College of San Mateo

Program Review Submission

2014-2015 Student Services Program Review

Program Name: **Counseling Services**
Program Contact: **Ramezane, Marsha**
Academic Year: **2014-2015**
Status: **Submitted for review**
Updated on: **03/25/2015 04:42 PM**

---

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, **5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

Counseling services support the college's College Mission and Diversity Statements, Institutional Priorities, and the 5 in 5 College Strategies and are designed to assist students to understand educational options, engage in decision making, review and identify educational and career goals, and work to achieve those goals through personal and academic skill development. Counseling services help students understand program requirements, assists students with academic planning, and refers students to student success programs and services.

Focused on student success, retention, and persistence, counseling services:

- Design and implement the college SSSP enrollment activities - Steps for Successful Enrollment process and activities (communication to potential students, assessment, orientation, counseling);
- Provide counseling to students for academic, transfer, career planning, and personal issues;
- Develop and teaches department curriculum ;
- Represent student services on Academic Senate and on campus and district committees;
- Provide workshops to students to provide foundation information critical to helping students understand and engage in academic and educational planning as well as career planning; some examples of workshops are on CSU Transfer, UC Transfer, Transfer Out-of-State and Independents, Writing the UC Personal Statement, Nursing Majors, Engineering Majors, Business Majors, Undecided ;
- Implement a support program for students who are out of good standing that includes reinstatement and probation workshops, and a reinstatement process;
- Offer early intervention assistance to faculty as requested;
- Counseling faculty develop partnerships with instructional faculty to collaborate in the effort to support student retention and success ;
- Maintain the Math 811 Project (Counselors pair with Math 811 faculty to support students as a team);
- Special program support (Umoja, Puente, Veterans, Financial Aid students, Honors, International Student Program, Learning Communities) as requested,
- Provide class presentations to introduce services, student development issues, and counseling services;
- Other services provided by the department are: (1) prerequisite review and processing, (3) review and processing of course repetitions and enrollment exceptions, (3) dismissal reinstatements, (4) college articulation duties and curriculum design assistance ;
- Assist students to understand the use and value of Degree Works and use it as a tool to investigate educational goal options and goal completion.

Academic and Transfer Counseling responsibilities

- Help students explore and understand educational options that include certificates, associate degrees, and university transfer, and skill needs for workforce development ;
- Help students engage in a meaningful decision making process to clarify educational and life goals;
- Provide current information on university transfer requirements and selection processes ;
- Help students clarify academic goals and career interests ;
- Work with students to develop in Degree Works comprehensive student educational plans (SEP) for graduation and/or transfer ;

- Monitor progress toward educational goals;
- Review graduation and certificate requirements ;
- Address academic and progress probation issues ;
- Provide referral to other support services on campus ;
- Help students use transfer resources to participate in successful transfer planning ;
- Utilize articulation information ;
- Provide personal counseling to address issues around college readiness, goal completion, and personal and academic growth.
- Special program counseling support (Umoja, Puente, Veterans, Financial Aid students, Honors, International Student Program, Learning Communities)

Personal Counseling responsibilities

- Assist students to identify behaviors and circumstances related to student success factors ;
- Work with students to assist them to understand, develop and improve college readiness skills ;
- Help students analyze values, motivations, and interests related to personal and college success;
- Provide referrals to on-campus and community resources .

Career Counseling responsibilities

- Help students identify skills, interests, values, motivations, and personality style and how it relates to educational and career goals;
- Assist students who are "undecided" through a fact finding and decision making process that results in the ability to declare an educational goal;
- Help students explore career options and paths ;
- Provide up to date information on employment trends ;
- Provide career assessments .

Counseling Services at College of San Mateo provide students with access to faculty who specialize in student development and academic and career planning. Counseling faculty meet with students via individual and group appointments. They provide workshops to assist students to understand educational options and achieve educational goals. They meet with students in class environments, and participate in instructional and student service collaborations to support student success.

Counseling faculty provide services to students at assigned times and locations, maintain detailed counseling records, and maintain expertise that includes, but is not limited to, student development, student success information, requirements related to a broad range of educational and career goals, and district and state regulations related to enrollment and goal completion. Counselors participate in the development, implementation and evaluation of matriculation (SSSP) activities, and follow up services and other student success initiatives such as basic skills project, learning communities, veteran's services, and financial aid program services.

Counseling faculty maintain comprehensive records of student appointments and contacts in an electronic format. Our electronic appointment system (SARS) includes a "notepad" feature. For each appointment counselors record standard information that includes (1) the student's identified major (or undecided), (2) the educational goals (certificate, associate degree, transfer, etc.), (3) status of an SEP (student educational plan – created, updated, new version), (4) issues or questions addressed in the appointment, and (5) referrals made, follow up advice provided. In Spring 2012 Degree Works was launched district wide and provides counselors and students with a degree audit function and the flexibility to review the full range of educational goals available within SMCCCD. In Spring 2013 we launched Degree Works SEPS. Counselors create SEPs, student educational plans and help students analyze progress toward educational goals. Students have 24/7 access to Degree Works information that includes the SEP document. All student information is readily available to counselors in SARS, Degree Works, WebSMART, and BANNER/WebXtender.

Online E-Advising is offered to students and the public year round. This venue allows students to receive general information and guidance related to educational goals and interested via email communication.

Online Counseling Services at College of San Mateo
- eAdvising Offers Quick Information: Available to All

For quick information about college enrollment   and attendance at College of San Mateo, use the eAdvising service at http://collegeofsanmateo.edu/counseling/eadvising.asp. This service is   available to everyone.

- eCounseling Services: Available to College of San Mateo Students Enrolled in Distance Education Courses

College of San Mateo has online counseling   available for students enrolled in distance education courses. Through   online counseling, students can make a virtual appointment to work with a   counselor or faculty advisor to determine educational and career goals and   to develop a student educational plan for completion of certificate, degree,   or transfer requirements. Virtual appointments take place through a   combination of email, web conference, and telephone.

To use eCounseling Services, send an email   message from your my.smccd.edu account to   csmcounselor@smccd.edu.

The message   must include
1. your student ID number,

2. the reason for the appointment (for example, transfer preparation, SEP, help choosing classes), and

3. include as much additional information as possible   (major, educational goal, etc.).

4. You will receive a reply from a counselor or   faculty advisor within three business days.

---

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

Counseling Service SLO –

- As a result of using counseling services, a student is able to identify a primary educational goal.

Students were offered a survey to assess if they identified or clarified a primary educational goal as a result of counseling services.

Assessment was administered in spring 2013. We had a limited response.

> Survey:
> As a result of   using counseling services I
>
> 1. ___ selected my primary educational goal.
> 2. ___ clarified my primary educational goal.
>
> 3. ___ remain undecided about what I want to accomplish at CSM.

83 students returned the survey and 56 responded #1, 19 responded #2, and 10 responded #3. 90% responded that counseling services helped them to select or clarify a primary educational goal. These surveys were given to students who scheduled counseling meetings to discuss and develop student educational plans.

The ongoing challenge remains serving the needs of a diverse student body. The majority of students who enter College of San Mateo have listed "uninformed" educational goals. (A goal is classified as "uninformed" if the student has not received counseling to disclose a deeper level of information about the goal related to the student's interests, motivations, and abilities.) Many students are underprepared for college. Most students arrive unaware of behaviors to support academic success. Many need college level study skills and time management ability. Many have work and family commitments. It is not unusual for students to experience a difficult transition from high school to college as college requires a level of maturity and independent learning ability. Students often need to build a stronger academic foundation in writing, reading, and mathematics. Counseling services offers personal guidance and support to all of these challenges.

A few students are very self-sufficient and can manage college successfully with limited counseling intervention. Most students need a range of levels of service, from basic information about educational options, assistance identifying an educational goal, learning what is necessary and what courses are required to achieve the educational goal, and ongoing monitoring of interests and academic progress. Some students need much more focused assistance (to personal and academic issues) to be successful in college. (It is with this in mind that counseling faculty participate in the Math 811 Project to work with students in the classroom. The counseling faculty observe classroom behavior and offer student success instruction to the class and in small groups.)

Being able to identify an educational goal is important. But, what can we do to support the success potential of students. How can we gauge service delivery to support students who can operate well independently in their educational pursuits and also provide needed support to those students who need focused services for personal and academic growth and development. How can we assist students to 1)realize their potential, 2)understand the life opportunities made available to those with successful post-secondary education, 3)actively engage in academia, and, 3)achieve educational and career goals. These are some of the issues we deal with constantly.

We are working to re-build our counseling program that experienced 8 counseling faculty retirements. 1.5 positions (Lorena Gonzalez -

Counseling/Puente and Jesenia Diaz - Counseling) have been replaced and two additional hires will be on board in Fall 2015.another position will be hired beginning fall 2014. Counseling experiences a high demand for services and there is a real need to foster college/instructional collaborations. Counseling faculty maintain a complex role where they are required to provide intrusive services and intervention services as needed. With SSSP best practices, we continue to work to build a program that is efficient and effective in meeting the needs of students.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, **Planning, Research and Institutional Effectiveness (PRIE)** reports and other data sources as appropriate.

Using SARS we can identify counseling services usage for counseling appointments, orientation, and workshop attendance.

College Orientation & Course Selection Workshop Attendance Su 2013 through Sp 2014	Date Range	Student Contacts	Comments
SUMMER 2013	5/28/13 – 8/19/12	1,980	The Workshop is our entry into counseling services and prepares students to meet with a cousnelor.
FALL 2013	8/20/13 – 12/20/13	911	The Workshop meets orientation and component of matriculation.
WINTER 2013	1/1/14 – 1/11/14	290	
SPRING 2013	1/13/14-5/28/14	2,082	

TOTAL Student contacts at the College Orientation = 5,263

Student Success Workshops Attendance Su 2013 through Sp 2014	Date Range	Student Contacts	Comments
SUMMER 2013	5/28/13 – 8/19/13	163	Students who are out of academic good standing are invited to these workshops. Students on dismissal status are required to attend a session and meet with a counselor to be eligible for reinstatement.
FALL 2013	8/20/13 – 12/20/13	350	
WINTER 2013	1/2/14 – 1/10/14	56	
SPRING 2014	1/13/14-5/28/14	258	

TOTAL Student contacts in the Student Success Workshops = 827

Counseling Appointments Su 2013 through Sp 2014	Date Range	Student Contacts	Comments
SUMMER 2013	5/28/13 – 8/18/13	1,602	Winter and Summer counseling services are limited as they are outside of the academic calendar and budget constraints.
FALL 2013	8/20/13 – 12/20/13	4,680	
WINTER 2014	1/2/14 – 1/10/14	249	
SPRING 2014	1/13/14-5/28/14	4,355	

TOTAL Student contacts as counseling appointments = 10,886

For students to have access to counseling services they must first attend a College Orientation.   The workshop introduces students to foundation information and covers enrollment, placement testing, course selection, educational goals, and course planning.   The orientation prepares students to meet with a counselor. It helps students focus on educational goals and questions and concerns to address with a counselor. The orientation assists students to begin to engage in decision making related to educational options and prepare to make good use of one on one counseling appointment.

2. Discuss any differences in student program usage across modes of service delivery.

For students to have access to counseling services they must first attend a College Orientation.   The workshop introduces students to foundation information and covers enrollment, placement testing, course selection information, educational goals, and course planning.   The orientation prepares students to meet with a counselor. It helps students focus on educational goals and questions and concerns to address with a counselor. The orientation assists students to begin to engage in decision making related to educational options and prepare to make good use of one on one counseling appointment.

Degree Works launched the on line student educational plan (SEP). The wonderful new process allows counselors to create SEPs within the student's Degree Works electronic file. Students have access to the SEP 24/7 and can refer to this document for class enrollment, service referral, and additional notes and reminders. This new tool "publishes" the SEP and brings renewed attention and importance to the SEP planning tool. It is essential that counselors create, with the student, a SEP document that guides and instructs the student, and one that is clear, accurate, and can be understood by the student and be meaningful to the student. We have extended counseling appointments for those wanting a comprehensive SEP (full SEP) to one hour. That has affected our counseling contact numbers.

In Fall 2012 we launched the District Transcript Evaluation Service (TES). This service positively affects students and also positively affects how counseling services are delivered. Many students have completed coursework at colleges and universities outside of SMCCCD. When students come to our district and enroll in one of our colleges to complete a certificate, associate degree or CSU GE or IGETC certification AND they have coursework completed outside of SMCCCD, students are told to request a TES evaluation. With the TES evaluation each course completed outside of SMCCCD is reviewed and evaluated and applied to, if applicable, to SMCCCD course equivalencies or certificate, associate degree, or transfer areas. The results of this evaluation are dropped into the students Degree Works. As a result, the student and the counselor see the TOTAL academic history and how that full history can be applied to SMCCCD certificates, associate degrees, CSU GE certification, and IGETC certification. The TES serves the District three colleges and the wait for a completed evaluation has extended to up to 16 weeks. As a result, in Fall 2014 the District agreed to hire an additional 2 evaluators, to bring the total to 4 full time evaluators, and add a .48 Office Assistant II to manage some clerical duties. In Spring 2015 we are in the process of hiring this new staff.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

STUDENT NO SHOWS for counseling appointments:

Student "no shows" continue to be a problem. We established a NO SHOW policy several years ago and it does appear that our NO SHOW numbers are dropping. If a student NO SHOWS for two appointments they are no longer eligible to schedule a counseling appointment but they may still use DROP IN services. DROP IN services still yield access to a counselor, but the drop in process is less convenient for students.

When a student is a NO SHOW, the counselor time becomes available for "DROP IN."   The front desk maintains a list of students who request immediate service via a "drop in" opportunity. As a result, we continue to work to maximize our valuable counseling hours.

NO SHOWs for 2011-2012=1,461	Implemented NO SHOW policy
	NO SHOWs for 2012 – 2013 = 1,211
	NO SHOWS for 2013-2014 =1,069

Beginning in Spring 2015 we instituted another "piece" of our no show policy. A student who has lost the ability to schedule a counseling

appointment as a result of 2 no shows may have those no shows deleted by attending a student success workshop of their choice.

DELIVERY OF SERVICES IN GROUP FORMAT

We continue to explore using a group format as a service model. To date we have the following in group formats:

1. College Orientation (groups of 10 - 35)
2. Transfer Workshops (groups of 10 – 50)   (Transfer workshops include, but are not limited to, CSU Transfer Requirements; UC Transfer Requirements; Understanding IGETC and CSUGE; Transferring to Private or Out of State Colleges/Universities; About the AA/AS-T; Choosing a College Major; Using ASSIST; General Transfer Planning, The CSU Application, The UC Application, Writing the UC Personal Statement, etc.)
3. Probation Workshops – For students on PROB 1 status (groups of 6 – 20)
4. Reinstatement Workshops – For students on PROB 2 and DISMISSAL status (groups of 6 -20)
5. Class Visitations – Faculty and Staff made presentations to over 100 classes in 11-12 in an effort to assist students to become familiar with resources and issues related to educational and career planning.
6. The Math 811 Project which offers group counseling opportunities for the MATH 811 classes.

3. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

FACTORS that impact counseling services:

(Primarily these factors contribute to the ongoing need for accessible, effective, efficient counseling services.)

The University transfer process continues to become more competitive and complex

- The growing importance of AA/AS-Ts for students who are interested in transferring to a CSU.
- Modifications in the TAG (Transfer Admission Guarantee program)
- Counseling faculty regularly participate in professional development to maintain an expertise in university transfer.
- Curriculum issues – prerequisite issues, curriculum availability

Course Repeat Policy

- The new limitations on course repetition affects students and counselors must support students and monitor progress related to the issue of repeat courses.
- New "families" in curriculum

Counseling and Instructional Faculty Collaborations

- As we work to develop a more "intrusive" approach to counseling service delivery it becomes even more important to establish partnerships and collaborations that take counseling services directly into classrooms. This allows for more students to learn about services and follow up with counseling and informs instructional faculty of the range of services and support offered by counseling.
- College Connections Event has become an annual activity to introduce all new students, with particular emphasis on students in developmental education classes, to services, programs, and information to support them and assist them to engage in their educational process. This event showcases services and programs and workshops and instructors are invited to participate by bringing their classes.
- PUENTE provides a model of a successful collaboration for instruction and student service. In the future counseling services will have the opportunity to participate in and support other focused student support programs such as UMOJA, MANA, and the Honors Project.

In 14-15 we will report on additional collaborations: UMOJA, ENGLISH 838/848 Student Success Learning Community.

---

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

> REVIEW OF 2013-2014 GOALS
>
> SUPPORT THE TRANSFER INITIATIVE - ONGOING
>
> All counseling faculty participated in CSU and UC transfer conferences that support transfer and updated transfer requirements.
>
> EFFICIENT SERVICE DELIVERY METHODS – ONGOING
>
> In 2013-14 we continued to support the "staging" of services and require students to complete stage 1 and receive the foundation information about CSM, websmart, educational goals, programs and services, placement test results and course selection, and transfer via the College Orientation. After completing the 1.5 hour workshop students have access to one-on-one counseling appointments. We continue to offer workshop opportunities.
>
> We continue to discuss how to provide services relevant to the specific student. How do we gage minimal to expanded services and prepare to deliver appropriate service to the college ready goal directed student who needs less information and how do we offer more complex services for the student who is not fully college ready and undecided in regards to academic and career goals and objectives. We continue to look at service "staging."
>
> COUNSELING/INSTRUCTION COLLABORATIONS – ONGOING
>
> In 13-14 we implemented on a collaborative model to support developmental education classes. Counseling faculty worked with Math 811 faculty (Math 811 Project). This effort is appears to be very successful. It brings instruction and student services together in a unified approach to student success. We believe such collaborations with classes at the basic skills levels would be productive and provide important student success information to support student college readiness and retention, success, and persistence. Our qualitative assessment is that this collaboration works to help Math 811 students understand the importance of completing the course relating it to the students ultimate educational and career interests.
>
> UTILIZE STAFF EFFICIENTLY TO PRESERVE COUNSELORS FOR PROFESSIONAL SERVICE NEEDS – ONGOING
>
> Because we have limited professional counselors we maintain counseling hours for professional expertise and counseling. Professional counselors work with students to review interests, skills, abilities, motivations, values, personal circumstances, college and academic readiness. Counselors assist students to develop personal, educational, and career goals and objectives. Counselors engage students in academic planning and monitor performance and progress.
>
> In Counseling Services we use paraprofessional staff (program service coordinator positions) to coordinate general activities and provide assistance to students related to registration and general process questions. Program Service Coordinators conduct orientations and provide general classroom presentations to present student service information to students. The Prerequisite Equivalency Office, staffed by a program service coordinator, facilitates prerequisite review and facilitates the challenge process for students.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the
College Mission and Diversity Statements, **Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.
[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

> Grow the counseling services staff and faculty to:
>
> - Develop strategies, intrusive services, and activities for students to increase college and career readiness
> - Conduct ongoing review of how to strengthen and institutionalize support for new students
> - Continue to develop Counseling/Instruction collaborations. Partner counselors with classes/faculty so that counseling becomes part of the classroom experience (as exampled in the Math 811 Project). Students (and instructional faculty) experience the importance of counseling services and students learn how to use resources and services, develop a greater level of college

readiness, and engage in educational and career planning. (basic skills classes, transfer level classes)

- Consider a "case load" approach for high risk target populations. (In 2014-2015 we implemented a case load system for the International Student Program which will be reviewed in the 14-15 Program Review.
- Continue to participate in Counseling/Program collaborations. honors program, UMOJA, MANA, learning communities, CTE programs)
- Expand student friendly technology to allow the more self-directed students to get what they need.
- Expand methods of intervention and management for students who need more help and structured support.
- Develop "touch" points for counselor intervention and processes for effective intervention. (Issues: intervention needed if a student has not declared a major, intervention needed to provide more focused support to students in basic skills courses, intervention needed if a student is repeating a basic skills course, intervention needed for students with special needs (veterans, students on financial aid, foster youth, AB 540 students, ESL)
- Develop "case management" for selected groups of students (students on dismissal, veterans, foster youth) to adequately monitor student progress and needs.
- Develop and implement enrollment services (SSSP) that support an accessible pathway to enrollment that includes the required support to students for informed decision making (assessment and orientation and counseling follow up)
- Review CRER curriculum. Can we offer other courses that will assist students to understand and engage personal, educational, and career development.

Develop and implement "ANNUAL" events and activities that engage the whole college and help students and instructional faculty understand and use services, resources, and programs.

- Student Connections Fair (in Fall)
- Transfer Speaker Series (in Fall)
- Autumn Job Fair (in Fall)
- Get Linked Job Fair (in Spring)
- College Majors Exploration event (needs to be developed)
- Career Exploration event (needs to be developed)
- A regular menu of workshops for students (major specific, goal specific in Fall and Spring)
- Activities that are designed for the UNDECIDED student. (in Fall and Spring)

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

We have developed the following four workshops to be offered on FLEX days to introduce instructional faculty and college staff to the SSSP enrollment services.

1. The ENROLLMENT PROCESS – how do students end up in your classroom?

Application – assessment – orientation – counseling – WebSMART for students – registration – managing student records – Degree Works

2. USING STUDENT SERVICES to support college readiness and student success!

Counseling services – career services – transfer services – student success – financial aid – veterans support - special programs and services (EOPS and DSPS) – CRER curriculum

3. REGULATION REALITIES!

Prerequisites - repeats - academic renewal - probation/dismissal - attendance policies and dropping students - other issues –   using the catalog - general requirements for certificates, associate degrees, transfer

4. WHAT YOU DON'T KNOW ABOUT YOUR CLASS – what does articulation mean to you and your students?

Review website resources: ASSIST, C-IDs, TMCs, a Degree with a Guarantee, Transfer Counselor, Career Café, and more

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

> See workshops above which we will rotate and offer on FLEX days.
>
> We need to work to develop partnerships with our CTE programs and faculty. Our CTE classes often have the experience of students who are not college and career ready. Counseling faculty with training in career counseling can offer support with "soft skill" development, help to integrate college skills to work skills, assist students to prepare for job search, assist students to consider career and educational options.
>
> As Learning Communities and First Year Experience programs are in development, the inclusion of counseling faculty and student service staff in a formal way is essential.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

> Faculty:
>
> The addition of counseling faculty is essential to provide needed support and services that will yield better student success results.
>
> We added a new counseling faculty member in 14-15 and are approved to hire two beginning 15-16. At the same time we will experience a retirement after fall 2015. Additional counseling faculty allow for development of "first year experience" programs, learning communities supported by counselors, basic skills classes supported by counselors, and other focused counseling intervention support. We need to develop an intrusive model that identifies opportunities and processes for interventions.

Equipment and Technology

Instructional Materials

Classified Staff

> Classified Staff:
>
> Investing in a classified staff member to do coordination activities seems to be a better solution than hiring a faculty to "coordinate" activities and functions. I need counseling faculty to provide counseling services and teach counseling curriculum. In this regard, I am requesting a 10 month Program Service Coordinator to coordinate career services and provide activities and events related to career development and collaborate with our classified supervisor of transfer services. Our Career Counselor/Coordinator will be retiring at the end of fall 2015. This position would maintain and build career services. Our counseling faculty will provide the career counseling needs of our students.

Facilities

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

PLAN - 2014-2015

Develop and implement the Student Sucess and Support Program Plan (SSSP) for College of San Mateo

1. As part of SSSP develop required intrusive services that support student success and best practices literature.
   - Required ORIENTATION for all new and returning students.
   - Required CAREER CLASS for all new incoming students coming directly out of high school
   - Required counseling FOLLOW UP for all students in basic skills courses (Math 811 and English 828 and Reading 825 levels)
   - Required CORE COURSE LOAD for students placing into English 828 (English 828, CRER class, Reading class)
   - Required intervention for students who are UNDECIDED
   - Required counseling services FOLLOW UP for all new and returning students
   - Required course for students on dismissal status
2. Develop a process to capture required data for SSSP information and funding

3. Conduct training and professional development activiites for staff and fauclty to support SSSP

4. Continue to develop and institutionalize counselor/instructional faculty collaborations to support student success

5. Create services, delivery methods, and activities to support student awareness and engagement in college readiness and goal development and secure instructional faculty support and participation.

---

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Counseling Faculty	2
(1 replacement for fall 2015 retirement)	

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost
Program Service Coordinator - Career Services 10 month	$60,000
funded by SSSP	

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

---

6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.

	Faculty contact	Submission month

Courses to be updated	Faculty contact	Submission month
CRER 104 Transfer Essentials and Planning	Martin Bednarek	updated 2015
CRER 105 College Planning	Martin Bednarek	updated 2015
CRER 107 Introduction to Choosing a College Major	Martine Bednarek	updated 2015
CRER 120 College and Career Success	Martin Bednarek Eileen O'Brien Mary Valenti	updated 2015
CRER 121 Planning for Student Success	Sylvia Aguirre-Alberto Arnett Caviel Kevin Sinarle Ruth Turner	updated 2015
CRER 122 Student Skills	Arnett Caviel Jesenia Diaz	updated 2015
CRER 126 Career Choices I: Career Assessment	Eileen O'Brien	DUE for update September 2013 course will not be offered until the update is completed
CRER 127 Career Choices II: Job Search	Eileen O'Brien	DUE for update September 2013 course will not be offered until the update is completed
CRER 128 Puente: Foundation for College Success	Lorena Gonzalez	DUE for update September 2017
CRER 129 Puente: Transfer Readiness	Lorena Gonzalez	DUE for update September 2017
CRER 301 Introduction to Scholarships	Arnett Caviel	course banked

DSKL 811 Learning Skills Assessment for DSPS	Lynn Douglas Joyce Meyer	DUE for update September 2015
DSKL 817 Assistive Computer Access		DUE for update September 2016

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Carol Ullrich	July 2015
Roger Perez-Vaughan	July 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Kevin Sinarle	April 2015