

Annual Program Plan/Review Assessment
 Student Services Planning Committee
PROGRAM/OFFICE:

#	Section	Feedback	Response
0	Executive Summary	<ol style="list-style-type: none"> 1. Excellent summary of program accomplishments. 2. Interesting that there are more counseling appointments despite enrollment dropping college wide. What do you think that is attributed to? 3. Good summary. Suggested adding CRER 430. 4. We also have new an adjunct counselor for the Int'l Student Program. 5. Instead of using relative terms such as, "Recently", or "relatively new", it might be helpful to use "Since the Program Review in 2014" or "In the past year". Last paragraph, 4th sentence- insure should be changed to ensure. 6. Great Work with limited resources! Especially as it relates to the students on probation/ dismissal 	<ol style="list-style-type: none"> 1. Thank you! 2. Increase in counseling appts. is likely due to more classroom outreach by counselors, addition of retention specialist to link students to counselors, more counselor staffing during peak registration periods, expansion of CRER 137 classes that build counselor-student relationships & increase in students seeking transfer counseling due to ADT degrees and other transfer initiatives. 3. Good suggestion to include CRER 430; because of the unique structure of this class, it is not included in counseling instruction load. 4. Yes, an adjunct counselor for Int'l students was brought on August, 2016. 5. Good suggestion to be more specific regarding time periods. 6. Our work with probation/dismissed students has been greatly increased with the Counseling Dept. Retention Specialist.
1	Mission (Program Context)	<ol style="list-style-type: none"> 1. Is the statement that begins "Counselors support students..." the mission of the Counseling Division, or is that how Counseling supports the college's mission? 	<ol style="list-style-type: none"> 1. This response is how the counseling dept. supports the mission of the college. <p>Counseling Dept. Mission & Vision as contained in 2013-14 PR: The Counseling department provides students with educational, career, and personal counseling. Counseling faculty support students to make informed decisions and learn about college policies, certificates, degrees, and transfer requirements. Additionally students are able to discuss their personal matters in a safe and trusting environment. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. The counseling</p>

			department provides instruction in a variety of transferable general education classes which teach study skills, college success strategies, career and life planning, transfer planning and scholarship search.
2	Program Description (Program Context)	<ol style="list-style-type: none"> 1. Suggested adding E-Counseling as one of the services. 2. I appreciate how each counselor works with a subgroup of students to become an expert. 3. Should we also include off campus counseling services at the Job Train? 4. Great description of what is being done but does not address what will be done. 5. It is a good idea that Counseling is creating subgroups allowing counselors to become experts. Can this be expanded? 	<ol style="list-style-type: none"> 1. Good suggestion; e-counseling is another method for providing counseling services. 2. Yes, this has expanded over the past 5 years. 3. We do have an adjunct counselor who counsels offsite at the Job Train program in Menlo Park; this occurs one evening a week. 4. We have included future goals under <i>6B State of the Program – Evaluation</i>. 5. At this time, counseling staff are at their maximum with assignments to student subgroups. It will be helpful to consider student subgroups who might be underserved, in the event that more resources are obtained.
3	Community and Labor Needs (Program Context)	<ol style="list-style-type: none"> 1. That's great that there are evening appointments available for students. Has there been demand for more than just 3 nights a week? 2. Are counselors working with Career Center; hold event that focus on specific job markets? 3. Evening appointments are on Tues and Wed. For the 3rd evening counseling, are you referring to the Thursday counseling for Human Services program? 4. Do your CRER classes give extra credit to attend career and/or intern fairs? 5. How do you identify community & employment needs here? Do you survey students? Is information coming from the career center? 	<ol style="list-style-type: none"> 1. The welcome desk reports that there are no complaints from students that they cannot obtain an evening appt. With one week in advance, students are able to get appts. Sometimes these students schedule late afternoon appointments. 2. Career Ctr. Staff are invited into CRER classes to provide presentations; all counselors refer students to the Career Ctr.; the Career Counselor is working with the Career Ctr. Dir. on initiatives to help students identify a major, and to offer offsite presentations. 3. General counseling is offered two nights a week; counseling to Human Services' students and sometimes other students are offered on an additional night; CWA provides counseling 3 nights per week. 4. Four CRER instructors report giving extra credit for a write-up and attendance at Career Ctr. activities; the instructor for our Puente CRER section uses class time to take students to Career Center events and gives an assignment to complete at the event; the instructor of our short-term online CRER classes does not give extra credit because the class time and events do not line up. 5. The counseling dept. responds to community and employment needs as they are identified by the college. For example, e-counseling was developed in response to an increase in distance education learners. A

			Counselor/Career-emphasis position was created in response to an increased effort in CTE programs; counselors also use a myriad of employment data websites to inform students of labor market trends in the counseling appt. and in the classroom.
4	Major Accomplishment (Looking back)	<ol style="list-style-type: none"> 1. Great accomplishments and supporting evidence; What were the student outcomes (academic progress, persistence, etc.) of the early alerts? Did all 153 students show up to the appointments? What type of impact did the classes have on student outcomes – major/career exploration, sense of belonging, etc? 2. So many great accomplishments! Well done! 3. Are specific hours set per day to respond to e-counseling? 4. Great work!! For counseling appt, it would be good to see the data compared between 2016 and 2015. Thank you for the retention rate for students who were on probation/dismissed, do we have the success rate for this group of students? Since we now have a counselor with career emphasis, what is the collaboration that we had so far with CTE or the plan? 5. Can more counselors be involved in e-counseling and phone counseling so the students have less wait time? 6. Recommend to include the newly hired adjunct counselor for the Int'l student Program. In section C, the off campus counseling is general counseling and should be listed separately from Human Services. 7. Great job! The need for additional counselors is evident. Can E-Counseling and Phone Counseling be expanded to serve our students? Due to the student need, is another counselor warranted? 	<ol style="list-style-type: none"> 1. All students who received an Early Alert are contacted by a Counselor by phone and via email. We need to improve our tracking system for Early Alerts, but our best estimate is that 30 students attended a counseling appointment. 2. Thank you. 3. See response #7 under this section. 4. Data from 2014 and 2016 data were compared because of program review completion; for probation/dismissed students, data shows that 61.8% of students persisted and enrolled in F15 term, 66.4% in SP16, 20.5% in SUM16, 49.8% in F16, and 44% in SP17; collaboration so far with CTE has been working with the Strong Work Force group to plan and offer Career Jam; assisting the Business Division on revamps of degree requirements and class offerings. 5. See response #7 under this section. 6. Good suggestion. 7. One counselor is assigned to e-counseling and currently averages 3 hrs/wk to respond to requests; e-counseling is unavailable in summer and winter break; we are able to meet the demand although response is not always the same day; through the Distance Education Committee, we are exploring a new software called Cranium Café, an interactive platform similar to an enhanced Skype; if adopted, time would be set aside for live e-counseling; this software can be integrated with Canvas and SARS.
5	Impact of Resource Allocations (Looking	<ol style="list-style-type: none"> 1. Perhaps include more information on how students have been impacted by the FT 	<ol style="list-style-type: none"> 1. The hiring process for the Basic Skills Tenure-track position is occurring now, SP17; data on student impact can be

	back)	<p>tenure-track position.</p> <ol style="list-style-type: none"> 2. This section talks about the needs instead of talking about the impact of resources that's had on the program. 	<p>presented in the next program review.</p> <ol style="list-style-type: none"> 2. Again, we will not have data on the impact of this new position until after it is filled.
6 A	State of the Program - Observation	<ol style="list-style-type: none"> 1. Excellent overview of the state of the counseling program. 2. Need full time counselors fully trained; will gain knowledge and expertise and ensure that our full time student are in compliance, with eligibility requirements for programs such as International and Athletes. 3. Since Counseling has had more counselors than in the past, how could we utilize the resource to handle one of the challenges – Proactive Reg, SEP campaign etc.? 4. Very well done. Strengths and challenges are clearly described. 5. It would be good to expand on how students are affected by some of the successes and challenges. Bullet points are sometimes too brief. 6. Under the strength, item # 6, we offer counselor for the Int'l student Program. In section C, the off campus counseling is general counseling and should be listed separately from Human Services. 7. Training sessions are a great idea! Degree works is helping to free up Counselors for one on one time with students. 	<ol style="list-style-type: none"> 1. Thank you! 2. Good comment. 3. Assignment of counselors to these activities is a department decision, among Counselors and the Dean of Counseling. 4. Thank you. 5. Good point; it would be too lengthy to expand on everything but perhaps more in-depth information and data on a few areas would be useful. 6. So noted. 7. Degree Works is an extremely valuable tool for counselors, for both degree and transfer “audit” and creating SEP’s. Not all Community College Districts utilize this tool.
6 B	State of the Program - Evaluation	<ol style="list-style-type: none"> 1. Great suggestions! I think a PSC would be a great addition to the counseling team. 2. I love the “triage” counseling idea! 3. Again, well stated. I wish you had put the PSC position forward in this review. 4. With the increase in International Students, is there a need for a designated Counselor for this population? 	<ol style="list-style-type: none"> 1. Yes! We want to wait until our Retention Specialist position is filled to determine if we have understaffed projects. 2. We piloted “triage” for the first time this year and plan to strengthen and modify as needed. 3. Counselors felt that we needed more time to define the need and the specific responsibilities of a PSC. 4. Yes, an adjunct counselor for Int'l students was hired in August 2016.
7	Current Service Area	<ol style="list-style-type: none"> 1. SAO and SLO are very clear. 	<ol style="list-style-type: none"> 1. Thank you.

A	Outcomes (SAOs) Assessment and Student Learning Outcomes (SLOs) Assessment		
7 B	SAO Assessment Plan	<ol style="list-style-type: none"> 1. Very informative; Is this all the comments provided? 2. Good questions that can lead to better sessions with counselors. 	<ol style="list-style-type: none"> 1. Student comments are provided under section 7C. 2. This is true; the questions tell the student what they can expect from a counseling appt.
7 C	SAO Assessment Results and Impact	<ol style="list-style-type: none"> 1. Survey provides excellent evidence of impact on students. 2. I loved reading all of that student feedback! 3. Useful and clear; Like student feedback 4. Great listing of student comments. 5. It would be easier to read if you provided a few examples instead of the exact list of student comments. 6. It was great to see students' responses but it listed the responses instead of summarizing the findings. Maybe summarize the results and provide some examples of students' responses. 7. Good Feedback of SAO Assessment, to see where improvement is needed. 	<ol style="list-style-type: none"> 1. We have been very pleased with the process and results of our student survey. 2-4 Thank you; we also enjoyed reading the student comments. 5-6 I think it would be easier on the reader if we could include the comments in an attachment instead of in the body of the document. 7 Thank you.
7 D	SLO Assessment Plan	<ol style="list-style-type: none"> 1. Is there a plan to do anything differently due to assessment results? 	<ol style="list-style-type: none"> 1. We have used this SLO for several years because it lends well to a pre and post survey. It is limited to data from the initial counseling appt. with the student. For future PR, Counselors will consider establishing another SLO.
7 E	SLO Assessment Results and Impact	<ol style="list-style-type: none"> 1. I really like the graph of the SLO Orientation Report 2. What are the impacts of these results? What else can you extrapolate from the data gathered? 3. Data shows where to focus counselor energy. 	<ol style="list-style-type: none"> 1. Thank you. 2. These results clearly show that students are gaining important information during the matriculation process and are satisfied with the process. Students are leaving the counseling appt. with an understanding of which classes to take in their first semester, and why these classes are important. 3. So noted.

7 F	SAOs and SLOs for the Next Review Cycle	<ol style="list-style-type: none"> 1. Based on the results you have, are changes currently necessary. If you are consistently getting positive results on services well done, perhaps you should look at another aspect of your department to analyze. 2. Always good to get successive years of data to better adjust and change. 	<ol style="list-style-type: none"> 1. That is a very good point; we know that students are getting what they need in the initial student appt.; for next program review, we can think about program areas in which student satisfaction or need is unclear. 2. Good point.
8	Equipment, technology, and facilities requests		
9	Strategic Action plans	<ol style="list-style-type: none"> 1. It would have been good to include the PSC position here as well. 	<ol style="list-style-type: none"> 1. Thank you for your support of the PSC position.

Overall Commendations:

1. The list of accomplishments by Counseling was very impressive. I'm happy to see that students are seeing a great benefit from the resources you received. I particularly like that evening counseling hours can be offered since there a lot of evening students and they sometimes have a hard time getting support they need.
2. Very comprehensive and clearly well written. I have a good sense of the status of the Counseling Program after having read this program review.
3. You showed how much work your counseling department is doing and how all of it benefits the students you serve!
4. This Program Review was extremely well written and thorough. I will look at this as an example for writing my review next year.

Overall Recommendations:

1. Perhaps getting a bigger student sample from the surveys you do. It would also be interesting to see the impact of having evening counseling appointments available to students.
2. My only suggestions were to reduce the number of bullet points and flesh out some of the analysis. When you are indicating a success, expand on its impact on students, same with a challenge. Additionally, it would have been good to mention in the narrative of this review where the need for supply requests came from and its impact on students.

Overall Program Effectiveness:

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