

# STUDENT SERVICES PROGRAM REVIEW

## SELF STUDY

G R O S S M O N T  
C O L L E G E



<b>Department:</b>	<b>General Counseling</b>
<b>Members:</b>	<b>Chair: James Canady</b> General Counselors: Caylor Cuevas, Dave Dillon, Debbie Lim, Gary Johnson, Gopa Patnaik, James Canady, Jorge DeSaracho, Narges Heidari, Natalie Ray, Renee Tuller, Stephanie Decker, Wendy Cruzado
<b>Writing semester:</b>	<b>Fall 2018</b>
<b>Presentation semester:</b>	<b>Spring 2019</b>

Rev: July 2018

# **STUDENT SERVICES PROGRAM REVIEW**

*The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.*

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## SECTION 1 – MISSION & OVERVIEW

Name of Department:	<b>General Counseling</b>
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**PURPOSE OF SECTION 1.1 - 1.3: To help the committee understand how the department/program supports the mission of GC.**

**College Mission:** *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

*Note: College mission statement is currently under revision*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Department mission:	<i>The Counseling Department strives to provide quality educational, career, and personal counseling and create a climate and structure in which each student has an opportunity for self-development. The Counseling Department is committed to helping students achieve their educational and career goals. Whether the goal is to take one course, earn a certificate or an associate degree, or transfer to a four-year college, counselors are available to assist.</i>
Relationship to College mission:	The Counseling Department’s Mission supports the Grossmont College Mission by helping students reach their educational goals and career goals which will enhance the communities to which they belong, and how students can explore and practice their leadership potential. Furthermore, through counseling support, students are supported in pursuit of their educational goal

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	This has been traditionally done during program review (accreditation) cycle, every 6 years.
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1.3 Did your department make any changes to its mission statement in this program review cycle? Please explain why or why not.

Comments:	There were only slight edits to the wording during this cycle.
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**PURPOSE OF SECTION 1.4 -1.10 To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.**

1.4 **HISTORY:** Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

**History:**

When Grossmont College opened on the Monte Vista High School campus in 1961, there were two full-time counselors and one adjunct counselor. As we approach the college's 60th year, there are 15 full-time general counselors, 8 counselor/coordinators of targeted programs, and 26 adjunct counselors. As the campus and the counseling department have expanded through the years, so has the role counselors play in the college and the community as a whole.

Traditionally counselors have provided services designed to help students maximize their educational and vocational opportunities the college has to offer. Counseling faculty are generalists, which allows every student the opportunity to discuss and plan for vocational programs including certificate and Associate degrees, as well as, university transfer programs. Title 5 states that community colleges are mandated to provide academic, career, and personal counseling, coordinate services for traditional and nontraditional students, and provide specialized services for target populations; undeclared students, students in basic skills, students at risk of failure. Counseling faculty are professionally trained to help students with transfer and academic counseling, vocational and career counseling, personal and crisis intervention counseling, semester-by-semester planning, and international student orientation/advising.

Counseling faculty use a holistic approach when working with students with concerns and issues that are not completely distinct or separate: academic issues intertwine with career issues, and with personal life-coping issues. In any given counseling session, counselors are prepared to provide the combination of services that address the student's individual needs integrating all aspects of their lives.

- 1.5 **SERVICE POPULATION:** What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

**Population:**

General Counseling serves all students.

The general counseling department is available to serve any, and all, past, current and prospective students. General Counseling is mandated to provide academic, career, and personal counseling, coordinate services for traditional and nontraditional students, and provide specialized services for target populations; undeclared students, students in basic skills, students at risk of failure.

Counseling faculty are professionally trained to help students with transfer and academic counseling, vocational and career counseling, personal and crisis intervention counseling, semester-by-semester planning, and international student orientation/advising. Student Services faculty, staff, and administrators encourage and value diversity and an environment conducive to building harmonious relationships within the college and the community.

**Needs:**

As our core services are personal, academic and career counseling; these areas broadly cover many of the needs of the entire population in a community college.

**PROGRAM GOALS (long-term)**

**Reflect: What is your purpose on campus? What is the overall impact of your services? What are they intended to do?**

The overarching goal of Counseling Services is to offer comprehensive services that

- Enhance awareness of and preparation for a variety of educational options
- Promote student success and completion
- Foster student growth and development

Activities and services are offered to:

- Increase completion rates
- Reduce excess units
- Increase persistence and retention
- Explore and refine choice of major and career goal
- Promote well-being and effective decision-making
- Encourage participation in campus programs and activities

Student success metrics: 9+ units CTE, GPA, ADT/AA Degree completion, Transfer

**Program Eligibility and Participation**

**Who is eligible for your services?**

Open access

**How do you define a program “participant”?** (i.e. Participant data = headcount by service)

**How do you define a program “completer”?** (i.e. Completer data = participation in targeted services to demonstrate impact; what student data should be collected?)

Example: If we said...

*Students who participate in the following X services are more likely to take fewer excess units and complete an AA or ADT within 6 years.*

What would those services be?

*Reflect: What do we want every student to know or do in order to be successful? (From basic through high-touch)*

1.6 **SERVICES:** Please list and describe the services provided through your program. (Add rows as needed.)

**SERVICES**

**How do your services relate to the mission and purpose of our institution?**

Counseling Services embraces a comprehensive approach to service that supports all aspects of the student experience, from matriculation through completion, and beyond.

The approach to practice incorporates the following primary components:

ACADEMIC – Course planning toward educational goal, study skills, success strategies, etc.

❖ Related activities and services:

- Creation of a comprehensive education plan
- Guidance and strategies on completion of their educational goals in accordance with their unique and specific situation
- Provide counseling for students on academic lack-of-progress probation
- Identifying course sequences and clearing necessary prerequisites.
- Educating on resources to identify majors and their specific preparation

- Strategize relation of general education selections in accordance with courses that also satisfy the major preparation

CAREER – Career exploration to inform choice of educational goal and major; integration of short-term steps with long term plans; on-going exploration, reflection, refinement of career goals

❖ Related activities and services:

- Provide career counseling through Personal Development classes, individual appointments, vocational tests, or other career guidance systems
- Provide Counseling to meet career or occupational objectives
- Aid in job search and job retention skills
- Work cooperatively with Student Placement and Career/Transfer Information Centers

PERSONAL – Emotional support, life skills, overcoming challenges

❖ Related activities and services:

- Illustrating strategies for time management, school/work/life balance, solution-focused
- Provide individual counseling to assist students in resolving personal problems
- Accept referrals from teaching faculty and other college personnel.
- Refer students to campus support services, if needed after initial assessment
- Refer students to community agencies
- Provide crisis intervention and support

**Please describe the delivery method and content (brief) of services offered:** *Descriptions pending*

Appointments:

Mini sessions:

On-line counseling:

Classroom presentations:

Mobile counseling:

Phone counseling:

- 1.7 **STAFFING:** The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

### Department Staffing

Department: General Counseling

Semester: Spring 2019 (\*new hires Spring '19)

Full-Time General Counselors + Reassignments		Reassignment hours/FTE	General hours/FTE
Renee Tuller			1.0
Gopa Patnaik			1.0
James Canady	Chair	1.0	
Jorge DeSaracho	Counselor Training Manual	1.0	
Debbie Lim			1.0
Wendy Cruzado	COUN course coordinator	0.50	0.50
Dave Dillon	OER	0.50	0.50
Gary Johnson			1.0
Stephanie Decker			1.0
Natalie Ray	SSO Coord/SSPRC/Career	0.75	0.25
Caylor Cuevas			1.0

Taneisha Hellon*			1.0
Marilyn Tajii*			1.0
Desmond Morente*			1.0
Charles To*			1.0

The California community college system has grown and evolved over the years which created an additional need for specializations which include the following roles in Counseling:

Name	Assignment	FTE
Sarah Moore	Transfer Center - Faculty Director	1.0
Narges Heidari	International Student Programs - Counselor	0.75
Dee Aceves	Articulation Officer - Counselor	1.0
Karolia Macias	SSSP – Counselor/Coordinator	1.0
Maria Martinez	Veterans Counselor	1.0
Jason Allen	Umoja Counselor/Coordinator	1.0
Michele Toral	Puente Counselor/Coordinator	1.0
Jessica	SSSP	1.0

Counseling Services - Supervisor and Staff	
Name/Title/FTE	Description of duties <b>PENDING</b>
<b>Name/Title/FTE</b>	<b>Description of duties</b>
Marci Lecture - SS Assistant/1.0	
Jamie Rodriguez - SS Assistant/1.0	
Silva Jajo - SS Assistant Sr/1.0	
Indira Warren- Saldaña - SS Specialist/1.0	
Elias Lopez - SS Assistant Sr/1.0	
Student Hourlies/Varies per semester	
Deans' assistant	

1.8 **STUDENT SUCCESS:** How does your department/program contribute to student success outcomes? (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)

## Counseling support and interventions contribute to the following:

### Higher GPA

Recommendations to balance course load for optimal performance  
 Academic success strategies  
 Educate students on GPA calculation and strategies to increase

### High transfer rates

Collaboration with Transfer Center

***Highest transfer rates in Region X***

### Completion rates

Assist with identifying goals (short & long term)  
 Create well-defined plans towards completion of the education goal  
 Assist with timelines (in accordance with their importance, i.e. applications)

### Retention

Personal support  
 Success strategies  
 Counseling for students on academic and lack-of-progress probation

### Capacity for future success

Counseling classes promote personal growth

1.9 **STUDENT EQUITY:** Describe how your program identifies and responds to the unique needs of special populations?

<b>Comments:</b>	By evaluation of each student's specific situation, current needs are addressed and refer as necessary if additional resources are needed.
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1.10 How do you ensure that students from special populations have access to your services? What methods do you use to encourage and promote their participation?

<b>Comments:</b>	We provide access to all students and do not screen out based upon any criteria. We support other programs within the division, i.e., Athletics, International Students, Via Rapida, Veterans, UMOJA, Puente, EOPS, Care CalWORKS and A.R.C.
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#### Modification

**CAMPUS COLLABORATION: See Section 6.9 for current and planned partnerships and collaborations**



## SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

**PURPOSE OF SECTION 2.1 & 2.2:** Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.

### Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

### Engagement

A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

### Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

### Institutional Capacity

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

- Use of **information technology & institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1 Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	<ul style="list-style-type: none"> <li>• Mobile counseling</li> <li>• WoW stations</li> <li>• On-line counseling</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Referrals to clubs and activities</li> </ul>
Retention	<ul style="list-style-type: none"> <li>• Academic and Progress Probation Workshops.</li> <li>• Counseling Classes that include Career Planning, how to be an effective college student, Study skills and strategies, and Time Management.</li> <li>• Partner with Career Center – promote participation in Career Interest Inventories and workshops for Nursing/Allied Health and Undecided Majors</li> </ul>
Institutional Capacity	<ul style="list-style-type: none"> <li>• Services to promote completion of educational goal</li> </ul>

2.2 Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	<ul style="list-style-type: none"> <li>• No mobile access to DARS (degree audit) – limited ability to assist with ed plans outside of main office</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Counselor to student ratio is a limitation. <i>Need data: how many students does each counselor see currently?</i></li> <li>• Hours available to students to access counseling. <i>Need more description of problem/challenge</i></li> <li>• Difficulty identifying and referring across multiple programs and activities – “Student Services and Campus Resources” Guide would be helpful – or single-click referral page on the website</li> </ul>
Retention	<ul style="list-style-type: none"> <li>• Lack of comprehensive alert system, limited access to data that identifies students at risk</li> </ul>
Institutional Capacity	<ul style="list-style-type: none"> <li>• Ability to see all students – space and peak demand needs – reassignments - multiple initiatives</li> <li>• Technology</li> </ul>

### SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

**PURPOSE OF SECTION 3.1 & 3.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.**

3.1 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

<b>SSPR Recommendations:</b>	Previous recommendations not available.
<b>Response to Recommendations:</b>	

<b>SSPR Recommendations:</b>	
<b>Response to Recommendations:</b>	

<b>SSPR Recommendations:</b>	
<b>Response to Recommendations:</b>	

3.2 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

<b>Comments:</b>	N/A
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## SECTION 4 – STUDENT OUTCOMES

**PURPOSE OF SECTION 4:** To assess practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs). SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

### Grossmont College Student Services Outcome:

*Students will have **access to a spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

4.1 How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

<b>Comments:</b>	Current: Surveys are collected during the evaluation process of counselors (every three years) Planned: Survey for all services
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4.2 Student Service Outcomes (SSOs): Services

OUTCOMES
<p><b>Student Outcome #1</b> <i>Students will be guided through an exploration process to strengthen and inform their choice of major and educational goal.</i></p>
<p><b>Student need being addressed:</b> Directed</p>
<p><b>Linked to which program goal :</b> #1 Enhance awareness of and preparation for a variety of educational options</p>
<p><b>Linked to which college SSO?</b> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Spectrum of Services <input checked="" type="checkbox"/> Student needs <input checked="" type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care</p>
<p><b>Methods/tools:</b></p> <ul style="list-style-type: none"> <li>• Workshop participation</li> <li>• Career assessment training for counselors</li> <li>• Student participation in career assessments</li> <li>• Counselor-guided exploration</li> <li>• Independent career exploration</li> </ul>
<p><b>Measured by:</b></p> <ul style="list-style-type: none"> <li>• Surveys: students and counselors</li> </ul>
<p><b>Needs/tools:</b></p> <ul style="list-style-type: none"> <li>• Workshop development</li> <li>• Outline of career development steps and resources</li> <li>• Referral guide for Career services</li> </ul>
<p><b>What will you do with this information?</b> Compile number of participants and evaluate effectiveness of both the process and content. <i>Reflection:</i> <i>Do counselors feel better able to guide and respond to students based on the targeted exploration activities?</i> <i>Do students feel more informed about their options and more directed in their course and goal selection?</i></p> <p>Department will review surveys results, make adjustments to improve content and processes, and discuss methods to increase number of student participants.</p>

**Student Outcome #2**

*Students will receive education plans that reflect course requirements related to their career and academic goals, include strategies for success, provide referrals to resources, and are delivered within a supportive environment*

**Student need(s) being addressed:** Directed, Focused, Nurtured

**Related to which program goal(s)?** #2 Promote student success and completion

**Linked to which college SSO?**  Access  Spectrum of Services  Student needs  Quality information  Authentic care

**Methods/tools:**

- Workshop attendance
- Career exploration activities
- Referral guide
- Appointment checklist

**Needs/Action:**

- Identify common elements of CEP appointment
- Improved screening and referral process

**How will you measure? (*How many students received it? How did they feel about it? How do department members feel about it?*)**

Measures:

- Number of CEPs
- Appointment surveys
- Counselor satisfaction survey
- Front desk satisfaction survey

**What will you do with this information?**

- Discuss student and counselor satisfaction with appointment experience
  - Identify two improvement strategies
- Evaluate effectiveness of screening process
  - Identify two improvement strategies – work with front desk supervisor and staff to implement

**Student Outcome #3**

*Students will receive support related to their personal needs and well-being.*

**Student need(s) being addressed:** Nurtured

**Related to which program goal(s)?** #3 Foster student growth and development

**Linked to which college SSO?**  Access  Spectrum of Services  Student needs  Quality information  Authentic care

**Methods/tools:**

- Personal “check-in” with every student
- Referral guide to resources

<b>Needs:</b> <ul style="list-style-type: none"> <li>• Mental Health training</li> </ul>
<b>How will you measure? (How many students received it? How did they feel about it?)</b> <ul style="list-style-type: none"> <li>• Survey</li> <li>• SARS "Personal" code?</li> </ul>
<b>What will you do with this information?</b>  Department discussion: identify two strategies for improvement or enhancement

4.3 Student Learning Outcomes (SLO): Workshops

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	Refer to SSSP, Transfer, and Career Center.
	Assessment Tool	

## Student Learning Outcomes (SLO): Courses

### Section 4.4 – 4.12 Applicable only to departments/programs that offer courses of instruction.

4.4 Please use the table to fill in the appropriate information regarding:

- SLOs measured
- Assessment Tool - Briefly describe assessment tool
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps/Timeline - How will you address the needs and issues revealed by the assessment?

<b>SLO MEASURED:</b>	COUN 110: We measured two SLO's in Spring 2015 - 1) Demonstrate and apply career development models based on personality type, interests, values, and learning styles. 2) Develop and apply an educational plan consistent with major and career goals.		
<b>ASSESSMENT TOOL:</b>	Exit Survey - Students were asked to respond to two statements regarding the SLO's and were required to answer yes or no to determine if the SLO's were met. The two statements were 1) You can now identify which careers are related to your personality type, interests, values, and learning style based on the career assessments taken in this class. 2) You can select courses and/or develop an educational plan consistent with your major and career goals using the resources provided by your instructor.		
<b>ASSESSMENT ANALYSIS:</b>	SLO #1 – 100% Success; SLO #2 – 100% Success; Recommendations for next cycle of this assessment – No changes, exceeded benchmark of 75%		
<b>NEXT STEPS &amp; IMPLEMENTATION TIMELINE</b>			
Semester: Spring 2019 We are in the process of restructuring our SLO schedule, tools, and process.	Semester: Fall 2019 Fall 2019 is our designated time to develop and complete a new SLO assessment tool for COUN 110.	Semester: Spring 2020 We will be re-assessing COUN 110 in Spring 2020 using our new assessment tool to obtain purposeful results that can be used to improve teaching and learning.	Semester:

<b>SLO MEASURED:</b>	COUN 095: We measured two SLO's in Spring 2016 – 1) Demonstrate ability to follow college and financial aid academic and progress policies. 2) Develop and apply an educational plan consistent with major and career goals.		
<b>ASSESSMENT TOOL:</b>	Exit Survey - Students were asked two questions regarding the SLO's and were required to answer yes or no to determine if the SLO's were met. The two questions were 1) Can you identify what is required to maintain good academic standing and financial aid satisfactory academic progress? 2) Can you select courses and/or develop an educational plan consistent with your major and career goals using the resources provided by your instructor?		
<b>ASSESSMENT ANALYSIS:</b>	SLO #1 – 100% Success; SLO #2 – 100% Success; Recommendations for next cycle of this assessment – No changes, exceeded benchmark of 75%		
<b>NEXT STEPS &amp; IMPLEMENTATION TIMELINE</b>			
Semester: Spring 2019 We are in the process of restructuring our SLO schedule, tools, and process. Spring 2019 is our designated time to develop and complete a new SLO assessment tool for COUN 095.	Semester: Fall 2019 We will be re-assessing COUN 095 in Fall 2019 using our new assessment tool to obtain purposeful results that can be used to improve teaching and learning.	Semester:	Semester:

<b>SLO MEASURED:</b>	COUN 130: We measured two SLO's in Fall 2009/Spring 2010 - 1) Assess the students' learning styles and their ability to develop strategies to utilize their identified learning styles. 2) Identify and use time management strategies to facilitate an effective study schedule.		
<b>ASSESSMENT TOOL:</b>	Exit Survey - Students were asked two questions regarding the SLO's and were required to answer yes or no to determine if the SLO's were met. The two questions were 1) Using your identified learning styles, can you now develop strategies to enhance your study skills? 2) Can you identify time management strategies to facilitate an effective study schedule?		
<b>ASSESSMENT ANALYSIS:</b>	SLO #1 – 95% Success; SLO #2 – 95% Success; Recommendations for next cycle of this assessment – No changes, exceeded benchmark of 75%		
<b>NEXT STEPS &amp; IMPLEMENTATION TIMELINE</b>			
Semester: Spring 2019 We are in the process of restructuring our SLO schedule, tools, and process.	Semester: Fall 2019 Fall 2019 is our designated time to develop and complete a new SLO assessment tool for COUN 130.	Semester: Spring 2020 We will be re-assessing COUN 130 in Spring 2020 using our new assessment tool to obtain purposeful results that can be used to improve teaching and learning.	Semester:

<b>SLO MEASURED:</b>	COUN 120: We measured three SLO's in Fall 2011 - 1) Assess the students' learning styles and develop study strategies to utilize their identified learning styles. 2) Identify and use time management strategies to facilitate an effective study schedule. 3) Develop and apply an educational plan consistent with major and career goals.		
<b>ASSESSMENT TOOL:</b>	Exit Survey - Students were asked three questions regarding the SLO's and were required to answer yes or no to determine if the SLO's were met. The three questions were 1) Were you able to identify your learning style and develop a study strategy to utilize your identified learning style? 2) Were you able to identify and use time management strategies to facilitate an effective study schedule? 3) Were you able to develop and apply an educational plan consistent with your major and career goals?		
<b>ASSESSMENT ANALYSIS:</b>	SLO #1 – 100% Success; SLO #2 – 96% Success; SLO #3 – 98% Success; Recommendations for next cycle of this assessment – No changes, exceeded benchmark of 75%		
<b>NEXT STEPS &amp; IMPLEMENTATION TIMELINE</b>			
Semester: Spring 2019 We are in the process of restructuring our SLO schedule, tools, and process. Spring 2019 is our designated time to develop and complete a new SLO assessment tool for COUN 120.	Semester: Fall 2019 We will be re-assessing COUN 120 in Fall 2019 using our new assessment tool to obtain purposeful results that can be used to improve teaching and learning.	Semester:	Semester:

<b>SLO MEASURED:</b>	COUN 137: We have no history of COUN 137 being assessed. Before this course was offered this past Summer 2018 for Via Rapida, it had not been offered since Spring 2008. If COUN 137 is offered next Summer 2020, we have it scheduled to be assessed.		
<b>NEXT STEPS &amp; IMPLEMENTATION TIMELINE</b>			
Semester: Spring 2019 We are in the process of restructuring our SLO schedule, tools, and process.	Semester: Spring 2020 Spring 2020 is our designated time to develop and complete a new SLO assessment tool for COUN 137.	Semester: Summer 2020 If COUN 137 is offered, we will be assessing it in Summer 2020 using our new assessment tool to obtain purposeful results that can be used to improve teaching and learning.	Semester:

<b>SLO MEASURED:</b>	COUN 104: We have no history of COUN 104 being assessed. This course is no longer being offered at this time. COUN 104 was created for Project Success partnerships. It may be used in the future, but this has not yet been determined.		
<b>NEXT STEPS &amp; IMPLEMENTATION TIMELINE</b>			
Semester: Spring 2019 We are not including COUN 104 in our SLO revision cycle due to the inactivity of the course. COUN 104 is no longer offered at this time. This course was created for Project Success partnerships. It may be used in the future, but this has not yet been determined. We will continue to keep the course outline updated through Curriculum and will plan on revising its SLO assessment tool and schedule when it is offered.	Semester:	Semester:	Semester:

**PURPOSE OF SECTION 4.5 - 4.8: To show how SLO assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Briefly answer the following questions.**

4.5 How does your department manage and follow the 6-year SLO Assessment Plan?

The COUN Classes Coordinator manages the assessment of COUN courses SLO's, along with posting the assessment results in TracDat, and reviewing the results with the instructors in the department. Currently, we are in the process of restructuring our SLO assessment schedule, tools, and process. The last SLO we assessed was for COUN 095 in Spring 2016. Since then, we have taken the time to revise/modify our COUN courses SLO's and are working on creating new SLO assessment tools. We also decided on a new SLO assessment schedule that provides regularity and better management of our courses for our COUN Classes Coordinator and COUN instructors. We plan to begin assessing COUN 095 and COUN 120 in Fall 2019, COUN 110 and COUN 130 in Spring 2020, and COUN 137 in Summer 2020 (if offered).

4.6 How does your department use SLO assessments to discuss teaching and learning in your courses?

We are currently reviewing and revising the process of how we assess our SLO's, analyze the data, and utilize the results. We want to create new assessment tools that gather data we can use to improve our courses, instruction, and student learning. We are currently (Spring 2019) revising the SLO assessment tools for COUN 095 and COUN 120. In Fall 2019, we will revise the tools for COUN 110 and COUN 130. And, in Spring 2020, we will revise the tool for COUN 137. COUN 095 and COUN 120 are scheduled to be assessed using these new tools Fall 2019. After we obtain the results, we will review the data to see if the students are effectively learning based on our current teaching methodologies.

4.7 How is the information from those discussions communicated to the faculty in your department who teach?

We have monthly meetings with the full-time COUN instructors to discuss issues regarding our COUN courses. The COUN Classes Coordinator is responsible for keeping the adjunct COUN faculty informed of any updates, changes, and/or important announcements. We are currently working on developing Best Practices sessions for both full-time and adjunct faculty to attend. These sessions will include SLO discussions.



4.8 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

We would like more examples of SLO assessment tools and possibly hands-on workshops that focus on the development/revision of our SLO assessment tools.

**PURPOSE OF SECTION 4.9: To describe how curriculum is maintained and/or developed.**

4.9 Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

The Counseling Department can offer the following COUN courses:  
COUN 095, 104, 110, 120, 130, and 137

Since the last program review (2011-2012), we have not deleted nor added any courses to our course offerings. The only change we have experienced is the removal of COUN 104 from being offered each semester for Project Success. The coordinator of Project Success decided to unlink COUN 104 from the English courses in order to prepare for the English curriculum changes resulting from AB 705. COUN 104 was created and offered for the sole purpose of linking within the Project Success program. Therefore, we have decided not to offer COUN 104 each semester, but to keep COUN 104 updated through Curriculum until it is needed again. We will continue to assess this situation as we modify our course outlines every 5 years.

**PURPOSE OF SECTION 4.10: To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.**

4.10 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

The COUN instructors in the department meet to review and discuss each course outline before they are submitted to Curriculum. We evaluate and discuss what topics are still relevant and important to be presented in the class, along with what content is outdated or no longer supported in the field. We also review the textbooks listed on the course outlines to update editions, to add new choices such as OER/ZTC options, and to remove textbooks that are no longer utilized. The COUN Classes Coordinator is responsible to lead this process and to submit the proper paperwork to Curriculum.

Last year (2017-2018), we submitted our six COUN courses to Curriculum to be modified and updated. We revised some of the terminology used on the course outlines to provide consistency in certain sections of the course outlines, updated topics covered according to research changes in the field, and updated the textbooks listed on our course outlines. Our six COUN courses were approved and updated for the 2018-2019 school year. They will need to be modified again in 5 years. We will re-submit our six COUN courses to Curriculum before the month of September during the 2022-2023 school year for the next 5-year cycle.

**PURPOSE OF SECTION 4.11: To describe what the department does to maintain high academic standards amongst its faculty.**

- 4.11 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

All new counselors (full-time and adjunct) in our department are required to complete a 4-6 week, on-the-job training program. This program includes attending training sessions on office policy and procedures, certificate/Associate Degree/transfer/articulation information, and career and personal/crisis counseling policies and resources. It also requires 40-60 hours of job shadowing such as the observation of counselors and the reverse shadowing of the new counselor. Each counselor receives a training manual, as well. We are currently in the process of enhancing this training manual. We strive to produce a more comprehensive manual that can serve the Counseling Division. Each new adjunct counselor also receives a mentor in the department. The mentor is responsible to assist in the proper onboarding and training of the new counselor.

The COUN Classes Coordinator also created an Orientation to Teaching COUN Courses at Grossmont College for new instructors in the department. Each new instructor is given this orientation. The orientation provides information for instructors that assists them in setting up their course, getting familiar with protocol and procedures, knowing the expectations of the department, becoming more familiar with the resources and staff on campus, and reminding them of important deadlines. The Coordinator is available to conduct this Orientation in person, when requested. See Appendix (Orientation).

The COUN Classes Coordinator and the Department Chair are available to answer any questions regarding COUN courses and to provide support to the instructors in the department. We also hold monthly COUN instructor meetings within the department for the full-time instructors and keep the adjunct instructors well informed through emails. The COUN Classes Coordinator also keeps the department informed of issues relating to our COUN courses and offerings during our weekly department meetings, as needed.

We are currently in the process of developing Best Practices sessions for COUN instructors to attend. Topics proposed to be covered may include OER/ZTC, successful syllabi, career assessments for COUN 110, course activities for COUN courses, classroom behavior problems and solutions, equity strategies, SLO's, and Student Code of Conduct issues/resolutions. We also began collecting course Syllabi from all instructors to build a Best Practices file of Syllabi and to ensure we are teaching to the course outlines. The COUN Classes Coordinator also tracks COUN instructor evaluations for all the full-time and adjunct COUN instructors to improve and/or maintain the quality of our teaching.

**PURPOSE OF SECTION 4.12: To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.**

- 4.12 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison).

See Appendix (Online vs. Face-to-Face Data). Current data on the retention percentages of online courses shows there has been an increase in the success of our online courses. The COUN Classes Coordinator presented this data to the department. The department voted in favor of offering more hybrid/online courses, when needed. Therefore, our current practice of offering online courses and face-to-face courses at a 50/50 ratio, will now be offered at 60/40. Course offerings will also take into consideration the student demand for the courses.

## INSTITUTIONAL LEARNING OUTCOMES

**PURPOSE OF SECTION 4.13: To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.**

4.13 Check each ISLO supported by your program. Please describe two examples that demonstrates how the work of your department or program links to the selected ISLO(s).

ISLO		Description
X	<b>Critical &amp; Creative Thinking</b>	<p>Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.</p> <p>Students will analyze, connect, and synthesize ideas in order to creatively solve problems.</p> <p>Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.</p>
<b>Comments:</b>		<p>Counseling Services: 1) Counselors help students to creatively combine their results from career assessments and research to adequately choose a career that fits their personality, interests, and values. 2) Counselors assist students in clarifying their career and educational goals through thoughtful discussion, research, and planning. Students learn to gather their information and to make an informed decision about their future career choice and educational goal.</p> <p>COUN Courses: 1) Students are required to explore the world of work and to critically and creatively think about their role in it. 2) Students are required to summarize their career/personality/learning strengths assessment results and to apply them to a career choice and/or develop learning strategies to address their learning needs.</p>
x	<b>Communication Skills</b>	Students will communicate effectively through reading, writing, speaking, and listening.
<b>Comments:</b>		<p>Counseling Services: 1) Students express their career and academic needs and listen to our explanations regarding degree/transfer requirements in order to obtain an accurate educational plan 2) Students communicate their personal concerns/hardships and counselors assist them in addressing these issues in order to increase their student success.</p> <p>COUN Courses: 1) Students conduct presentations in our face-to-face classes and work on listening and speaking skills. 2) Students communicate their level of understanding about student success topics through journal entries and/or research papers.</p>
x	<b>Global &amp; Local Perspectives</b>	<p>Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.</p> <p>Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.</p>
<b>Comments:</b>		Counseling Services: 1) Students meet with a diverse group of counselors. We have counselors with different counseling styles and orientations, along with those from different cultural/religious backgrounds 2) When discussing careers and the world of work with students,

		<p>we may ask questions that require the students to reflect on how the economy, the environment, and desired lifestyle they desire to have may affect their future career choice.</p> <p>COUN Courses: 1) In COUN 120, diversity is a required component that is presented and discussed. 2) We encourage respectful interaction between classmates/instructor and students, and discuss differences in learning, personality, and/or diversity in the workplace/classroom in our courses.</p>
x	<b>Technology &amp; Information Skills</b>	<p>Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.</p> <p>Students will demonstrate skill in the use of technology and its ethical and responsible applications.</p>
<b>Comments:</b>		<p>Counseling Services: 1) Students are shown important transfer websites we use in our counseling sessions that they can refer to later for future reference. 2) Counselors also share online career tools they can utilize when conducting career counseling.</p> <p>COUN Courses: 1) Students are required to conduct career research in some of our COUN courses. Students are taught to critically evaluate the information available and to gather information from at least 3 resources to increase source validity. 2) Students complete a library research tutorial in some of our COUN courses.</p>
x	<b>Life &amp; Career Skills</b>	<p>Students will engage in self-reflection to cultivate their personal development and well-being.</p> <p>Students will engage in and interpret various forms of creative expression.</p> <p>Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.</p>
<b>Comments:</b>		<p>Counseling Services: 1) Students are asked to reflect on their academic and career choices in our counseling sessions in order to provide and confirm clear goals for educational planning. 2) Students also self-reflect on and discuss personal issues in our counseling sessions that may be positively or negatively affecting their student success.</p> <p>COUN Courses: 1) The COUN courses require students to self-reflect on their aptitudes, behaviors, interests, values, and/or skills. 2) The students analyze and synthesize their career/personality/learning strengths assessment results to better understand themselves as students and employees, and to increase their overall student success.</p>

## SECTION 5 – STUDENT DATA-How do we measure our impact? What is our contribution to student success?

**PURPOSE OF SECTION 3.1:** To use Key Performance Indicators (KPIs) to demonstrate the following:

- Scale of operation
- Efficiency
- Effectiveness

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity: 2016-2017	Year 2 Quantity: 2017-2018
# of Abbreviated Education Plans (AEP)	9,620	11,259
# of Comprehensive Education Plans (CEP)	2,438	2,902
# of students seen for counseling	17,025	18,400
# of students seen who were considered at risk	3,712	2,997
# of sessions considered follow up or other services	13,253	13,510
<b>ADD # hours or # sessions + # participants:</b>		
Appointments		
Walk-in sessions		
On-line counseling		
Classroom presentations		
Mobile counseling		
Phone counseling		

**PURPOSE OF 5.2:** Summarize findings of additional data provided by the Data Liaison.

<b>Comments:</b>	N/A
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**PURPOSE OF SECTION 5.3 & 5.4:** To examine the trends represented in the data from 5.1 & 5.2.

5.3 What does the data illustrate about your department's contribution to student success outcomes? (Examples: increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success, etc.) How does this compare to previous years?

<b>Comments:</b>	
<b>Comparison to prior years:</b>	This level of detail in terms of quantity was not previously recorded for comparison.

5.4 What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page). Does the data suggest any areas of need or gaps in service?

<b>Comments:</b>	
<b>Need/gaps:</b>	

## SECTION 6 – GOALS & IMPROVEMENT

**PURPOSE OF SECTION 6.1 – 6.3: To describe the main goals and objectives for the program.**

*Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.*

**NEW**

### PROGRAM GOALS (long-term)

**Reflect: What is your purpose on campus? What is the overall impact of your services? What are they intended to do?**

The overarching goal of Counseling Services is to offer comprehensive services that

- Enhance awareness of and preparation for a variety of educational options
- Promote student success and completion
- Foster student growth and development

Activities and services are offered to:

- Increase completion rates
- Reduce excess units
- Increase persistence and retention
- Explore and refine choice of major and career goal
- Promote well-being and effective decision-making
- Encourage participation in campus programs and activities

Student success metrics: 9+ units CTE, GPA, ADT/AA Degree completion, Transfer

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

<b>Goal 1:</b>	
<b>Results:</b>	

<b>Goal 2:</b>	
<b>Results:</b>	

<b>Goal 3:</b>	
<b>Results:</b>	

6.2 Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

<b>Comments:</b>	
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6.3 Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

<b>Comments:</b>	
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**PURPOSE OF SECTION 6.4 – 6.10: The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.**

6.4 Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last three years; and the process used to implement the changes.

Program change:	Process used to implement:
Analysis of schedule	Scheduling Taskforce examines coverage needs in relation to various time periods throughout the semester. <b>Need: Include description in "Decision-making" section below</b>
Collaboration with Career Center	Counseling & Career Taskforce aims to create collaborative planning from campus-wide constituents to develop career tools that would best serve our students with career explorations <b>Need: Include description in "Decision-making" section below</b>

6.5 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

<b>Comments:</b>	Assist.org is an external website used for student guidance for transfer into CA universities that has been under reconstruction for past 2 years. This has caused more challenges with complete accuracy in education planning. In response, we have heavily relied on the Transfer Center Director and Articulation Officer for missing components.
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**GOALS: Next Three-Year Cycle**

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

<b>Comments:</b>	Goals are often identified by initiatives.
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**NEW**

**Decision-Making**

*How do we make decisions? How do they reflect our purpose and program goals? What methods do we use to reflect on the effectiveness of our services and decide how to improve or expand?*

<b>List and describe meetings related to department activities and operations:</b>			
Meeting	Purpose	Attendees	Frequency
Department meetings			
Front desk staff meetings			
Division meetings			
Scheduling Taskforce			
Counseling & Career Taskforce			

<b>Meeting Procedures</b>
Role of the meeting facilitator:
Meeting norms and guidelines:
How items are added to the agenda:
How items are prioritized:
Methods to ensure all members participate:
The voting process - including decisions about which items require a vote:
Process by which members contribute feedback (both public and private):
<i>Note: If there are different processes per type of meeting, please duplicate table.</i>

6.7 Describe your goals for the next three-year cycle.

*Refer to "SMART" Goal standards and Grossmont's strategic plan.*

**Smart Goals:** Specific – Measurable – Achievable – Relevant – Time-Bound

**Strategic Plan** (see Section 2 for brief summary)

**ANNUAL GOALS & ACTIVITIES**

Annual goals and activities are aligned with the following elements of the CCCC ***Guided Pathways*** framework:

**1. Clarify paths to student end goals**

- a) Simplify students' choices with default program maps developed by faculty and advisors (counselors) that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

**3. Help students stay on path**

- a) Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.

<b>Alignment w/ GC Strategic Plan</b> Check all that apply <input type="checkbox"/> Outreach <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	<b>Goal #1:</b>	<b>Develop and implement front desk screening process to improve referrals to appropriate services</b>
	Description:	Screening and scheduling that reflects mix of services and innovative practices to enhance responsiveness to students' needs.
	Linkage to dept/GC SSO	GC SSO - Promote access to services that align with student needs.
Problem or gap being addressed:	Students are not aware of the breadth of services, therefore, do not necessarily know what to ask for	
What will be improved as a result?	More intentional planning of services; more effective interactions with students; student satisfaction with timeliness and responsiveness of services; staff and counselor satisfaction with quality of service provided.	
How will it be measured?	<ul style="list-style-type: none"> <li>• SARS report reflecting volume of students who were seen</li> <li>• Student, staff, and counselor surveys</li> </ul>	



How will it reflect and contribute to Institutional Capacity?	Aligns with Guided Pathways model – counseling and advising “embedded and ongoing in the pathway experience” to keep students engaged and focused through completion of their identified educational goal.
Action plan:	<ul style="list-style-type: none"> <li>• Gather student, staff, and counselor feedback on current processes and services offered</li> <li>• Identify available services and the profile of student to be served by each</li> <li>• Identify survey method for each service</li> </ul>

<b>Alignment w/ GC Strategic Plan</b> Check all that apply <input checked="" type="checkbox"/> Outreach <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	<b>Goal #2:</b>	<b>Develop model for pathway course sequencing by major</b>
	Description:	Contribute to Guided Pathways implementation through development of pathway frameworks for at least 5 majors (in coordination with Cuyamaca)
	Linkage to dept or GC SSO:	Dept SSO #1 Exploration Dept SSO #2 Ed plans
Problem or gap being addressed:		Haphazard course planning
What will be improved as a result?		More students with CEP for clear guidance to reaching their goals.
How will it be measured?		<ul style="list-style-type: none"> <li>• SARS report reflecting volume. A&amp;R report indicating degrees completed.</li> <li><i>More likely to stay (retention)? Fewer excess units?</i></li> </ul>
How will it reflect and contribute to Institutional Capacity?		“Program maps” are a cornerstone of the Guided Pathways initiative.
Action plan:		<ul style="list-style-type: none"> <li>• 2-3 department members draft potential pathway models and targeted majors</li> <li>• Department votes on pathway model and ranks top 5 majors</li> </ul>

<b>Alignment w/ GC Strategic Plan</b> Check all that apply <input type="checkbox"/> Outreach <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	<b>Goal #3:</b>	<b>Design and implement a Professional Development plan</b>
	Description:	Plan will include prioritization of trainings to include conferences, campus technology, initiative implementation, personal counseling/crisis training, career assessments, academic department updates, and other needs as identified.
	Linkage to dept/GC SSO:	GC SSO: Provide “quality information”
Problem or gap being addressed:		Fragmented methodology - information dissemination across 100 FT/PT counselors is inherently difficult; gap between FT and PT knowledge has negative impact on students
What will be improved as a result?		<ul style="list-style-type: none"> <li>• Increased consistency of information dissemination and comprehension.</li> <li>• Increased counselor and staff satisfaction with quality and effectiveness of services provided.</li> <li>• Increased student satisfaction with services.</li> </ul>
How will it be measured?		<ul style="list-style-type: none"> <li>• Development of plan</li> <li>• # of participants per training</li> <li>• Participant satisfaction surveys</li> <li>• Student surveys (ratings of effectiveness)</li> </ul>
How will it reflect and contribute to Institutional Capacity?		Counseling expertise is vital to the success of our students and our institution. It is especially important given that counseling is a fundamental component of the Guided Pathways framework and plays a critical role at every stage of a student’s path.
Action plan:		<ul style="list-style-type: none"> <li>• Create and distribute needs assessment</li> <li>• Identify hours per training need and hours available</li> <li>• Prioritize list</li> <li>• Develop timeline and implementation plan</li> </ul>

6.8 Please answer the following question related to **Student Equity** and your department’s efforts to address achievement gaps in special populations. (Refer to current efforts described in sections 1.9 and 1.10.)

How will you increase or improve support to special populations to promote their success?

<b>Comments:</b>	We assist other programs housed within the counseling division; i.e., UMOJA, Puente, Veterans & Via Rapida.
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### CAMPUS COLLABORATION

6.9 Please describe current and planned collaboration and partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Comments
Currently, the Counseling Department collaborates with other student services areas to provide services for students through the Financial Aid Office, Career Center, Accessibility Resource Center (A.R.C.), Extended Opportunity Programs and Services (EOPS), Dream Center, CalWORKs and Transfer Center. In addition, the Counseling Department collaborates with other instructional areas as department liaisons, which invites instructional faculty on an on-going basis to provide program updates and changes to the Counseling Division.

#### NEW – includes all programs and departments

Collaborations – Current and Planned (*indicate C/P)		
Program/Dept	*C/P	Description
A & R	C	Serve on committees regarding student petitions for actionable items that benefit students. Exchange information pertinent to student success. Develop forms and processes that assist students
A.R.C.		
Athletics	C	Support student athletes with NCAA compliance
CalWORKs		
CARE		
Career Center	C	Counseling & Career Taskforce
Counseling		
Dream Center		
EOPS/SIP		
Engagement		
Evaluations		
Financial Aid	C	Serve on committees regarding student petitions for reinstatement of benefits. Exchange information pertinent to student success. Develop forms and processes that assist students
Grad Coaches	P	Roles and responsibilities of Grad Coaches in collaboration with Counseling Faculty to referring students to appropriate resources. (career planning, student in crisis (mental health, academic planning). Impact: Increase retention and overall the academic, career and personal success of each student
Health Services		
International	C	Support international student program with additional counseling needs
Mental Health		
NextUp		
Outreach		

Puente		
SSSP		
Student Affairs		
Title V/FYE		
Transfer		
Transitions to Success		
Tutoring		
Umoja		
Veterans	C	Support student veteran program with additional counseling needs

Instructional Partnerships: "Join-In" Liaisons and Mobile Counseling			
Benefits:			
<ul style="list-style-type: none"> <li>• Learn about requirements of a specific major in instructional departments</li> <li>• Access to experts in the discipline with regards to employment opportunities within the discipline</li> <li>• Expand student's opportunity to learn and pursue academic programs with support of both Instructional and Counseling faculty</li> <li>• Collaborative consultation to create Comprehensive Educational Plans for certificate, degree and/or transfer completion</li> </ul>			
Examples:			
Earth Sciences	C	GeoCon: Provide high touch and intrusive counseling to help student achieve academic and personal success. Increase number of CEP's	Increase instructional faculty communication and collaboration
Health Sciences	C		

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

<b>Comments:</b>	
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## SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

**PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.**

7.1 Refer to staffing summary from Section 1.7 **(removed table)**

7.2 How do these positions contribute to basic department function and/or the success of students in the program?

<b>Comments:</b>	
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7.3 Are the current levels of staffing adequate? Why or why not? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

<b>Comments:</b>	Pending: Summary of hours, peak and low demand staffing, FT/PT ratios, services provided, students served
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**PURPOSE OF SECTION 7.4 – 7.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

7.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

<b>Facilities:</b>	See Facility table below
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**NEW**

### RESOURCES

***What is the current investment in our operation?***

*What needs could be met with additional resources? What fiscal or technology resources will help us meet our goals? What gap will be filled? What population will be better served? How will it show?*

### FACULTY AND STAFF

*Refer to Faculty and Staff Summary: Section -*

*Please describe methods to ensure quality and effectiveness of services; and efficient utilization of faculty and staff time and expertise.*

***Quality – Updated information, clear presentation, begin and end on time***

***Effectiveness – Services designed to meet targeted needs; students are referred appropriately; match between participant needs and service provided***

***Efficiency – Number of students receiving services per hour or FTE***

Faculty and Staffing Needs			
Check	Staffing Need	Quantity FTE/Hours	Tasks and/or services; measurable impact
	Counselor – Full-time		
	Counselor – Part-time		
	Classified – Full-time		
	Classified – Part-time		
	Classified – Hourly		

## Section 7.4

FACILITY			
<i>What space is allocated to our program? How do we ensure it is utilized effectively? Is it sufficient to meet our students' needs? How can we collaborate with others to maximize our impact with the space available?</i>			
Facility Usage			
Area	Description/Who uses the space	Dedicated	Common
Front desk	SSSP admin asst + 4 Student Services Specialist cubicles + 3 hourly/counter stations	X	
General Counseling offices	<ul style="list-style-type: none"> <li>Dean's office</li> <li>Dean's assistant</li> <li>Associate Dean's office</li> <li>Supervisor offices (2): Counseling and Outreach</li> <li>Work/meeting/break room</li> <li>Offices: 19 FT + 1 PT</li> </ul>	X	
Mini stations:	Common area - north side of building 10 - formerly two student seating areas <ul style="list-style-type: none"> <li>2 computers: west station (also used by Cal Coast Credit Union)</li> <li>3 computers: east station</li> </ul>		X
3 offices in International Student Program (ISP) common area	<ul style="list-style-type: none"> <li>Umoja (FT)</li> <li>Puente (FT)</li> <li>International (PT)</li> </ul>	?	
Veterans Resource Center	<ul style="list-style-type: none"> <li>1 FT Veterans counselor office</li> </ul>	X	
Transfer Center	<ul style="list-style-type: none"> <li>1 FT</li> <li>2 PT offices</li> </ul>	X	

Space	Usage per week: slow/ regular/ peak			Hours of use per FTE
Front desk				
General Counseling offices				
Mini stations				
Lobby/waiting area				
ISP common area				
Veterans Resource Center				
Transfer Center				

Facility Needs	
Type of space	Description of need and measurable impact
Lobby/waiting area	Examine usage and possible reconfigurations to promote access and increased service
Mini stations	Examine usage in collaboration with other building 10 departments to maximize use of shared space
ISP Common area	Examine usage and possible reconfigurations to promote access and increased service

7.5 Are the spaces listed in 7.4 adequate to meet the program’s educational objectives? Yes  No

- If you checked ‘Yes’, please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘No’, please describe the current use of facilities and your department’s efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department’s ability to adequately meet its educational objectives.

<b>Yes:</b>	
<b>No:</b>	

7.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

<b>Comments:</b>	Offices: Identify opportunities and guidelines for shared office use (P/T and F/T)
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<b>SOFTWARE AND TECHNOLOGY</b>			
Software and Technology – Current Usage + Needs			
<i>Type</i>	<i>Purpose/Use</i>	<i>Needs (i.e. upgrade, mobile access)</i>	<i>How will this improve or expand services?</i>
DARS	Degree audit	Remote access	Increase access to services
SARS	Appointment scheduling	On-line scheduling	Ease of access
Perceptive Content			
Colleague			

Software and Technology – Needs		
<i>Type</i>	<i>Purpose/Use</i>	<i>How will this improve or expand services?</i>

**PURPOSE OF SECTION 7.7: Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).**

7.7 Fill in the table with your resource needs – indicate the type of request, guiding goal, and description.

*Type of Request P, T, PH, PD, O	Indicate which goal(s) guide this need:	Describe how this resource will help achieve the goal(s). Please be specific.
T		Technology
PD		Training Manual
PH		Additional space to hold appointments

\*Type: P = Personnel: list faculty and staff in order of priority PH = Physical: list facility resources needed for safe and appropriate delivery of services  
 T = Technology PD = Professional Development: list need for professional development resources in priority order  
 O = Other: list any other needed resources in priority order

**NEW**

Resource Needs – Summary			
Object code	Resource type	Description	Measurable impact
1000	FT Faculty		
	PT Faculty		
	Other		
2000	FT Classified		
	PT Classified		
	Hourly		
	Other		
4000	Office supplies		
	Printing		
	Other		
5000	Travel & Conf	Conference attendance – per PD plan	Survey: increased knowledge
	Contract services		
	Software/ Technology	Upgrades to DARS (mobile access) SARS on-line appointment scheduling	Increase access to services Survey: ease of access
	Other		
Professional Development		PD training hours and participation	Survey: increased knowledge
Facility		Examine possible configurations to increase office space and student space	Increase number of appts Increase student interactions

7.8 Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time faculty and staff, addition of new programs, funding issues, etc.

<b>Comments:</b>	
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**PURPOSE OF 7.9: The committee is looking to recognize department/program efforts for outside funding.**

7.9 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

<b>Comments:</b>	
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## SECTION 8: COMMENTS & RECOMMENDATIONS

**PURPOSE OF SECTION 8.1 & 8.2:** To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.
2. Analysis of the program review data was useful in assessing outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 How could SSPR be improved to assist your department/program in completing the self-study?

<b>Comments:</b>	
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