow Up

There are no records to display

Link Management

There are no records to display

Program Review/Standard Details



Current SAOs and SLOs

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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.



Suggested Follow Up

There are no records to display

Link Management

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Document Management

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

SAO Assessment Plan

Program Review Manager
 Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

Email Program Review Manager:

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 Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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?



Suggested Follow Up

There are no records to display

Link Management

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Document Management

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

SAO Assessment Results and Impact

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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



Suggested Follow Up

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Link Management

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

SLO Assessment Plan

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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".



Suggested Follow Up

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Link Management

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Associated Planning Objectives

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Program Review/Standard Details



SLO Assessment Results and Impact

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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

Response Status: No Response Selected

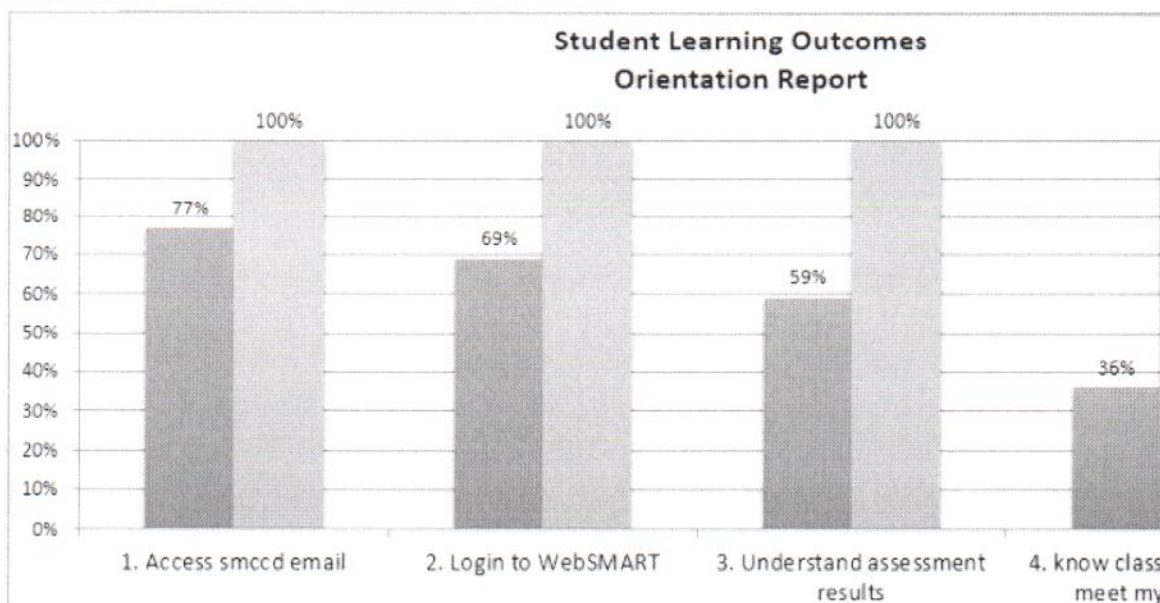
Percent Complete: 0%

Narrative SSPR Institutional

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.



Program Review/Standard Details



SAOs and SLOs for the Next Review Cycle

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

Standard Number: 7.F.

Source: SSPR

Section: 5 - Looking Ahead

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

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

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.



Suggested Follow Up

There are no records to display

Program Review/Standard Details



Program Improvement Initiatives

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

Go to Planning Module to view.



Suggested Follow Up

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Link Management

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Associated Planning Objectives

There are no records to display

Puente



Program Review/Standard Details

Executive Summary

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

The Puente Project is a nationally recognized program that is co-sponsored by the University of California Office of the President (UCOP) and the California Community Colleges (CCC). The mission of Puente is to increase the number of educationally underrepresented students who enroll in four-year universities, earn degrees, and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.

At Cañada College, we welcomed our first Puente cohort during the 2015 - 2016 academic year. The program has two full-time faculty members (English professor and General Counselor). At its inception at Cañada, the Puente Project began with 20 students; currently, the program has 46 students. To date, the program has accomplished the program goals outlined in the implementation plan. In the second year (i.e., 2016 - 2017), the focus is on strengthening the mentoring component and providing opportunities for Phase III students.



Suggested Follow Up

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Associated Planning Objectives

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Program Review/Standard Details

Mission

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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)**

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

One of Cañada College's mission and strategic goals is to help students in our communities who are underrepresented in four-year colleges succeed in higher education. For a long time, Hispanics have been underrepresented at four-year colleges, and the mission of the Puente Project is "to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and mentoring by members of the community."



Suggested Follow Up

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Associated Planning Objectives

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Program Review/Standard Details

Program Description

Program Review Manager
Hsieh, Chialin - 11000 - Planning, Research & Institutional Effectiveness

Email Program Review Manager:

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 Approval Options

Standard Detail

Standard Number: 2 Source: SSPR Section: 2 - Program Context

Program Description (**Program Description**)

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative **SSPR** Institutional

Puente means "bridge" in Spanish. The Puente Project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students, who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations for over 30 years. The program was founded in 1981 at Chabot College in Hayward, California, and has since expanded to 60+ programs throughout the state of California.

As part of the program, Puente students take English 847 and Career 137 in the fall semester. They then take English 100 and Career 110 in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and they also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year college or university.



Suggested Follow Up

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Associated Planning Objectives

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Program Review/Standard Details

Community and Labor Needs

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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)**

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

The Puente Project team members participate in college and counseling program outreach activities and efforts. As a result, we maintain a close connection with on-campus and off-campus community partnerships. During the spring 2016 semester, the Puente Club, a student-led campus club was founded to focus on providing community service within our community.



Suggested Follow Up

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Associated Planning Objectives

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Program Review/Standard Details

Major Accomplishments

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

Standard Number: 4

Source: SSPR

Section: 3 - Looking Back

Describe major accomplishments. (Major Accomplishments)

Response Detail

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

Puente at Cañada College

Yolanda Valenzuela and Sandra Mendez were excited to announce that Cañada College would be welcoming its first Puente Cohort during the fall 2015 semester. As members of the Puente writing team, they were both actively involved in making this goal a reality for the past two years.

It all started in the fall 2013 semester when Yolanda Valenzuela presented the Puente Program to the Student Equity Committee. Her goal was to show how Puente would greatly benefit our students at Cañada College. Ann Romero, the UC Berkeley Puente representative, came to the campus that same semester to do a Puente presentation for faculty, staff, other administrative leaders and potential mentors.

After the presentation, Yolanda received very strong support for Puente from all full-time English faculty, some adjunct English faculty, Student Equity Committee members, counselors, and potential mentors on campus, yet there was a lot of work to be done. The first step was to write a Puente proposal. During the spring 2014 and fall 2014 semesters a Puente writing team was formed to create the proposal that was shared at all of the planning councils and committees on campus.

On April 6, 2015, the contract between the Puente Statewide office and Cañada College was officially signed. Yolanda and Sandra soon started to recruit students for their first Puente cohort. They are definitely proud to be serving as the first Puente Program Co-Coordinator at Cañada College.

Puente Club

During the spring 2016 semester, students from the 2015-2016 Puente class founded the first Puente Club on campus. The goal of the Puente Club is to help students develop a sense of community, responsibility, and leadership by volunteering and collaborating with other clubs and programs for events around campus. Due to the strong student leadership and support of the club co-advisors, the Puente club was awarded the "Outstanding New Club" award during the 2015 -2016 ASCC leadership awards. The Puente Club president was also awarded the "Emerging Leader of the Year." Most importantly, the Puente Club provides an avenue for students in Phase 3 of Puente (i.e., those students who have completed the required two-semester counseling course and English course sequence) to remain connected to Puente.

Puente Events

In addition to the academics, there are multiple out-of-class events, activities, and field trips that make the Puente Project experience a unique and holistic program for our Puentistas. These activities serve to strengthen the interpersonal skills, create the 'familia' environment, and to expand the knowledge and

horizons of our Puente students. While field trips, events, and activities may change from year-to-year, there are a few staple, cornerstone Puente Project activities that are part of the Puente Project tradition statewide. These events are well attended by Puente students, mentors and campus administrators.

Fall Semester	Spring Semester
Fort Miley ropes course	Mentor mixer
Transfer motivational conference	University campus tours
Noche de Familia	End-of-the-Year Celebration

Phase III

The Puente Program is comprised of three phases: Phase I: students are enrolled in English 847 and Career 137 the fall semester; Phase II: students are enrolled in English 100 and Career 110 in the spring semester; and, Phase III: all students who have completed Phase I and Phase II. Students in Phase III continue to receive academic, career, personal, and transfer counseling until they transfer to a four-year college or university. As a result, these students are highly encouraged and supported to take on campus leadership roles, apply for scholarship opportunities, take Honors-level courses, and take part in transfer, career and outreach opportunities.

The chart below shows the leadership roles our Puente students have taken on campus.

2015 -2016	2016 - 2017
Puente Club President	ASCC Commissioner of Publicity (spring 2017) formerly served as ASCC senator (fall 2016)
Puente Club Secretary	Dreamers Club President
Puente Club Treasurer	Puente Club President
Puente Club Inter-Club Council Liaison	Puente Club Secretary
Dreamers Club Secretary	Puente Club Treasurer
5 Puente students were awarded a scholarship and recognized at the Scholarship and Transfer Recognition achievement ceremony	Puente Club Inter-Club Council Liaison

UC Riverside Puente Leadership conference

Each year Puente students statewide get the opportunity to apply to attend the weeklong UCR Puente Leadership Conference (UCRP). This conference is held during the summer at the University of California, Riverside. This has been an incredibly powerful program and many of the alumni have successfully transferred to several four-year universities, becoming highly active on the campuses and in their communities, while creating lifelong networks with their fellow alum.

One of the students from our 2015-2016 Puente cohort successfully applied and represented our Puente Program at the UC Riverside Puente Leadership conference during the summer 2016 semester. In doing so, she came back equipped to take on various leadership projects on campus. She is now the President of the Dreamers Club and the Secretary of the Puente Club. She also motivates her fellow peers to get involved on campus and take advantage of campus programs and resources.

Honors Transfer Program

Given that the mission of the Puente Project is "to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic

counseling, and mentoring by members of the community," our goal as Puente Co-Coordinator was to expose our Puente students to honors-level curriculum. As a result, each spring semester Puente Phase II students automatically earn one unit of honors-level credit upon successful completion of the Career 110 Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning course. They also get the opportunity to work with their English professor to create an Honors Contracts that will allow them to earn honors credit for their English 100 course.

During the 2015-2016 academic year, one of our Puente students earned 4 honors-level units and she continued to take honors-level courses during the fall 2016 and spring 2017 semesters. She is now one unit away from completing from the Honors Transfer Program. At the present moment, three of our Puente students are attempting to complete 4 honors-level units during the spring 2017. These experiences demonstrate the need to provide our Puente with high level expectations as well as high level support.



Suggested Follow Up

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Associated Planning Objectives

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Program Review/Standard Details

Impact of Resource Allocations

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

OAII Puente position

In fall 2015, the Puente program was implemented at Cañada College and required, per the Regents of the University of California contract, clerical assistance of at least 10 hours a week; however, our Puente team was not successful in getting this position funded during the fall 2015, spring 2016 and fall 2016 semesters. As a result, the Puente Co-Coordinator/Counselor took on the additional administrative duties below to support the services in our program:

- Be the first point of contact for the Puente program and begin the special enrollment process
- Exchange information with college staff and others regarding Puente program services
- Organize paperwork related to Puente field trips (e.g., Ropes Course and Motivational Conference) and on-campus group activities
- Assist with implementing Puente program events (e.g., Noche de Familia, Mentor/Mentee mixers, End of the year celebrations).
- Screen calls, visitors and electronic inquiries to provide policy and procedural information about the Puente Program
- Set up and track budget expenditures and files
- Use a database and a variety of computer software to set up, track and maintain a wide variety of data and electronic and manual files and to perform data entry and retrieval
- Compose and prepare correspondence, memoranda, report narratives, forms, publicity materials and other materials from copy
- Prepare correspondence and reports, agendas and meeting minutes, and spreadsheets

The Puente Office Assistant II is essential to providing consistent, professional Student Services support for the program year-round that is housed in the Counseling Department (Building 9-floor 1); therefore, we were fortunate to have Yesenia Haro, Welcome Center OAII, assigned to provide the much needed 10 hours a week of administrative support to our program effective October 2016.

We anticipate that this new position will take on the following tasks that include: scheduling and following up on SARS counseling appointments, phoning mentors or students to remind them of orientation events or mixers, organizing student intake forms throughout the year to track applicants,

updating mentor-student information so our records are current, managing scholarship applications, managing mentor applications, creating and organizing materials for events. As a result, the Puente counselor will have more hours to provide direct student support that greatly impacts student success.

Puente funding

The Puente Program at Cañada College is funded using two funding sources: Equity and UCOP. The UCOP funds \$1,500 each year for Puente mentor expenses. Equity funds the required \$5,000 for Puente program events and pays the 20 percent release time for the full-time English instructor to teach the two sequenced English courses and co-coordinate Puente activities. One of the challenges our program faces is not being able to provide our students with direct student aid (e.g., books, supplies, calculators, transportation). Although we do everything possible to refer our students to on campus support services and programs, not all of our students are eligible for these services. Given that we serve the most at-risk students it would be great to be able to provide these services as needed.



Suggested Follow Up

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Associated Planning Objectives

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Program Review/Standard Details



State of the Program - Observation

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

The Puente Program is currently experiencing growth as we continue with our second year. From the 2015-2016 academic year to the 2016-2017 academic year the Puente Program has doubled in student enrollment. We currently serve about forty-five Puente students and coordinate a mentoring program that consists of thirty mentors. Each year the number of Puente students on the Puente counselor's caseload will increase since the program serves each Puente student until they successful transfer to a four-year university. This added growth does not come without its share of challenges. The increase in student counseling appointments, follow up appointments, and early alert intervention is at the core of our student's success and retention.

Additional challenges involve receiving sufficient funding to cover for office supplies that the Puente co-coordinators need to promote and facilitate Puente events, the school supplies that at least 10% of our Puente students struggle to purchase, and an overnight tour of universities for Phase III Puente students. See the attachment titled "Puente Supplies and University Tour that Need Additional Funding" for a list of these supplies and travelling costs. Our action plan would involve officially requesting additional funding from the Equity Committee and teaming up with another program on campus with an experienced staff to coordinate an overnight tour of universities.



Suggested Follow Up

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

State of the Program - Evaluation

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

Once our Puente OAI hire (i.e., Yesenia Haro) becomes fully trained with our Puente program year-round tasks, we can start implementing a system that relieves the Puente Counselor from many of the program administrative duties. Our goal is for the Puente students to get the timely counseling support they need every semester.



Suggested Follow Up

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Document Management

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

Current SAOs and SLOs

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative **SSPR** Institutional

A. Success rates in English: Student will successfully complete English 847.

The retention rate in English 847 for the first Puente cohort (2015-2016) was 70% while its success rate was 70%. The overall retention rate in English 847 for the non-Puente sections for the same school year (2015-2016) was 82.24% while their overall success rate was 63.55%. Comparatively, the students in the Puente section had about 6-7% more success in passing English 847.

The retention rate in English 847 for the second Puente cohort (2016-2017) was 87.88% while its success rate was 75.76%. The overall retention rate in English 847 for the non-Puente sections for the same school year (2016-2017) was 77.67% while their overall success rate was 61.17%. Comparatively, the students in the Puente section had about 10% more success in retention and about 14% more success in passing English 847.

B. Persistence: Students will persist in two consecutive terms in the English sequence.

The persistence rate from English 847 to English 100 for the first Puente cohort (2015-2016) was 95%. The overall persistence rate from English 847 to English 100 for the non-Puente sections for the same school year (2015-2016) was 66%. Comparatively, the students in the Puente section had about 29% more success in enrolling into English 100 the following semester after having passed English 847.

The persistence rate from English 847 to English 100 for the second Puente cohort (2016-2017) was 100%. The overall persistence rate from English 847 to English 100 for the non-Puente sections for the same school year (2016-2017) was 65%. Comparatively, the students in the Puente section had about 35% more success in enrolling into English 100 the following semester after having passed English 847.

C. Success rates in English: Student will successfully complete English 100.

The success rate in English 100 for the first Puente cohort (2015-2016) was 90%, which was a very strong result. At the moment, we are still working with our Research Department to do more comparative analysis of the retention and success rates in English 100 between the Puente and non-Puente sections. After completing this second year of the Puente Program, we will be able to complete a full two-year comparative analysis.

The two Puente coordinators believe that the three component of Puente Program (English courses, Career courses and Mentorship) have created an effective learning community, which includes many required counseling appointments for the students and out-of-class Puente activities, which have also created a special bond and support system between students and their professional mentors. It is this design of Puente and the academic support offered outside of class by the instructors that appear to be making a noticeable difference in the final academic success of the Puente students.

English 847 and English 100 SLOs



Student Learning Outcome for English 847 in Fall 2015: "Students will write a compelling thesis statement that controls the argument of the essay"

Over 70% of the Puente students successfully met this student learning outcome in fall 2015.

Student Learning Outcome for English 100 in Spring 2016: "Students will draft an essay that conforms to MLA format."

Over 70% of the Puente students successfully met this student learning outcome in spring 2016.

Student Learning Outcome for English 847 in Fall 2016: "Students will create an essay with ample supporting arguments."

Over 70% of the Puente students successfully met this student learning outcome in fall 2016.

Fall 2015		Total by ROWS							Student Succeeded English 847, Persistent to English	Persistent Rate	
Course	CRN	Total Hdct (at beginning)	Retained (with Grades A-F)	Retention Rate (with Grades A-F)	Passed (C or higher)	Pass Rate (C or higher)	Withdraw (with W)	Withdraw Rate (with W)			
		Value	Value	Value	Value	Value	Value	Value			
847	N	107	88	82.24%	68	63.55%	19	17.76%	45 registered English 100.1	66%	45/68
	P	30	21	70.00%	21	70.00%	9	30.00%		95%	20/21
	Sub-total by 847	137	109	79.56%	89	64.36%	28	20.44%			
Total by COLUMNS		137	109	79.56%	89	64.36%	28	20.44%			

Fall 2016		Total by ROWS							Student Succeeded English 847, Persistent to English	Persistent Rate	
Course	CRN	Total Hdct (at beginning)	Retained (with Grades A-F)	Retention Rate (with Grades A-F)	Passed (C or higher)	Pass Rate (C or higher)	Withdraw (with W)	Withdraw Rate (with W)			
		Value	Value	Value	Value	Value	Value	Value			
847	N	103	80	77.67%	63	61.17%	23	22.33%	41 registered English 100.1 for 161.1 for 826.7 for 25 registered English 100.1 for	65%	41/63
	P	33	29	87.88%	25	75.76%	4	12.12%		100%	25/25
	Sub-total by 847	136	109	80.15%	88	64.71%	27	19.85%			
Total by COLUMNS		136	109	80.15%	88	64.71%	27	19.85%			



Suggested Follow Up

There are no records to display

Link Management

There are no records to display

Document Management

There are no records to display

Associated Planning Objectives

There are no records to display

Program Review/Standard Details



SAO Assessment Plan

Program Review Manager

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

Email Program Review Manager:

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:

Approval Options:

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

We are currently working with the Research Department to interpret data about our first cohort of students that is relevant to our SAO. We are waiting to begin our data analysis for our second cohort. Once we have more complete data for both of our cohorts, we can begin looking for more complete patterns in retention, success and persistence. These patterns will, hopefully, help us design a useful SAO Assessment plan specific to the Puente Program in the near future.



Suggested Follow Up

There are no records to display

Link Management

There are no records to display

Document Management

There are no records to display

Associated Planning Objectives

There are no records to display



Program Review/Standard Details

SAO Assessment Results and Impact

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative **SSPR** Institutional

We will be able to answer this question in the near future after we collect more data about our new program and design an appropriate SAO Assessment.



Suggested Follow Up

There are no records to display

Link Management

There are no records to display

Document Management

There are no records to display

Associated Planning Objectives

There are no records to display



Program Review/Standard Details

SLO Assessment Plan

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative **SSPR** Institutional

English Courses SLO Assessment Plan:

By the end of the fall and spring semesters, most Puente students are successfully meeting the SLOs for English 847 and English 100. The English Department's goal is to have at least 70% of our students achieve these learning outcomes, which the Puente students are accomplishing. To improve these results, a greater percentage of the Puente students can strive to meet these student learning outcomes.



Suggested Follow Up

There are no records to display

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

SLO Assessment Results and Impact

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

As previously reported, the first and second Puente cohorts have been successful in meeting the English Department's expectations for the SLOs that have been designated for English 847 and English 100 during the past three semesters.

Sandra Mendez and Yolanda Valenzuela are experimenting with a required Puente Study Hour in spring 2017 to help all Puente students have more success in their English and career courses. Both will be available to help students complete their assignments for both courses during the hour. The required study hour is held in a computer lab where students can work on their career on-line assignments and English essays. The instructors expect the weaker students to mostly benefit because they tend to be the ones who do not seek assistance during their professors' regular office hours. There is also an additional and optional Puente Study Hour held at the Learning Center every week by the Puente English professor.



Suggested Follow Up

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Associated Planning Objectives

There are no records to display

Program Review/Standard Details



SAOs and SLOs for the Next Review Cycle

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

English SLOs for the Next Review Cycle:

English 100 SLO for spring 2017: "Students will write a compelling thesis statement that controls the argument of the essay."

During the experimental required Puente Study Hour, the Puente English Professor will have more time to help students develop the most important part of an essay, a clear thesis. When students do not have a clear thesis, they produce an essay that is usually unfocused, disorganized and not well supported. Although Professor Valenzuela gives students early feedback about their theses, some students do not address the feedback in their revised essay. This could be because students do not understand the feedback or do not know how to clarify their theses. Professor Valenzuela can work with student one-on-one to help them understand her feedback and clarify their theses at the required Puente Study Hour.



Suggested Follow Up

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Associated Planning Objectives

There are no records to display



Program Review/Standard Details

Program Improvement Initiatives

Program Review Manager

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

Email Program Review Manager:

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

Approval Options

Standard Detail

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

Response Status: No Response Selected

Percent Complete: 0%

Narrative SSPR Institutional

There is no Narrative Entered.



Suggested Follow Up

There are no records to display

Link Management

There are no records to display

Document Management

There are no records to display

Associated Planning Objectives

There are no records to display