COMPREHENSIVE PROGRAM REVIEW REPORT

Counseling

Program Context

Mission (100 word limit)
1.   How does your program align with the college and district mission?
https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf   https://canadacollege.edu/about/mission.php
Counseling services are aligned with the College and District's mission in the following ways:

- Instructional Courses & Career Exploration: Through our instructional courses, Counselors assist students in clarifying their interests, skills, personality, and values so that students make informed choices for their major and career path.

- Student Educational Plans (SEPs): Counselors establish an SEP with each student that outlines the required courses to meet their educational goal, reviewing and revising the plan as needed.

- Addressing Barriers & Referrals: We work in partnership with students to identify educational barriers and make appropriate referrals to student service programs and academic support.

- Transfer Success: Counselors ensure student transfer success through transfer counseling, articulation agreements, partnerships with universities, transfer workshops, and the offering of transfer initiatives (TAG, ADTs, HTP, etc.).

- Equity & Inclusion: We promote student equity by recognizing the unique strengths and life experiences of each student and conducting counseling services accordingly.

- Holistic Student Support: In addition to academic planning, counseling services extend to supporting students' overall well-being by connecting them to resources that address personal, social, and wellness needs.

Program Description (500 word limit)
2.   Provide a brief description of your program, what does your program do and who does your program serve?

 The Counseling Department at Cañada College provides students with personalized support from the moment they first connect with the college and continues that guidance throughout their academic journey. Students have access to both general counseling and specialized counseling through programs and learning communities such as Athletes, Basic Skills, College for Working Adults (CWA), Disability Resource Center, EOPS/CalWORKs/Foster Youth Success Initiative, Honors Transfer Program, International Students, Promise Scholars Program, Puente, STEM, Umoja, TRIO Student Support Services, Veterans, and students on academic probation or dismissal. This broad reach ensures that all students, regardless of background or starting point, receive tailored guidance to help them stay on track and reach their educational goals.
At the first counseling appointment, students typically work with a counselor to create an abbreviated Student Educational Plan (SEP) that provides immediate direction. For students who are undecided about their major or career pathway, counselors may recommend career exploration courses or referrals to the Career Center for additional support. Follow-up counseling sessions are strongly encouraged, where students complete a comprehensive SEP and continue to receive ongoing academic, transfer, and personal support to help them persist and succeed at Cañada College.

Assessing Program Impact on Diverse Student Populations
3.   How many students are served by your program?
All new students with a certifcate, degree, or transfer goal are required to meet with a counselor as part of the matriculation process and all continuing students need to have a Student Education Plan (SEP) in a future term in order to receive a priority registration date. Programs like EOPS and Promise have requirements for multiple program contacts over the course of each semester, including counseling appointments. Additionally many students benefit from multiple appointments with their counselor as they navigate the college. Since January

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2023 Cañada College home campus students have attended a total of 31,940 counseling appointments across all programs.

4.   How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

Our program is committed to eliminating equity gaps by continuing to address barriers and challenges that affect underserved, underrepresented, and disproportionately impacted (DI) student groups. We prioritize enhancing access, retention, and success through holistic, student-centered services and intentional alignment with the college's equity goals as outlined in the Student Equity and Achievement Plan (SEAP).

Our counseling team continues to provide Life and Career Planning and College Success courses, both in-person and online, which equip students, many of whom are first-generation, low-income, or from minoritized backgrounds, with the tools they need to navigate college systems, understand support services, build academic skills, and plan meaningful educational and career paths. These courses are essential to supporting the academic and personal development of DI populations.

Strategies and Program Integration to Serve DI Students:
To meet the diverse needs of our students, the Counseling Department takes a multi-layered approach that includes strategic location, delivery methods, outreach, and campus integration:
- Delivery and Accessibility:

We offer both day and evening counseling services, with in-person and remote/virtual counseling to remove time and transportation barriers.
Career Planning and College Success courses are offered in various formats and times to support working students, returning adults, and others with complex life responsibilities.
- Targeted Program Collaboration:

Our counselors work closely with a wide range of campus programs that specifically serve disproportionately impacted populations, including EOPS, Promise Scholars, the Dream Center, DRC, Veterans Services, Puente, Umoja, College for Working Adults, and others.
- Campus Engagement and Community Building:

Counseling faculty actively participate in campus meetings, initiatives, and partnerships to ensure that DI students are aware of and connected to support services.
We also coordinate with the Personal Counseling Center (PCC) to support mental health, an essential factor in student success.

Supporting Data:
Used Equity Plan
According to the 2022–25 SEAP, Cañada College has identified equity gaps in enrollment, retention, and completion among Latinx, Black/African American, Pacific Islander, and foster youth students, as well as first-generation and low-income populations. Our counseling program supports SEAP goals through educational planning, early intervention, and culturally responsive services.
Cañada's Equity Dashboard and PRIE data show that targeted counseling within programs like EOPS, Puente, and Promise Scholars contributes to improved course completion and retention among DI students.
Through the Student Success Program (SSP), students on academic probation, often from underrepresented backgrounds, receive structured counseling to support academic recovery and progression.

5.   How has student access, retention, and completion changed over the course of this program review cycle?

Over the course of this program review cycle, the college has taken meaningful steps to improve student access, retention, and completion by adopting a more race-conscious and equity-focused approach to planning and evaluation. Early in the cycle, a review of the 2019–2020 SEA Program Plan revealed that many initiatives were not explicitly race conscious. In response, the Equity Committee and broader campus community engaged in a comprehensive review of goals, strategies, and language using the CUE (Center for Urban Education) Equity Rubric. This led to the development of an "Equity Planning Roadmap" grounded in race-conscious practices, guiding the refinement and creation of initiatives.

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While the college has made progress in building more inclusive and targeted strategies, it also identified gaps in disaggregated data—particularly for African American/Black and Filipino students—highlighting the need for improved data practices to more effectively track access and persistence. The acknowledgment of these gaps and the shift toward more intentional planning suggest a long-term commitment to improving student outcomes, though measurable changes in access, retention, and completion may still be emerging. Ongoing efforts to embed race-conscious thinking into all aspects of the Student Equity and Achievement (SEA) Plan will be critical for sustaining progress in closing equity gaps moving forward.

6.   How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)

Cañada College's Student Services delivers support through multiple modalities to ensure all students, especially first-generation, low-income, and disproportionately impacted groups, can access programs effectively. Core services such as Counseling, Promise, SparkPoint, the Disability Resource Center (DRC), and Admissions are offered in-person, online, and in hybrid formats, giving students flexibility to choose what works best for their needs and schedules.

To expand access beyond campus, the college provides evening and weekend options through programs like College for Working Adults and Cañada de Noche, supporting students who balance work, school, and family responsibilities. The college also takes services into the community through high school registration and outreach events that help new students transition smoothly into college.

Student Services enhances engagement through experiential learning opportunities such as field trips, overnight "Transfer Immersion" tours, and company site visits, connecting students directly with universities and industry professionals. Programs like SparkPoint and Promise offer one-on-one case management, financial coaching, and transfer support, while the DRC ensures equitable participation through individualized accommodations.

Accessibility Summary:

All services are designed with accessibility and equity in mind, offered across multiple platforms, schedules, and locations, and supported by assistive technology and personalized care. This multi-modal approach effectively reduces barriers related to transportation, time, or digital access, ensuring that every student at Cañada College can engage fully and successfully in their academic and personal goals.

7.   What data and/or feedback do you use to evaluate the success of these delivery methods?

We evaluate the success of our course delivery methods using disaggregated student success and retention data by modality (asynchronous, synchronous, hybrid, and face-to-face). We also incorporate feedback from student surveys, faculty input, and equity-focused programs like Umoja. This includes both quantitative outcomes and qualitative insights that help us understand the student experience, especially for disproportionately impacted groups. Together, this data informs how we improve teaching methods and support services to ensure equitable outcomes across all modalities.

8.   Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

Our campus has developed key on- and off-campus partnerships that directly support student success, particularly for Black and African American and Latinx students. On campus, the Umoja and the Puente program provides culturally responsive support, academic counseling, and community-building experiences. We collaborate with outreach ambassadors and the College Recruiter for East Palo Alto, North Fair Oaks, and Menlo Park to deliver college readiness, application, and financial literacy workshops in underserved communities. Off-campus, we coordinate events with local community-based organizations that celebrate Black identity and Latinx heritage, helping students feel seen and supported. These partnerships not only enhance access but also foster belonging, which is critical for student retention and completion.

9.   How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.

The Counseling Division supports Cañada College's designation as both a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) by providing culturally responsive, equity-minded counseling services and academic support that intentionally serve Latinx, Asian American, and Pacific Islander (AAPI) students. Our services and curriculum are aligned with the college's institutional equity goals and guided by disaggregated student success data.

HSI-Specific Support:

According to Cañada's latest institutional data, over 50% of the student population identifies as Latinx, qualifying the college as an HSI. The Counseling Division supports Latinx students through:

- Bilingual counseling in Spanish and English.

- Collaboration with Puente, a transfer-focused program that combines counseling, English instruction, and mentoring to support Latinx and first-generation students.

- Engagement in Promise Scholars Program, which includes a high percentage of Latinx students and provides intensive academic counseling and support services.

- Culturally relevant Career and College Success courses that help students navigate college systems and explore educational and career goals.

AANAPISI-Specific Support:
The college's AANAPISI designation reflects its commitment to serving its growing population of Asian American and Pacific Islander (AAPI) students. The Counseling Division contributes to this effort by:

- Providing culturally competent counseling that respects the unique educational experiences and cultural contexts of AAPI students.

- Participating in AANAPISI grant-supported activities (ex., academic support workshops, mentorship programs) designed to increase retention and transfer for AAPI students.

- Supporting ESL students, many of whom identify as AAPI, through specialized counseling and educational planning to assist in language acquisition and degree/certificate attainment.

Delivery Methods and Equity Lens:

- Counseling services are offered in-person and remotely, with evening availability to accommodate students balancing school with work or family responsibilities, particularly relevant for working Latinx and AAPI students.

- Through collaboration with student services such as the CWA, Dream Center, Disability Resource Center, and TRIO/SSS, the Counseling Division supports first-generation, low-income, and multilingual students within these communities.

Supporting Data and Outcomes:
According to Cañada College's Student Equity & Achievement Plan (SEAP), Latinx and Pacific Islander students have historically shown equity gaps in retention, transfer-level English/Math completion, and transfer. Counseling programs such as the Student Success Program (SSP) directly intervene for students on academic probation, many of whom are Latinx and/or first-generation, helping to improve persistence.
Internal data from Puente and Promise show increased course completion and retention among participating students, indicating that embedded counseling is contributing to positive outcomes for HSI and AANAPISI eligible populations.

Looking Back: Accomplishments and Challenges

10. Describe major accomplishments since the last program review cycle.
Since the last program review cycle, our program has achieved several key milestones that have strengthened student engagement, transfer readiness, and career exposure:

- Faculty Growth and Stability: Several faculty members have recently achieved tenure, providing greater instructional continuity and mentorship for students. Additionally, new adjunct instructors have joined the program, bringing fresh perspectives and specialized expertise aligned with student interest areas.

- Expanded Experiential Learning Opportunities: We coordinated multiple field trips to CSU and UC campuses (including UC Davis, UCLA, USC, and Sacramento State) and to major tech companies in Silicon Valley such as Google, LinkedIn, and Electronic Arts. These visits allowed students to experience college and industry environments first-hand, strengthening their academic and career motivation.

- Overnight "Transfer Immersion" Trips (Promise & Puente): Promise Scholars and Puente students participated in overnight college tours, where they engaged in campus life, met with university personnel, and explored academic departments.

- Launch of Cañada's First Student Podcast – The Promise Pod: The Promise Scholars Program created the college's first-ever student-led podcast, featuring authentic student voices and personal stories. The podcast has surpassed 1,000 streams and entered its second season with 8 episodes.

- Community & Pipeline Building: We hosted registration events for incoming students from local high schools, helping them navigate the enrollment process and connect early with campus support programs and resources.

11.   How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?
Our accomplishments directly address equity and access barriers by providing opportunities and experiences that many of our students might not otherwise have:

- Reduced Access Barriers: Field trips and overnight transfer immersion experiences helped eliminate transportation and financial constraints that often prevent first-generation, low-income, and racially minoritized students from visiting four-year universities.

- Increased Sense of Belonging and Confidence: First-hand exposure to university and corporate environments demystified higher education and professional pathways, building students' confidence in their ability to succeed in these spaces.

- Enhanced Navigational and Social Capital: Interacting directly with university staff, student panels, and industry professionals gave students clearer insight into academic and career expectations, helping them make informed decisions and feel prepared for next steps.

- Amplifying Student Voice: Through The Promise Pod, students shared personal stories and success journeys that resonated with peers, normalized help-seeking behaviors, and built a sense of community. Faculty and staff also gained deeper insights into student needs, informing more culturally responsive practices.

- Holistic Support and Mentorship: Our counseling and program staff continue to work with first-generation and low-income students through group and one-on-one sessions, offering guidance on transfer planning, scholarship and internship applications, and career readiness.

12.   Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?
While our program has grown in visibility and impact, several challenges persist:

- Resource Limitations: The expansion of field trips, immersive programs, and student-centered projects requires sustained funding and staffing support. Without consistent resources, maintaining these high-impact experiences can be difficult.

- Capacity and Staffing: Although the addition of new adjuncts has been valuable, overall counselor and faculty capacity remains limited relative to student demand, particularly during peak registration and transfer seasons.

- Post-Pandemic Re-Engagement: Some students, especially those from disproportionately impacted backgrounds, continue to struggle with re-engagement, transportation, and balancing work/family responsibilities.

- Continuation of Equity Gaps: These challenges can contribute to ongoing inequities, as students who cannot access extended travel or high-touch counseling services may miss out on key opportunities that build their transfer and career readiness.

Despite these challenges, our team remains committed to expanding equitable access through innovative programming, strong partnerships, and targeted student support that advances academic and career success for all.

Impact of Resource Allocations Process (250 word limit)

13.   Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

Our Counseling department has been successful in getting the following full-time tenure track positions approved: EOPS Counselor, International Counselor, and Promise Counselor (two positions). In addition, our Dean submitted a request for increased adjunct counseling support for the summer and winter intersession. These resources have allowed us to continue to support the diverse needs of our students.

- Full-time Tenure-Track EOPS Counselor - These positions were approved in 2021-22 and hiring took place during spring 2021. These positions had a start date of fall 2021. Having a full-time counselor has allowed EOPS to provide consistent counseling support to their students as well as offer opportunities for program development.

- Full-time Tenure-Track International Counselor - These positions were approved in 2020-21 and hiring took place during fall 2021. These positions had a start date of spring 2022. Having a full-time counselor in this role has made a big impact since the full-time counselor has time to conduct regular and specific outreach to international students, plus provide timely counseling and case management support to meet the diverse needs of the students.

- Full-time Tenure Track Promise Counselor (2 positions) - These positions were approved in 2021-22 and hiring took place during spring 2022. These positions had a start date of fall 2022. Having two full-time counselors has given Promise the opportunity to increase capacity to serve new and prospective Promise students.

- Increased Adjunct Counseling Support - During Fall 2021 Dean Hartman submitted a request to augment the counseling budget to allow for sustainable funding for adjunct, summer, and winter intersession counseling. This request was approved. Moreover, during the last annual update Dean Hartman requested to move a significant number of positions that are funded through our Student Equity and Achievement Program that do not intentionally serve specific disproportionately impacted student populations to fund 1.

14.   How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

The funding of the resources listed above has increased student's access to counseling services. Moreover, it is important for the college to intentionally support programs and services that provide equitable support to our diverse student populations. Our district TES positions were moved out of SEAP, however a significant number of positions remain funded in TES. This prevents our college from fully using our SEAP dollars to fully fund initiatives in our Student Equity Plan to intentionally support our disproportionately impacted student populations.

SAOs and SLOs (Suggested 250 word limit)

15.   State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

At least 90% of students will report satisfaction with academic information, support and educational planning through their counseling appointment.

16.   Describe how your program assessed your SAOs and/or SLOs.

Students who opted for in-person appointments were asked to do a paper/pencil survey, and virtual student appointments were given a link to do the same questionnaire online. The Welcome Center managed both

survey/questionnaire modalities. The purpose of the survey was to assess student satisfaction with their counseling appointments.

17.   What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

Due to the COVID-19 transition to virtual/remote counseling during Spring 2020, the Department did not adequately assess student counseling appointment satisfaction for the current cycle. We managed to survey a small number of in-person students, however the sample was low (8 students) and not representative of our student population. See results below:

Counselor Survey Question Totals	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Did your counselor present information in a clear and understandable manner?	7	1				8
Did your counselor provide useful information regarding academic and career planning?	6	1			1	8
Did your counselor assist you in understanding requirements for graduation, transfer, or certificate programs?	6	2				8
Did your counselor help you in planning your educational program in a manner that is consistent with your personal objectives?	7	1				8
Was your counselor supportive and encouraging, and showed genuine interest in	7	1				8

assisting you?						

In what specific ways was this counselor most helpful to you?	What specific things might this counselor do to improve their counseling?
• ECE • Applying for the right universities • · was able to see what courses she was looking at. She was transparent • Gave information about the classes • All the information I needed was provided • Helped me register for classes that fit my schedule • Help me with everything, super nice	• All ways • N/A x 6

Alternatively, we reviewed college-wide data from a larger CCSSE survey that included student satisfaction questions about counseling services. Overall, Cañada students in Spring 2022 found counseling services important and relevant to achieving their academic goals. Of the 420 students surveyed, 98% were Very Satisfied or Somewhat Satisfied with counseling services. See detailed results in the Supporting Information section.

18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?
Our program's SAO/SLO assessment addressed equity and antiracism by identifying gaps in representation within the survey data and making intentional changes to counseling practices that reduce barriers for disproportionately impacted students. In response, the Counseling Division extended appointment times and added later hours to better serve students with work or family responsibilities, maintained multiple methods of contact (in-person, virtual, phone, and email) to accommodate diverse preferences, and increased the availability of Spanish-speaking counselors to better support Latinx and multilingual students. These improvements align with Cañada College's broader equity and antiracism goals by ensuring counseling services are culturally responsive, accessible, and inclusive.

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)
19. State your SAOs and SLOs for the next review cycle.
  1. Counseling Satisfaction & Equity
     At least 90% of students across all demographic groups will report satisfaction with the clarity, usefulness, and cultural responsiveness of their counseling appointment.

  1. Access and Modality Equity
     95% of students requesting an appointment will be offered their preferred counseling modality (in-person, online, phone, or email)

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1. Spanish / Multilingual Counseling Support

   At least 90% of students served in Spanish (or another preferred language) will report that counseling services were accessible, clear, and supportive of their educational needs.

Student Learning Outcomes (SLOs) options

1. Educational Planning Skills

   After meeting with a counselor, 90% of students will demonstrate the ability to articulate their Student Education Plan (SEP), including required courses, prerequisites, and timeline for completion.

1. Self-Advocacy and Resource Awareness

   At least 85% of students will identify strategies, resources, or next steps to address barriers impacting.

Program Improvement Initiatives (250 word limit)

20.   State your goals for the next 3 years.
The Counseling Division will expand bilingual and culturally responsive counseling to support Cañada's HSI and AANAPISI designations, increase evening and weekend availability, embed counselors more deeply in Puente, Promise, Umoja, and AANAPISI initiatives, and strengthen the use of disaggregated data to identify and close equity gaps in retention, course completion, and transfer.

21.   What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?
To address persistent equity gaps, the division will implement proactive advising through early alerts and probation interventions, increase outreach to Latinx, AAPI, first-generation, and ESL students, and strengthen collaboration with TRIO/SSS, the Dream Center, and the Disability Resource Center. We will be in support of the pursuit of additional HSI and AANAPISI grant resources to sustain culturally tailored programming.

22.   With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.

With an equity and antiracism lens, counseling will expand multilingual services, integrate culturally relevant curriculum in Career and College Success courses, and formalize continuous feedback loops from Latinx and AAPI students. Professional development will focus on antiracist advising, trauma-informed care, and culturally sustaining pedagogy to ensure all counselors are equipped to meet the needs of disproportionately impacted students.

23.   How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?
The division will close identified gaps by disaggregating assessment results, expanding access through hybrid delivery, and embedding counselors in equity-focused learning communities. By aligning with SEAP priorities and institutional equity goals, counseling will improve access, persistence, and transfer outcomes, while creating inclusive services that validate student identities and dismantle systemic barriers.

If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

2022 - 2023

Program Context

Mission
What is your program's mission statement?
The mission of the Counseling Department at Cañada College is to guide, motivate and empower students to achieve their educational, career and personal goals. Cañada counselors provide academic, career, transfer, personal counseling, and instruction in a safe and supportive environment. We strive to ensure that our students have an equitable opportunity to achieve their goals.

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How does your program align with the division, college and district mission?
Counseling services are aligned with the College and District's mission in the following ways:

· Through our instructional courses, Counselors assist students in clarifying their interests, skills, personality, and values so that students make informed choices for their major and career path.
· Establish a Student Educational Plan (SEP) with each student that guides students to complete the required courses to meet their educational goal. Review and revise the SEP as needed.
· Work in partnership with students to identify educational barriers and make appropriate referrals to student service programs and academic supports.
· Ensure student transfer success through transfer counseling, articulation agreements, partnerships with Universities, transfer workshops, and the offering of transfer initiatives (TAG, ADT's, HTP, etc.)
· Promote student equity by recognizing the unique strengths and life experiences of each student and conducting counseling services accordingly.

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Program Description

Who does your program serve? How do we serve our student populations as a whole?
Cañada College provides counseling services to students through multiple methods, including initial contact and throughout the students' academic progress. Students receive direct access to the counselors of their programs as well as general counselors. These programs and student cohorts include: Athletes, Basic Skills, College for Working Adults (CWA), Disability Resource Center, EOPS/CalWORKs/Foster Youth Success Initiative, ¡ESO! Adelante, Honors Transfer Program students, International students, Puente, STEM, Students in poor academic standing, Transfer students, TRIO Student Support Services, and Veterans. During this first appointment, the counselor will develop an abbreviated SEP with the student. If the student is undecided on a major, the counselor may recommend a career class, or refer the student to the career center. The student is encouraged to return for a follow-up appointment to complete a comprehensive plan. Counselors provide academic, transfer, career, and personal counseling to our students. Counselors attend various training sessions and facilitate workshops to support our students.

What does your program do for students in helping them reach their goals?
All counselors attend annual CSU/UC conferences for campus updates and other critical information. Training on transfer topics occurs at regular counseling meetings. Currently, there is one full-time transfer counselor and a Transfer Supervisor. These individuals regularly disseminate information to all counselors. Additionally, the Transfer Supervisor maintains a robust transfer website, organizes transfer workshops throughout the year, holds a transfer 'open house' during the fall application period, hosts Transfer Day, and works closely with the Curriculum Committee and Articulation Officer. The Counseling faculty teach courses on transfer essentials and planning, life and career planning, scholarships, exploration of careers, majors, and transfer, career assessment, and college success. Every year a counselor retreat is held at the end of spring semester, with the purpose of reviewing the previous year and setting goals for the upcoming year. Counselors participate in professional development activities and college Flex Day activities, so they remain current in their knowledge of their fields. Through these collaborations with colleagues, the counseling faculty continuously spread their knowledge to the entire college community, thereby ensuring that the latest information on a variety of needs and issues is disseminated across campus.

What are your on and off campus community partnerships?
The on-campus community partnerships we have include: EOPS/CalWORKs/FYSI, Financial Aid, SparkPoint, Upward Bound Program, Middle College, and Honors Transfer Program. The off-campus community partnerships we have include: Second Food Harvest, Sequoia Unified School Districts, Boys and Girls Club, Job Train, Menlo Park Site, and Adult-Education College and Career Educational Leadership.

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How does your program contribute to anti-racism at Cañada College?
Cañada College has made a campus-wide commitment to support Black Lives Matter and stand against racism. The College recognizes the critical need for anti-racist practices, teaching, and services in our community. We have many campus-wide resources that are dedicated to our commitment. As part of its 5-year educational master planning process, Cañada College engaged Áse Power Consult (APC) to help determine how the College could effectively incorporate diversity, equity, inclusion and antiracism in its Educational Master Plan for 2022-27. Due to the three campus-wide Critical Conversations on Race held during the summer 2020, as well as input from the participants in the College Leadership Retreat in August, 2020, the Planning & Budgeting Council (PBC) formed a college-wide Antiracism Task Force in September 2021. On May 9, 2021, the College adopted a Framework and Recommendations for pursuing its antiracism goals. Counselors take part in ongoing anti-racism professional development activities, as well as facilitate and develop events for students on Black Students Matter related topics.

Equity and Access

Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.
The Counseling program ensures equitable access to students by:
•   Having dedicated staff at the Counseling Welcome Center to help student access counseling programs and services
•   Offering both day and evening counseling services that include in-person and remote/virtual counseling availability to better serve the needs of students
•   Providing academic, personal, career and transfer counseling in the Extended Opportunity Programs and Services (EOPS), Promise Scholars Program, Umoja, International Student Program, Wellness Center, Disability Resource Center, Veterans Resource Center, College for Working Adults, ESL and Transfer Center
•   Continuing to promote counseling services and programs in College Division meetings and Outreach program

How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?
Our program is committed to eliminating equity gaps by continuing to address barriers and challenges that affect the underserved, underrepresented and disproportionately impacted groups and enhancing access, retention and success in all facets of our programs and services. Moreover, our program continues to offer Life and Career Planning and College Success courses that provide students the tools and information they need to navigate college policies, procedures, and access college programs/support services and other strategies for success.
Our program considers location by having a student-centered, student-first approach to our services and by actively engaging with the College and the diverse community that we serve. In addition, our program continues to promote services and programs in College Division meetings and different programs across campus.
The Counseling program takes into account delivery methods to better serve students by:
•   Offering both day and evening counseling services that include in-person and remote/virtual counseling availability to better serve the needs of students
•   By making Counseling services more accessible and readily available to marginalized groups with programs such as Extended Opportunity Programs and Services (EOPS), Promise Scholars Programs, International Student Program, Disability Resource Center, Veterans Resource Center, Dream Center, College for Working Adults, Puente and ESL
•   Offering day and evening Career Planning and College Success courses that include both in-person and online courses

Program Review

How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)
The Counseling program supports marginalized groups by:
• Continuing to promote social justice, racial equity, diversity and inclusion in our program and curriculum
• Engaging in College-wide and community initiatives and efforts that support social justice, diversity and inclusion
• By making Counseling services more accessible and readily available to marginalized groups with programs such as Extended Opportunity Programs and Services (EOPS), Promise Scholars Programs, International Student Program, Disability Resource Center, Veterans Resource Center, Dream Center, College for Working Adults, Puente and ESL

Looking Back

Major Accomplishments and Challenges (500 word limit)
Describe major accomplishments and challenges since the last program review cycle.
Staffing and Counselor Assignments: The department added four new full-time tenure track counselors: a College for Working Adults Counselor, an International Counselor, and two Counselors for the Promise Program. This provides continuity, expertise on specific programs and regulations, and coordination with instructional faculty.
Virtual Appointments: During the COVID-19 pandemic, the need to connect with students through technology has greatly increased. The department went from one e-counselor to 100% virtual counseling or phone appointments during the peak of the pandemic. This was a great challenge the department faced, but also a successful accomplishment that showed our Counseling Department was able to adapt quickly and adeptly to meet our students' needs during that time. Due to that experience, the entire college counseling department is now fully trained to counsel virtually when needed.
Early Alerts: The Counseling Department has led an expansion of the Early Alerts program from two counselors to a dedicated committee that meets weekly to address student needs. This committee consists of different program representatives, retention specialists, Guided Pathways retention specialists, a counseling dean and the Early Alerts designated academic counselor. It provides a great opportunity to extend the program's capacity and better serve the students who need more academic support.
It is an automated intervention system where professors process the Early Alerts using Canvas and it is integrated with Student Success Links (SSL). This is an impactful development, because in the past we used to use WebSmart as the platform which would email the Counseling Department. Since the professors are now using Canvas, the Early Alert committee is able to see that information synced to SSL.
The intervention consists of contacting the student in order to identify and address barriers to academic success that they are experiencing. During these interventions, referrals are made to other student service programs such as the Learning Center and Personal Counseling Center.
Interest Areas: The Counseling Department played an important role in implementing the Interest Areas and Success Teams. There is a dedicated counselor for each of the four Interest Areas that acts as a liaison between the counseling department and the Guided Pathway.
Program Mapper: The Counseling Department, in collaboration with faculty experts, developed a Program Mapper for each certificate and degree the college offers. This allows students to have access to a visual map of the courses they would need to take for any degree or certificate. It is easily understandable and intuitive to use and will be useful in creating SEPs as mentioned below.
Degree Works: DegreeWorks is a web-based tool designed to help students monitor progress toward completion of their program of study (major). DegreeWorks compiles a student's in-progress coursework, completed coursework, and outstanding program of study requirements into an easy-to-read worksheet audit that shows a student their progress towards their degree goal.
In 2022 an updated version of DegreeWorks was implemented. The new version has a new interface and new functionality. The counseling department successfully trained, implemented and is operating with the new version.

Program Review

Impact of Resource Allocations Process

Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

Our Counseling department has been successful in getting the following full-time tenure track positions approved: EOPS Counselor, International Counselor, and Promise Counselor (two positions). In addition, our Dean submitted a request for increased adjunct counseling support for the summer and winter intersession. These resources have allowed us to continue to support the diverse needs of our students.

Full-time Tenure-Track EOPS Counselor - These positions were approved in 2021-22 and hiring took place during spring 2021. These positions had a start date of fall 2021. Having a full-time counselor has allowed EOPS to provide consistent counseling support to their students as well as offer opportunities for program development.

Full-time Tenure-Track International Counselor - These positions were approved in 2020-21 and hiring took place during fall 2021. These positions had a start date of spring 2022. Having a full-time counselor in this role has made a big impact since the full-time counselor has time to conduct regular and specific outreach to international students, plus provide timely counseling and case management support to meet the diverse needs of the students.

Full-time Tenure Track Promise Counselor (2 positions) - These positions were approved in 2021-22 and hiring took place during spring 2022. These positions had a start date of fall 2022. Having two full-time counselors has given Promise the opportunity to increase capacity to serve new and prospective Promise students.

Increased Adjunct Counseling Support - During Fall 2021 Dean Hartman submitted a request to augment the counseling budget to allow for sustainable funding for adjunct, summer, and winter intersession counseling. This request was approved. Moreover, during the last annual update Dean Hartman requested to move a significant number of positions that are funded through our Student Equity and Achievement Program that do not intentionally serve specific disproportionately impacted student populations to fund 1.

How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The funding of the resources listed above have increased student's access to counseling services. Moreover, it is important for the college to intentionally support programs and services that provide equitable support to our diverse student populations. Our district TES positions were moved out of SEAP, however a significant number of positions remain funded in TES. This prevents our college from fully using our SEAP dollars to fully fund initiatives in our Student Equity Plan to intentionally support our disproportionately impacted student populations.

SAOs and SLOs

State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

At least 90% of students will report satisfaction with academic information, support and educational planning through their counseling appointment.

Describe how your program assessed your SAOs and/or SLOs.

Students who opted for in-person appointments were asked to do a paper/pencil survey, and virtual student appointments were given a link to do the same questionnaire online. The Welcome Center managed both survey/questionnaire modalities. The purpose of the survey was to assess student satisfaction with their counseling appointment.

SAO/SLO Assessment Results and Impact

Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

Due to the COVID-19 transition to virtual/remote counseling during Spring 2020, the Department did not adequately assess student counseling appointment satisfaction for the current cycle. We managed to survey a small number of in-person students, however the sample was low (8 students) and not representative of our student population. See results below:

Program Review

Counselor Survey Question Totals	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	Total
Did your counselor present information in a clear and understandable manner?	7	1				8
Did your counselor provide useful information regarding academic and career planning?	6	1			1	8
Did your counselor assist you in understanding requirements for graduation, transfer, or certificate programs?	6	2				8
Did your counselor help you in planning your educational program in a manner that is consistent with your personal objectives?	7	1				8
Was your counselor supportive and encouraging, and showed genuine interest in assisting you?	7	1				8

In what specific ways was this counselor most helpful to you?	What specific things might this counselor do to improve their counseling?
· ECE · Applying for the right universities · I was able to see what courses she was looking at. She was transparent · Gave information about the classes · All the information I needed was provided · Helped me register for classes that fit my schedule · Help me with everything, super nice	· All ways · N/A x 6

Alternatively, we did review college-wide data from a larger CCSSE survey that included student satisfaction questions about counseling services. Overall, Cañada students in Spring 2022 found counseling services important and relevant to achieving their academic goals. Of the 420 students surveyed, 98% were Very Satisfied or Somewhat Satisfied with counseling services. See detailed results in Supporting Information section.

Looking Ahead

<u>**SAOs and SLOs for the Next Review Cycle**</u>
State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discussion how you will address anti-racism in the next program review cycle. Discuss how you will address equity in the next program review cycle.
Similar to the previous cycle, our goal is to measure students' satisfaction with academic information, support and educational planning through the counseling appointment. However, our satisfaction survey needs to be reviewed and modified to ensure it assesses whether students feel supported and safe, especially around issues of anti-racism and equity. In line with our new Mission Statement, it is imperative to learn whether the students we serve experience an "equitable opportunity to achieve their goals".
SAO Action Plan Timeline: Review student survey in early Spring 2023 in preparation for Fall 2023 Program Review cycle. Administer student survey April through May 2023
Responsible Party: Lead Counselor for Program Review and Welcome Center staff
Resources Required: PRIE office and Welcome Center staff support

<u>**Program Improvement Initiatives/Resource Requests**</u>
What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?
During the current Program Review cycle, the program has moved to a new CRM, which necessitated training and the porting of old records to the new system. With COVID spurring additional change to accommodate new modes of providing counseling to students, there can be further improvement to the program in several ways. Suggestions for improvement for the following topics:

Appointments & Scheduling:
- All Counselors need to write detailed notes into the CRM, particularly with appointments being offered through remote and phone modalities, to allow records to be visible even when off-campus.
- Recommend including notes on students' SEP in Degree Works, as students can access this information off-campus.
- Counselors to meet with the Dean to continue discussion on how best to manage student traffic at the end of the semester, which should include prioritization of in-person students vs those queueing remotely, separation of short topics and more intensive topics (dismissal, RADT checklist, comprehensive SEPs) in the queue, and prioritization of high need groups (ESL, special programs, etc).
- Better integration between CRM and Outlook to ensure appointments don't get scheduled when counselors are already booked, as there is currently a lag between syncing.
- Improve use of Success Teams in CRM to improve services offered to students and to eliminate duplication of services.

Core Counseling Functions:
- Offer more sections of CRER courses in different modalities, including HyFlex – explore strategies to encourage student enrollment, i.e. class for Promise students in their first year, class for Probation/Dismissed students.
- More connection between Retention Specialists and counselors for Early Alert to manage caseload.
- Continued training in use of CRM to track student engagement and activity.
- Continue to strengthen the Probation/Dismissal process after staffing changes, including scheduling workshops.

Resources:

Program Review

- More effort on Professional Development – meet on flex day to develop topics.

- Formal process for identifying professional development needs.

- Counseling-related training during every counseling meeting (career, mental health, academic, disaster training), which was started but since discontinued.

- Continue to strengthen New Counselor Training materials/process and include changes in CRM and new counseling modalities.

- Counselors' Corner – review timing, content, more consistent participation, evaluate purpose.

- Update Counseling Website – remove Counselors no longer here, add newly hired counselors; add CRER courses and current semester offerings.

- A system that would provide students' academic progress during the semester (mid-term grades, etc.) beyond progress reports.

- Improved ability to retrieve data and to track students through utilizing functions in the CRM.

Networking/Meetings:
- **Counseling and PSC Workshop during flex.**

- **More collaboration with Career Center and other staff to assist students in connecting education to career – advocate for full time support in the Career Center.**

- **More outreach for CARES.**

- **Additional meetings and support for CRER courses/instructors.**

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?

Due to COVID, there are aspects of the program that did not get as thoroughly evaluated this cycle as would have been possible in previous cycles. For instance, obtaining student evaluations and feedback was more difficult. Additionally, program staff started providing services in different modalities on a quick turnaround. At the same time, the program moved to a new CRM when much of the staff were conducting work remotely. As such, additional training and professional development must continue to keep improving the program to match the needs of the new work environment.

In addition to trainings for Anti-Racism, continued training in using the CRM and other student service software, such as Canvas, will assist the program in accomplishing these plans. Other trainings include the CSU and UC conferences.

Access to video conferencing and laptops for all counselors will allow them to complete their work on-campus and remotely. Maintaining the wireless servers on campus will help staff stay connected and able to meet with students who aren't on campus.
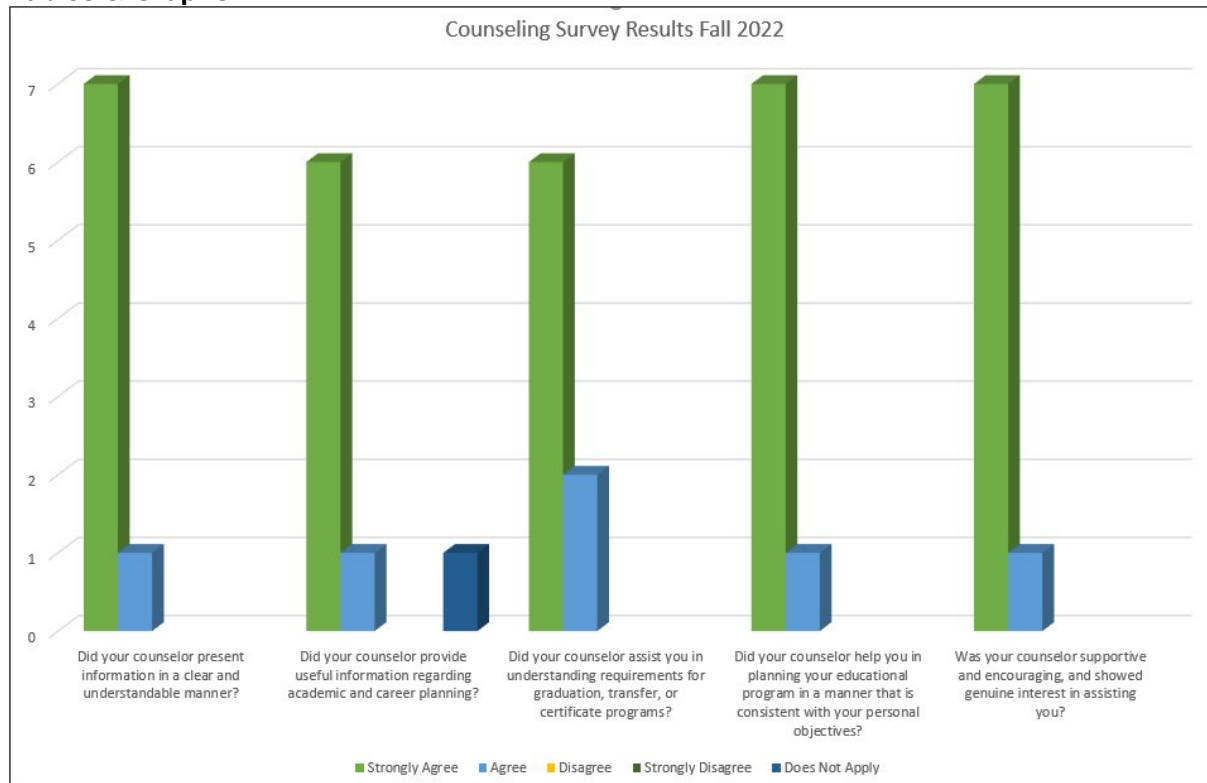
Supporting Information

General Supporting Documents
Copy of Spring 22 CCSSE survey results for Academic Counseling Advising.xlsx

Program Review

Tables & Graphs

Counseling Survey Results Fall 2022

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
Counseling

Item Requested
Laptops

Item Description
Five high-performance laptops to be used by counseling faculty, staff, and students to enhance access to counseling services and academic support. These laptops will support hybrid and remote counseling appointments, evening and weekend availability, embedded counseling in general counseling and the welcome center.

Program Goals this Request Supports
Increase access by offering evening and weekend services.

Improve access to services through hybrid and flexible modalities.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
7,500

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
The laptops will enable counselors to provide more flexible, accessible, and culturally responsive services to students who face systemic barriers, including those who cannot attend services during standard business hours

Critical Question: How does this resource request support Latinx and AANAPISI students?
By equipping counselors with mobile technology, we can increase our presence within equity-focused programs like Puente (Latinx), Umoja (Black/African American), and AANAPISI (AANHPI). Laptops allow for embedded, real-time, and culturally responsive support. This request also aligns with our expansion of multilingual services and proactive advising for disproportionately impacted groups

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Help students explore and find employment in fields of their choice
Make registration easier

Personnel - Counseling Faculty (2025 - 2026)

Requested Year
2025 - 2026

Personnel Requested
Transfer Center Counselor /Coordinator

Requesting Unit
Counseling

Position Description
Position: Transfer Center Counselor/Coordinator (faculty counselor with coordination reassigned time)

Core duties:

Lead the Transfer Center's programs (not just services): design, deliver, and assess transfer programming (Transfer Day, rep visits, application labs, admit-to-enroll bridge events, financial readiness, yield coaching).

Provide specialized counseling on multi-destination planning (UC/CSU/private/out-of-state), UC TAG, CSU TSP, ADT-to-campus alignment, major preparation, and policy navigation (Title 5 academic standards impacting eligibility).

Coordinate with Articulation Officer, discipline faculty, and Deans to monitor university curriculum changes and ensure timely course/program updates and ADT implementation.

Chair/coordinate the Transfer Advisory per Title 5 §51027 and maintain the college Transfer Plan, with representation from partner universities.

Serve (with vote) on Curriculum Committee to relay university updates that affect local courses and programs.

Build articulation/partnerships with private and out-of-state universities, including ADT-based pathways beyond UC/CSU.

Use data to identify, track, and follow up with students—especially DI groups—from intent through enrollment, closing the admit-to-enroll gap.

Status
New Request – Active

Duration of Position Requested
Permanent

Full-time Status
Full Time

Program Goals this Request Supports
Educational Master Plan (2022–27): The EMP frames resource allocation toward Student Completion and Success, equity, and pathways. A coordinator advances completion by removing transfer barriers, aligning programs with university requirements, and strengthening external partnerships.

Strategic Enrollment Management (SEM): SEM calls for minimizing barriers and strengthening partnerships; transfer programming attracts, retains, and progresses students to completion/transfer—key SEM metrics. (The prior request explicitly tied the role to SEM and equity.)

District priorities (SMCCCD): The district emphasizes clearly defined academic and career pathways and transfer as core mission; this role is a pathways "owner" for transfer, coordinating design and navigation across stakeholders.

Resource Requests

Critical Question: How does this resource request support closing the equity gap?

Creating a full-time Transfer Center Counselor/Coordinator converts transfer from a helpful "service" into a structured, equity-centered program with ownership for outcomes. Title 5 §51027 requires colleges to recognize transfer as a primary mission and to place priority emphasis on underrepresented students; it also requires a Transfer Plan and an Advisory Committee with university participation—i.e., real governance, not just drop-in help.

Locally, our students show both front-end momentum and back-end melt. In 2020, 2,152 students declared transfer as a goal; 57% were Hispanic/Latinx, yet Hispanic/Latinx, Black/African American, and Pacific Islander students transferred less often than peers—an equity alarm.

Meanwhile, over five years, 87% of CSU applicants were admitted but only 43% enrolled (i.e., 57% of CSU admits did not enroll), and for UC, 76% were admitted and 75% enrolled (i.e., 25% melt). That's a large, fixable admit-to-enroll gap, exactly where targeted case-management, yield supports, and policy-savvy counseling move the needle.

The Coordinator builds the end-to-end bridge: identify students early; contract them into UC TAG and CSU Transfer Success Pathway (TSP) where eligible; align major-prep and ADTs with current university requirements; and run an "admit-to-enroll" yield bridge (aid/verification labs, orientation holds, transcript timing, housing/commute planning). TAG/TSP are proven structure-makers: they articulate GPA/unit/major-prep expectations up front and guarantee admission upon completion.

Bottom line: the Coordinator directly addresses where our disproportionately impacted (DI) students are falling out—not at aspiration, but at translation (requirements) and transition (from admit to actual enrollment). That's the equity gap.

Critical Question: How does this resource request support Latinx and AANAPISI students?

A dedicated Transfer Center Counselor/Coordinator turns good will into guaranteed wayfinding. The role operationalizes Title 5's equity mandate, hard-wires cohort supports (UC TAG, CSU TSP), and builds a last-mile "yield bridge" from admission to actual enrollment—precisely where DI students most often fall out of the pipeline.

Why this matters for our students at Cañada and in SMCCCD:

Equity is not optional; it's regulatory and mission-critical. Title 5 §51027 requires a Transfer Plan and an Advisory Committee with baccalaureate partners and prioritizes underrepresented students in transfer programming. The Coordinator is the person accountable for making those requirements real—not only writing the plan, but using it to drive targeted outreach, milestone tracking, and policy-savvy counseling for DI groups (Latinx, Black/African American, and AANHPI students with historically lower transfer rates in our region).

Cañada's EMP names the work. EMP Goal 1 ("Student Access, Success & Completion") commits the college to inclusive, equitable, anti-racist services that remove barriers to completion and transfer. A Coordinator aligns day-to-day operations to that promise—identifying DI students early, mapping major prep with clarity, and preventing late surprises that derail transfer (missing a course, mis-timed applications, aid verification bottlenecks).

SMCCCD's 2025–2030 plan is transfer-focused. The District plan calls for "the most successful Transfer Pathways" by expanding Promise Scholars, basic needs, and dual enrollment; it explicitly centers equity and belonging. This position fits into this vision and the Coordinator/Counselor is the "pathway owner" who coordinates those assets into transfer outcomes for DI students—so supports aren't separate programs, but a single, navigable route to the university.

The statewide picture shows the gap. Only about 1 in 5 CCC students who intend to transfer do so within four years. That average masks even lower rates for low-income, first-gen, and racially minoritized students—our core populations. Closing this requires more than workshops; it requires contracted pathways and case management.

What the Coordinator/Counselor actually does for Latinx, AANHPI, and Black/African American students:

Contracts clarity early (UC TAG & CSU TSP).

Resource Requests

UC TAG offers a guarantee at six UC campuses with published GPA/unit/major-prep matrices; students know the target before the race begins. The Coordinator runs TAG eligibility screens, September TAG clinics, and checks the seven-course pattern and major prep—especially for first-gen students who benefit from explicit mile-markers.

CSU Transfer Success Pathway (TSP) is dual admission (Aug 1–Oct 31) that secures a future CSU seat for eligible new CCC entrants who complete agreed-upon milestones. The Coordinator grows TSP cohorts, aligns ADTs to target CSUs, and monitors progress terms so students don't miss windows.

Coordinates curriculum and articulation with an equity lens.
The Coordinator brings university updates to Curriculum Committee (voting role) and works with the Articulation Officer and divisions when UC/CSU requirements change—so ADTs and major-prep stay aligned and DI students aren't surprised in their final term. (Title 5 requires an advisory structure; the Coordinator makes it function.)

Builds a "yield bridge" at the last mile.
DI students disproportionately melt after admission. The Coordinator runs admit-to-enroll coaching: aid verification labs, university portal checklists, orientation/registration holds, transcript timing, and summer touchpoints—turning admits into enrollees, not just happy emails. (This is also squarely in Cañada's EMP promise to remove barriers to completion.)

Integrates basic needs and guarntees supports into transfer steps.
SMCCCD's plan elevates Free College and Not-So-Basic Needs (housing, food, transport, mental health). The Coordinator embeds those supports into transfer checkpoints so finances and life logistics don't silently derail DI students post-admit.

Why now:

This position is the lever that turns Cañada's EMP Goal 1 (equitable, anti-racist completion) into daily practice, advances SMCCCD's Future-Focused priorities to build the state's strongest transfer pathways, and fulfills Title 5 §51027 requirements with an equity-first engine. Latinx, AANHPI, and Black/African American students stand to gain the most because the Coordinator removes the two biggest barriers they face: uncertain requirements (solved by TAG/TSP + curriculum coordination) and last-mile melt (solved by proactive, human follow-through).

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?
Strategic Enrollment Management (SEM): minimizes barriers, strengthens partnerships, and aligns resources to support a diverse student body toward transfer. (As noted in the previous request and SEM language.)

Equity & Transformative Learning: targets DI groups with proactive guidance and coherent, contract-based pathways (TAG/TSP/ADT), improving both outcomes and belonging.

B. How does the proposed position address the program's or department's goals?
Centralized leadership & continuity: Statewide, most Transfer Center directors are faculty, many with multi-year tenure—stability correlates with consistent partnerships and outcomes. Establishing this role aligns Cañada with that successful model.

Curriculum feedback loop: Voting presence on Curriculum Committee ensures rapid response to university changes (e.g., major prep, course descriptors), preventing bottlenecks for ADT/IGETC/CSU Breadth completion.

Expanded university network: Dedicated time to cultivate private/out-of-state pathways and ADT acceptances widens options for students whose best-fit campus is beyond UC/CSU.

Equity-centered case management: Systematic tracking & outreach reduces melt among DI students between application, admit, and enrollment—historically Cañada's largest loss point.

Resource Requests

If the position is not filled: how will this work be accomplished?

Without a coordinator, transfer functions remain diffused across general counseling, articulation, and ad-hoc events. That model has left critical gaps: limited capacity for targeted outreach, inconsistent yield follow-up, and slower curriculum alignment to external changes—contributing to the documented admit-to-enroll leak (57% at CSU; 25% at UC). Existing staff cannot sustainably absorb: (1) individualized, multi-destination transfer planning at scale; (2) expansion of UC TAG/CSU TSP cohorts; (3) Title 5 transfer plan/advisory maintenance; (4) systematic DI student tracking; and (5) year-round university partnership development. Net effect: equity gaps persist, and Cañada under-realizes EMP and SEM goals.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1.   Number (headcount) of part-time and full-time counselors in the program or department.
0.5

2.   Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.
0.5

a.   What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?
50/50

3.   The number of students in the program or department in the last three years.
2,778

4.   The number of Student Counseling Contacts in the last three years.
41,531

5.   What is the current ratio of counselors (FTEs) to student headcount within the program or department?
.5/2778

6.   Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.
A dedicated Transfer Center Counselor/Coordinator turns good will into guaranteed wayfinding. The role operationalizes Title 5's equity mandate, hard-wires cohort supports (UC TAG, CSU TSP), and builds a last-mile "yield bridge" from admission to actual enrollment—precisely where DI students most often fall out of the pipeline. This position is the lever that turns Cañada's EMP Goal 1 (equitable, anti-racist completion) into daily practice, advances SMCCCD's Future-Focused priorities to build the state's strongest transfer pathways, and fulfills Title 5 §51027 requirements with an equity-first engine. Latinx, AANHPI, and Black/African American students stand to gain the most because the Coordinator removes the two biggest barriers they face: uncertain requirements (solved by TAG/TSP + curriculum coordination) and last-mile melt (solved by proactive, human follow-through).

7.   Are there any counseling services that are not currently available due to an inadequate number of counselors?
Currently the Transfer Program Supervisor position does an incredible job supervising the Transfer Center but because they are not a counselor they are not able to provide dedicated transfer counseling support. Many of our general counselors and program counselors provide transfer counseling support but additional focused transfer counseling support would strengthen the department as a whole.

8.   Are there any counseling services that will not be available if the position does not move forward at this time?
If this position does not move forward the work will be completed by the current Transfer Program Supervisor, however that position is not able to provide direct counseling support. If this position does not get filled only the coordination part of the work can be done by the Transfer Program Supervisor, the current staff member is not able to assist with TAG application, or other duties that are specific to counseling.

Resource Requests

9.   Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

Many other campuses have a counselor/coordinator role to due this work. This change aligns us with many colleges in our region.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Make registration easier

Connect students to the academic program(s) and classes they need

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Help meet the basic needs of Cañada students and other community members