ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Program: Counseling and Career

1. Program: Counseling

2. Team Leaders: Kathy Sammut and Sandra Mendez

> **A. Team Members:** Bob Haick, Lorraine Barrales-Ramirez, Karen Olesen

> **B. Program mission and vision**

> *Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)*

3. Program / Department Data Measures – and reflection

Counseling
The Counseling department is designed to provide students with educational, career, and personal counseling. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. Counseling services includes instruction in a variety of career classes which teach study skills, college success strategies, career and life planning, transfer planning and scholarship search.

The Counseling faculty provides personal and academic support so students can make informed decisions by learning about college policies, certificates, degrees, and transfer requirements. Additionally students are able to discuss their personal matters in a safe and trusting environment.

The Counseling faculty works as a team and collaborate within and with other academic departments to ensure they are offering a strong and meaningful program. All counselors, including adjunct counselors assume additional responsibilities and work with other departments and programs to integrate counseling as needed in all instructional programs. They participate regularly in institutional committees such as Basic Skills, Academic Senate, Curriculum and Articulation, College Planning Council, Instruction Planning Council, Student Services Planning Council, Honors Advisory Committee, and hiring committees.

The department relies heavily on adjunct counselors which limits the amount of service they can provide due to the hours restricted by district union contract. It also presents a communication problem within the department. Despite twice monthly staff meetings, exchange of information can

be difficult, especially for a faculty such as Canada's which strives to be constantly on the cutting edge and who enjoy working as a professional team. Compared to other community colleges in the Bay Area with the same population, Cañada College has the lowest number of full-time and adjunct counselors per student ratio.

4. Student Learning Outcome (SLO)
    A. **Results** from prior cycle's SLO.
        The prior cycle's SLO was reviewed and revised. The SLO will be implemented during the 2011-12 academic year.

    B. Current SLO and relationship to College SLO or Strategic Directions
        The current SLO is as follows: Students will be able to articulate the content of the student educational plan and the benefits of creating and following the SEP.

        This SLO is a revision from the prior cycle and aligns with the strategic plan objective 1.5 which focuses on promoting student retention and success.

    C. Action Plan
    The counseling department plans to promote the third annual SEP campaign "Spring into Fall – It's SEP Time!" campus wide to increase the number of students who have a current SEP on file at the counseling department.

    The survey will be distributed during the Spring 2012 and the data will be collected on going through the Fall 2012 semester. The survey will be used to measure what students have learned as a result of creating an SEP with a counselor (attachment #1). Our goal is to increase student awareness of the benefit of having an SEP to assist them in reaching their academic, career and personal goals.

5. Student Area Outcomes (SAOs)
    A. **Results** from prior cycle's SAO
    Counseling Department SAO: Increase the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester. As a result of implementing the "Got Priority" SEP campaign during the Spring 2011 approximately 200 students served (i.e. April 11-15th).

    During this cycle the counseling will develop and administer a survey to students starting April 30th during 30-minute counseling sessions.
    B. Current SAO and relationship to College SLO or Strategic Directions

The counseling department will be using the same SAO as last year. Increasing the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester is important. A Student Educational Plan serves as a road map of required courses and recommendations based on a students' individual goal. This SAO aligns with Objective 1.5 "Create

and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success."

C. Action Plan

On Tuesday, April 10th, the Counseling Department will kick off "Spring Into Fall- It's SEP Time!" A Student Educational Plan serves as a road map of required courses and recommendations based on a students' individual goal. From April 10th through April 20th, Counselors will be available on a drop-in basis to meet with students and formulate SEP's. A detailed list of dates and times are available on our web site http://canadacollege.edu/student/counselingcenter.html

Our goal is to assist students to identify and plan courses related to their personal, academic and career goals. Students need to complete SEP's so they are prepared for registration during the first week of May. Students will receive an earlier registration date if they complete an SEP by April 20th.

It is critical that our continuing students are knowledgeable about the classes they need and register on time! Counselors will also be available to make brief classroom presentations to increase awareness about having an SEP on file.

6. Resource Identification
A. Faculty and Staff hiring requests

Guidelines: complete the appropriate form and attach
- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

The counseling department submitted the following classified hiring justifications (2011-12)
- Fulltime Tenure track general counselor
- Fulltime Tenure track general counselor (Emergency Hire)

The counseling department submitted the following faculty hiring justifications (2011-12)
- Program Services Coordinator Student Success (FT)

Based on the department's needs (attachment #2) we are still in dire need of the following positions.
- Dean of counseling
- 2 Fulltime Tenure track general counselors
- Adjunct counseling faculty – Currently, all adjunct are funded by Measure G. We request that the college provides funding through Fund 1.
- Program Services Coordinator Student Success (FT)

Please see attached for additional supporting documentation (attachment #3), drop-in counseling data.

B. Professional Development needs

Continuing education and professional development are a necessity for all counselors to be able to provide the best academic, career, transfer and personal counseling services to students at Canada College. Counselors attend the UC/CSU conferences every year. They also attend discipline specific (i.e. athletics, honors, veterans, early alert, transfer, basic skills, career, instruction, etc.) training and workshops.

For the following academic year we would like to attend the additional conferences:

- Basic Skills Regional Conferences
- Ensuring Transfer Success (ETS) Conference
- CSU Community College Counselor Conference
- Honors Faculty Roundtable at Mills College
- UC Counselor Conference
- UCLA Transfer Alliance Program (TAP) Conference
- CCCAA Annual Convention

C. Equipment requests – must be related to instruction

Request to get 2 laptops for the counseling department. Most of our counselors teach college success and career development courses. Additionally, all counselors take an active role in outreach. As a result, these laptops would allow increased outreach opportunities to take place both on campus and off campus.

D. Office of Planning, Research & Student Success requests

- The Counseling department will be gathering data for this cycle. The survey will be collected by the department, yet will requests to have the data evaluated will be critical. These requests will come as a result of the data collection at the end of Fall 2012.

E. Facilities requests

None.

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)
All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle.
Tool: TracDAT   https://sanmateo.tracdat.com/tracdat/
         CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:
- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Career Services

2. Team Leaders: Kathy Sammut and Sandra Mendez

   A. Team Members: Bob Haick, Lorraine Barrales-Ramirez, Karen Olesen

   B. Program mission and vision

The mission of Career Services is to provide guidance and resources to a diverse student body for the achievement of students' career-related goals. In partnership with students, career services will facilitate lifelong career development through self-awareness, career exploration, career decision-making, and the implementation of their career choices. In partnership with faculty and staff, career services will provide information, programs, and consultations to help them better understand the career-related needs of students. In partnership with employers, career services will develop informational and experiential networks that involve them as resources in support of the career development of students and will maintain existing and develop new relationships with a significant base of employers who have an on-going interest in the employment potential and careers of students.

3. Program / Department Data Measures – and reflection
Career Services
Data measures were limited to resume workshops, and calendar appointments made with students. The biggest accomplishment was gaining more time for the career services coordinator to focus on career coordination. This was accomplished by offloading a portion of the assessment duties also performed by the coordinator. This in turn has produced an increase in students and businesses making appointments to speak with the career coordinator, and allowed time for the coordinator to perform outreach to a limited number of local businesses and area "boot camp" type job events. In addition, working with faculty and staff, an Internship Agreement was drafted and submitted to Administrative Counsel and the district for approval. Further, a software package called The Perfect Interview was purchased for our students to use to practice and improve their interviewing skills. A resume writing guide was also created and distributed at last year's Career Fair to students who attended the resume help desk and the resume workshop.

2011 Resume Workshop Attendance	2012 Resume Workshop Attendance	Change +/-
49	105*	114%

*As of May 2012

2011 Career Fair Employer Attendance	2012 Career Fair Employer Attendance	Change +/-
22	33	50%

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2011 Career Fair Student Attendance	2012 Career Fair Student Attendance	Change +/-
240	337	40%

Changes for 2012-13 will be a new career center which will be located in the remodeled "Grove" located in building 5. Once housed in the new building:

- SARS will be utilized to track students' appointments and the reason for them.
- A formal centralized campus internship program will be implemented with the help of business, faculty and staff
- Link more closely career services and instructional programs

4. Student Learning Outcome (SLO)

A. **Results** from prior cycle's SLO.
The prior cycle's SLO "create a high level of student awareness of the Career Center and the services it provides" was unable to be implemented due to a delay in the construction of the Career Center in Building 5.

B. **Current SLO and relationship to College SLO or Strategic Directions**
The current SLO will be to "create a high level of student awareness of the Career Center and the services it provides". This SLO is a carryover from the last cycle due to construction delays of the Career Center. This SLO aligns with the strategic plan objective 2.10 which among other goals, lists promoting career resources to Cañada students.

C. **Action Plan**
Early marketing over the spring and summer of 2012 will create awareness for a "Grand Opening" of the new Career Center which will be held at the beginning of the fall 2012 semester. This event will showcase current and future services offered by the Career Center. A survey will be used to measure the turnout for the event: In addition, a SARS Station will be installed to track students served and reason for service. Further, I expect to learn how many students are aware of the services provided, and services students would like to see implemented to further assist them their career goals.

- Students will learn of services offered in the Career Center
- Students will learn of services being implemented over time
- Suggestions by students of services they see as needed

5. Student Area Outcomes (SAOs)

A. **Results** from prior cycle's SAO
The prior cycle's SAO was unable to be implemented due to the college redesigning its website. It was suggested that I hold off until the new site was implemented and work

with the web designer to create an electronic job board for students, and Career Center information page. I currently do not have enough space to physically advertise all of the job/internship postings I receive each week.

- New connections have been made with prospective employers, by attending company boot camps, job fairs, and meeting with City Managers.

B. Current SAO and relationship to College SLO or Strategic Directions (aligns with Objective 2.10)

Provide Career Information and Services:
- Create an electronic job board.
- Create a redesigned webpage for Career Services.

Making connections with:
- Community
- Businesses
- Faculty & Staff
- Centralize and Create internships/volunteer opportunities
- Link services more closely with instruction

C. Action Plan

Work closely with faculty, staff, and the community by creating a committee to develop internships/volunteer positions that align with our programs. Work with our web designer to create a webpage that incorporates a job board that positions can be posted to for all students to have access to 24 hours a day. Students will be required to register with the job board with their G number so I can track their usage, which will allow me to monitor which types of offerings receive the most attention. In addition, Google analytics will be used to monitor overall site traffic so I know which areas get the most use and those that need improvement. It will also allow me to see which areas of the county(s) interest is coming from, which will allow me to target more businesses in those areas.

6. Resource Identification
A. Faculty and Staff hiring requests
- *Career Services Supervisor*
- *Instructional Aide II*

B. Professional Development needs

No professional development activities for last year. There is a need in the current year to attend the Myers-Briggs Training with Strong certifications so I can administer these inventories at the career center. Also, attend a national career professional conference.

C. Equipment requests – must be related to instruction

Guidelines:
- Equipment requests are part of the remodeled Building 5 bond project.
- New computers in the Career Center will benefit students by allowing them to research career paths, open positions/internships, and perform values and personality assessments. In addition, they will also allow students to practice their interviewing skills via "The Perfect Interview" software which will be installed on all systems.

System Placement	Number of Systems
Career Supervisor Office	1 Desk System & 1 HP Folio 13.3 Laptop
Reception Desk	1
SARS (front of center)	1
Student Workplace	4

D. Office of Planning, Research & Student Success requests

- The Career Center will be in a data gathering process for this cycle and will have requests as that data becomes more populated.

E. Facilities requests

- Facilities request will be for April of 2013 career fair. Request will be for Career Fair Layout of the Cafeteria. This layout has been established during the planning of the new career center/cafeteria.
- The Career Fair benefits the college and its students by exposing students to different employers in the bay area thus giving students exposure to careers they wish to know more about. It also is an avenue for students to secure an internship or job with companies.

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)
All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle.
Tool: TracDAT   https://sanmateo.tracdat.com/tracdat/
       CurriCUNET http://www.curricunet.com/smcccd

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B. Identify Patterns of Curriculum Offerings

Guidelines:

- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

Attachment #1
Counseling Department
Student Learning Outcome (SLO) Survey

Creating a Student Educational Plan (SEP) benefits students in a variety of ways. Please answer the following questions to provide feedback to the counseling department.

1. Did you find it useful to work with a counselor to develop your Student Educational Plan (SEP)?   Yes or NO and please explain your answer.

2. Have you had SEP before? Were able to follow it? Explain your answers

_____

3. The following information was covered during my counseling session. Check all that apply:

___Prerequisite requirements
___How to use www.assist.org
___How to use Degree Works
___Requirements for transfer to a 4-year University
___Requirements to obtain an AA/AS degree
___Requirements for Certificate
___Cañada academic policies and procedures
___Career information
___Other _____

4. My current educational goal is _____

Other Comments:

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Attachment #2

Counselor Assignment	Brief Description of Counselor Activities for these Assignments
1. **Athletes**	Work with the student-athletes to provide them with information on NCAA transfer requirements; assure they have student educational plans (SEP) which meet the eligibility requirements to participate in athletics
2. **Basic Skills/ESL**	Coordinate efforts with the basic skills faculty; participate in the Learning Communities teach CRER courses
3. **Career Counseling**	Career counseling to include career and major exploration; assist in providing workshops
4. **Career Advancement Academy (CAA)**	*The CAA required the services of a counselor for three hours per week (or more to assist students through the program. In order to meet this need, we have been required to take away counseling services for our general student population.
5. **College for Working Adults (CWA)**	*As with the CAA program, the College for Working Adults needs counseling services. We have again removed services for our general student population to accommodate their needs. Current cohort: Interdisciplinary Studies. New cohort: Health Sciences.
6. **Coordination/ CRER Courses**	• Curriculum updates and development of new career and counseling courses; • Continue to collaborate with instructional faculty regarding curriculum integration for learning communities; • Maintain effective relationships with instructional divisions and faculty • Continued and strengthened collaboration with other student services including, Admissions and Records, Learning Communities, DSPS, EOPS, STEM, Financial Aid, MESA, Middle College, and TRiO Student Support Services
7. **E-Counseling**	For distance education students who do not come to campus, this service is provided by one of our full-time counselors for three hours per week.
8. **ESL**	Special orientation and counseling services for ESL students have been requested The counselors have worked closely with the faculty to support them as time permits.
9. **Honors Transfer Program (HTP)**	*The Cañada College Honors Transfer Program (HTP) is currently working with UCLA to develop a Transfer Alliance Program (TAP) which will provide all students with a new transfer opportunity. One of the criteria for the TAP agreeme is a demonstration of having a fulltime counselor on board to provide academic, career, and transfer counseling. For example, the counselor must meet with each student to develop an HTP student educational plan (SEP) which requires the counselor to be knowledgeable about the HTP graduation requirements, transfer agreements, and collaborates with all student service programs on campus to ensure student success. The counselor must also be well versed about Honors contracts/research opportunities, HTP regulations, attend HTP conferences/events

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	and collaborate with HTP instructional faculty on an ongoing basis.
10. International Students	Currently, one of our part-time counselors provides services to the international students. As we grow the program, the need for counselors for this student group will increase.
11. MESA	At certain times during the semester, the MESA program relies on counselors to assist students with their SEPs, etc.
12. Middle College HS	Several counselors provided services to these students to develop their SEPs. The also assist the high school students on their plans to transfer to universities.
13. Off-campus Sites (e.g. Menlo Park, EPAA)	Particularly difficult areas to cover with limited resources are the off-site programs. We have a presence at Menlo Park and EPAA with students who need counseling services. We are setting up a system to send counselors to the sites on a regular basis, although this does mean they spend over an hour on the road to get to the site and back.
14. Orientation	Orientation – currently the Counseling Department implemented in-person and specialized sessions are required for a comprehensive program to include international students, veterans, athletes, evening and ESL students, CAA, CBET CWA, VEAP.
15. Outreach/HS (on/off campus)	Outreach – more involvement by counselors with outreach activities including hig school and community presentations to students and parents and college fairs.
16. Petitions	Review petitions for prerequisites, substitutions, and subsequent follow up with students regarding academic standing, etc.
17. Program Review and Planning	Counselors serve on several of the Program Review Teams for Student Services which include Teams #2 Assessment, Orientation and Registration; #3 Articulatio and Transfer; and #5 Counseling and Career.
18. Probation/ Dismissal Follow up	Provide intentional counseling support and intervention with students who have been dismissed or on probation.
19. Reentry	Students may return to school to take courses to upgrade skills, make career changes, earn a certificate or degree, and transfer to a university. Counseling services are provided to reduce obstacles that can prevent non-traditional students from returning to school, or accomplishing their educational goals.
20. Service Referrals	Appropriate and timely referrals to community agencies for services including childcare, housing, internships, employment, etc.
21. Shared Governance	Increased participation in shared governance
22. Student Success (Early Alert)	*Student Success Program – The comprehensive nature of the program requires the college to fund a fulltime tenure-track general counselor to oversee the studen success program's various components, in addition to providing academic, career and personal counseling services to our entire student population. For example, th counselor must work with the department, consult with faculty, staff and administrators from English, English as a Second Language, reading and math departments to determine appropriate placements, facilitate research and validatio of the assessment instruments and support the student appeals process. This is an area where we need to expand our services based on effective practices (and many of the items included in the college's educational master plan).

23. Transfer	As part of its transfer services mission, Cañada College has established formal articulation agreements and a transfer admission agreement/guarantee (TAA/TAG) program with select colleges and universities. Successful transfer requires careful planning and course selection based on students transfer goals (i.e., UC/CSU, private/independent, out of state, international).
24. Veterans/VEAP Bridge To Engineering	Provide the support needed to assist veterans transitioning from military to civilian life and to encourage their success in college.
25. Workshops & Classroom Presentations	Classroom presentations and transfer, career, and educational workshops. Many requests are made by faculty and students for presentations on specialized topics.
26. Financial Aid	Provide counseling assistance to students who are receiving financial aid i.e. financial aid appeals.

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Attachment #3

CAÑADA COLLEGE COUNSELING CENTER DROP INS - 10,137 STUDENTS SERVED
March 2011 to February 2012

March 2011	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTAL		MONTH TOTAL
	33	49	13	13		108		
	17	33	37	21		108		
	16	32	50	8		106		
	10	26	33	9		78		
	32	43	31	11		117		
	108	183	164	62	0	517		**517**
April 2011	24	28	89	46	23	210		
	22	53	59	32		166		
	24	44	38	39		145		
	70	125	186	117		498		**498**
May 2011	36	7	121	35		199		
	47	54	108	72	47	328		
	38	56	92	49		235		
	68	97	124	67	38	394		
		38				38		
	189	252	445	223	85	1194		**1194**
June 2011			58	46		104		
	41	50	32	51		174		
	88	79	72	71		310		
	51	38	35	37		161		
	180	167	197	205		749		**749**
July 2011				30		30		
	60	56	70	49		235		
	35	58	83	61		237		
	52	64	65	22		203		
	50	73	81			204		
	197	251	299	162		909		**909**
August 2011	47	70	81	84	26	308		
	108	109	100	79	26	422		
	99	110	190	108	51	558		
	154	160	124	72	25	535		
	95	108	64			267		
	503	557	559	343	128	2090		**2090**
September 2011				39		39		
		29	37	19		85		

	17	20	27	16		80	
	14	14	44	13		85	
	36	20	24	1		81	
	67	83	132	88		370	**401**
October 2011	17	31	52	12		112	
	24	36	58	40		158	
	31	45	65	13		154	
	58	77	64	50		249	
	11	5	6	10		32	
	7	12	8	13		40	
	148	206	253	138		745	**761**
November 2011		40	53	33		126	
	40	56	55	33		184	
	9	54	70	28	29	190	
	40	48	61			149	
	12	56	47			115	
	101	254	286	94	29	764	**773**
December 2011				58		58	
	46	29	71	30		176	
	45	85	57	45		232	
	91	114	128	133		466	**466**
January 2012			99	55	41	195	
	70	98	126	88	32	414	
		170	145	116	54	485	
	81	108	94	55	48	386	
	66	17				83	
	217	393	464	314	175	1563	**1563**
February			2	19		21	
	22	12	10	26		70	
	13	13		16		42	
		11		44		55	
	14	14				28	
	49	50	12	105	0	216	**216**
12-MONTH TOTAL							**10137**

Cañada College

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TRAC DAT: Info. The following is filed in TRAC DAT
1) Psych Services Annual report, 2011-2012
2) TRIO/SSS-Annual Report Summary, 2011-2012
3) TRIO/SSS Federal Report
4) Club Awards Banquet Program and Annual Performance Report 2011-2012
5) Student Life and Leadership Annual Report 2010-2012
6) Student Life and Leadership Annual Report 2011-2012
7) Beating the Odds Application and Annual Report 2011-2012
8) Learning Center Annual Report 2011-2012
9) EOPS State Report
10) DRC State Report

1. **Program:** Student Support: Student Life, Academic Support & Wellness

Student Life Department	Academic Support Department	Wellness Department
-Center for Student Life and Leadership	-Tutoring Center	-Student Health and Pysch Services Center
External/Grant Funded Departments (integrate with)		
-DRC -EOPS -TRIO/SSS -Beating the Odds Mentor Program -Veterans Resource Center (VROC) -STEM Support Programs (MESA, Math Jam, Bridge to Engineering, STEM Institute, Physics Jam)		
Future Grant Funding Requests made Spring 2012		
-Hispanic Serving Institution (H S I) Grant -Mental Health Initiative		

2. Team Leaders: Victoria Worch, Regina Blok, Rita Sabbadini

B. Program mission and vision

Mission
"We provide the necessary support services to enhance academic success, social engagement and physical and mental wellness for the Cañada student population.

Vision
We will continue:
- to find ways to fund our programs and support services;
- to complete our outcomes;
- to contribute to the Educational Master Plan.

Individual Program Mission Statements can be found in Annual Reports filed in Trac dac