



**Department or Program: Counseling Services –  
Office of Counseling, Advising & Matriculation**  
**Division: Student Services**

**I. DESCRIPTION OF PROGRAM** *(Data resources: “Number of Sections” data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

**A. Counseling Services Description**

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 or group appointments. They meet with students in class environments, and they participate in instructional and student service collaborations to support student success.

Counseling faculty work with students to assess and evaluate academic readiness, interests, goals, motivations, skills, and abilities and provide information and guidance related to educational opportunities, educational and career ladders and paths, goals, academic and life planning, and decision making. In addition, counseling faculty work with students to enhance academic and personal success, and to resolve personal concerns that interfere with the ability to succeed in college.

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 the completion of a broad range of educational and career goals, and district and state regulations related to enrollment and goal completion. They participate in the development, implementation and evaluation of matriculation processes and services and other student success initiatives such as basic skills project, learning communities, veteran’s services, and financial aid program services.

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 interests via email communication.

Counseling faculty keep copious records on student appointments in electronic formats. Our electronic appointment system (SARS) includes a “notepad” feature. Counselors, for each appointment, record standard information that includes the student’s identified major (or undecided), the educational goals (certificate, associate degree, transfer, etc.), status of an SEP (student educational plan – created, updated, new version), issues or questions addressed in the appointment, referrals made, follow up advice provided. In addition to notes recorded in the SARS system, counselors create SEP (either paper or online versions), provide degree or transfer evaluations (AA worksheets, CSUGE worksheets, IGETC worksheets). Counselors turn these documents into the Counseling Office where they are scanned and stored in a student’s electronic file in BANNER WebXtender. This record keeping process allows counselors to maintain a level of continuity to service and information to students. If a student sees more than one counselor, these records describe services and information the student has received from prior counseling appointments.

Students schedule appointments to meet with counselors at two sites, the Counseling Support Center, Bldg 1, Room 115 and the Counseling Services County, Bldg 1, Room 207. Beginning in Spring 2009, students are able to schedule a counseling appointment online. The appointment site is located within the student’s Web SMART account under student services.

The counselor scheduling system (SARS) provides the number of scheduled counselor/student appointments as noted below.

	05/06 – Bldg 5	06/07 – Bldg 5	07/08 – Bldg 1	08/09 – Bldg 1 (in progress)
FALL SEMESTER August – December	5666	5565	5404	6235
WINTER BREAK January	509	374	608	634
SPRING SEMESTER January – May/June	6319	5883	5813	In progress
SUMMER BREAK May/June – August	2409	2683	2539	
	14,803 appointments	14,505 appointments	14,364 appointments	

Students indicate one or more REASONS to address at the counseling appointment. After the counseling session, the counselor then updates the reason codes to accurately reflect the content of the meeting.

Reason Code (more than one reason code can be applied to an appointment)	Summary from 2007/2008
Associate Degree information/evaluation	1,607
Certificate program information/evaluation	225
Transfer information/evaluation	3,517
Undecided	214
General Advising and Matriculation	6,419
Reinstatements	588
Student Educational Plan development/monitoring	5,999
Financial Aid Program information and appeals	279

## B. STAFFING (Certificated and Classified) - Description

(All Majors, Associate degrees, Certificates, Transfer, Academic Progress, Student Success)

Faculty	05/06	06/07	07/08	08/09	09/10
Kitty Brown	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	80% General Counseling Assign. – 24 hrs wk	80% General Counseling Assign. – 24 hrs wk	Moving to EOPS
Elaine Burns	20% General Counseling Assign. – 6 hrs wk (remainder in CRER instruction & Career Services)	20% General Counseling Assign. – 6 hrs wk (remainder in CRER instruction & Career Services)	<b>Retired</b>	<b>Retired</b>	<b>Retired</b>
Arnett Caviel	30% General Counseling Assign. – 10 hrs wk	30% General Counseling Assign. – 10 hrs wk	30% General Counseling Assign. – 10 hrs wk	30% General Counseling Assign. – 10 hrs wk	30% General Counseling Assign. – 10 hrs wk
Dean Chowenhill	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	<b>Retired</b>	<b>Retired</b>
Jacqueline Gamelin	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk
Martha Gutierrez	80% General Counseling Assign. 24 hrs wk	80% General Counseling Assign. – 24 hrs wk	<b>Retired</b>	<b>Retired</b>	<b>Retired</b>
Modesta Garcia	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk
Carolyn Ramsey	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	100% General Counseling Assign. – 30 hrs wk	<b>Retired</b>

Aisha Upshaw	10% General Counseling Assign. – 3 hrs wk	10% General Counseling Assign. – 3 hrs wk	10% General Counseling Assign. – 3 hrs wk	10% General Counseling Assign. – 3 hrs wk	100% General Counseling Assign. – 30 hrs wk
Mary Valenti	80% General Counseling Assign. – 24 hrs wk	80% General Counseling Assign. – 24 hrs wk	80% General Counseling Assign. – 24 hrs wk	80% General Counseling Assign. – 24 hrs wk	80% General Counseling Assign. – 24 hrs wk
<b>WEEKLY GENERAL COUNSELING HOURS</b>	217 hrs per week or 120 units of faculty load	217 hrs per week	181 hrs per week	151 hrs per week	<b>124 hrs per week or 61.5 units of faculty load (a 49% decrease in faculty load)</b>

**Classified Staff**

Program Service Coordinator TRANSFER SERVICES	Program Service Coordinator STUDENT SUCCESS	Program Service Coordinator CAREER SERVICES	Program Service Coordinator ASSESSMENT SERVICES	Office Assistant II Counseling Services	Office Assistant II Counseling Services	Admissions and Records II ASSESSMENT SERVICES	Division Assistant
Michael Mitchell	Krystal Romero	Jeanne Stalker	Chris Rico	Joyce Griswold	Roger Perez-Vaughan	Kay Rabb	Gary Booker

**C. Counseling Instructional Program - Description**

The instructional program in the Counseling, Advising and Matriculation Department includes Career and Life Planning (CRER) curricula provided by full time and part time counseling faculty, Developmental Skills (DSKL) curricula provided by faculty as part of the Disabled Student Program, and Cooperative Work Experience Education (COOP) provided by the Cooperative Education faculty. This program review will look at CRER curricula only since DSPS and COOP provide separate program reviews.

Career and Life Planning (CRER) curricula has been designed by counseling faculty to address the broad range of information and skill needs of community college students. Courses are scheduled in a manner to be accessible to students and short courses are available throughout the semester. All courses are associate degree applicable and CSU transferable. Two courses, CRER 120 and 105, are also UC transferable.

Although enrollment has always been monitored, attention to full enrollment is essential. In this regard, beginning in Spring 2009, scheduling modifications to achieve full enrollment will be implemented. Courses may be limited to a fall or spring semester to maximize efficiency.

Course	Enrollment 05/06 Fa – Spr - Su	Enrollment 06/07 Fa – Spr - Su	Enrollment 07/08 Fa – Spr - Su	Enrollment 08/09 Fa – Spr - Su
<b>CRER 104 .5 unit Short course Transfer Essentials and Planning</b>		FALL – 4 sections 57 enrolled  SPRING – 3 sections 41 enrolled  SUMMER – 2 section 37 enrolled	FALL – 3 sections 41 enrolled  SPRING – 3 sections 52 enrolled  SUMMER – 1 section 19 enrolled	FALL – 2 sections 53 enrolled  SPRING – cancelled  <b>SUMMER – 1 sections</b>
<b>CRER 105 .5 unit Short course College Planning</b>		FALL – 2 sections 25 enrolled  SPRING – 2 sections 18 enrolled  SUMMER – 1 section 32 enrolled	FALL – 3 sections 37 enrolled  SPRING – 2 sections 41 enrolled  SUMMER – 1 section 25 enrolled	FALL – 2 sections 44 enrolled  SPRING – cancelled  <b>SUMMER – 1 section</b>

<b>CRER 107</b> <b>.5 unit</b> <b>Short course</b> <b>Introduction to</b> <b>Choosing a College</b> <b>Major</b>		FALL – 2 sections 46 enrolled  SPRING – 2 sections 31 enrolled	FALL – 1 sections 27 enrolled  SPRING – 2 sections 31 enrolled  SUMMER – 1 section 23 enrolled	FALL – 2 sections 36 enrolled  SPRING – 2 sections 40 enrolled  SUMMER – 1 section
<b>CRER 108</b> <b>.5 unit</b> <b>Short course</b> <b>Achieving an Associate</b> <b>Degree and/or</b> <b>Vocational Certificate</b>		FALL – 1 sections 13 enrolled  SPRING – 1 sections 15 enrolled	FALL – 1 sections 8 enrolled  SPRING – cancelled	FALL – cancelled  SPRING – 1 section 23 enrolled
<b>CRER 120</b> <b>3 units</b> <b>College and Career</b> <b>Success</b>	FALL – 1 sections 35 enrolled  SPRING – 2 sections 29/14=43 enrolled	FALL – 2 sections 33/15=48 enrolled  SPRING – 3 sections 31/19/12= 62 enrolled	FALL – 3 sections 31/23/17 =71 enrolled  SPRING – 2 sections 36/12 = 48 enrolled	FALL – 2 sections 45/18 = 63 enrolled  SPRING – 2 sections 38/34 = 72 enrolled
<b>CRER 121</b> <b>1 unit</b> <b>Short course</b> <b>Planning for Student</b> <b>Success</b>	FALL – 4 sections 139 enrolled  SPRING – 4 sections 112 enrolled  SUMMER – 1 section 28 enrolled	FALL – 5 sections 137 enrolled  SPRING – 4 sections 107 enrolled  SUMMER – 1 section 28 enrolled	FALL – 6 sections 162 enrolled  SPRING – 4 sections 129 enrolled  SUMMER – 1 section 22 enrolled	FALL – 4 sections 157 enrolled  SPRING – 4 sections 137 enrolled  SUMMER – 1 section
<b>CRER 122</b> <b>1 unit</b> <b>Short course</b> <b>Study Skills</b>	FALL – 3 sections 77 enrolled  SPRING – 3 sections 62 enrolled  SUMMER – 1 section 20 enrolled	FALL – 4 sections 85 enrolled  SPRING – 3 sections 59 enrolled  SUMMER – 1 section 21 enrolled	FALL – 2 sections 61 enrolled  SPRING – 2 sections 40 enrolled  SUMMER – 1 section 11 enrolled	FALL – 2 sections 57 enrolled  SPRING – 1 sections 22 enrolled
<b>CRER 123</b> <b>1 unit</b> <b>Short course</b> <b>Career Exploration</b>	FALL – 1 sections 13 enrolled  SPRING – 2 sections 30 enrolled	FALL – 2 sections 37 enrolled  SPRING – 1 sections 24 enrolled	FALL – 1 sections 32 enrolled  SPRING – 1 sections 17 enrolled	FALL – 1 sections 27 enrolled  SPRING – cancelled
<b>CRER 126 – part of</b> <b>load</b> <b>.5 unit</b> <b>Short course</b> <b>Career Choices I:</b> <b>Career Assessment</b>	FALL – 2 sections 69 enrolled  SPRING – 2 sections 39 enrolled	FALL – 2 sections 25 enrolled  SPRING – 3 sections 45 enrolled  SUMMER – 1 section 31 enrolled	FALL – 4 sections 43 enrolled  SPRING – 4 sections 61 enrolled  SUMMER – 1 section 21 enrolled	FALL – 4 sections 35 enrolled  SPRING – 4 sections 74 enrolled  SUMMER – 1 section
<b>CRER 127 – part of</b> <b>load</b> <b>.5 unit</b> <b>Short course</b> <b>Career Choices II:</b> <b>Job Search</b>	FALL – 1 sections 18 enrolled  SPRING – 2 sections 32 enrolled	FALL – 2 sections 25 enrolled  SPRING – 6 sections 48 enrolled	FALL – 4 sections 36 enrolled  SPRING – 4 sections 33 enrolled	FALL – 4 sections 39 enrolled  SPRING – 2 sections 56 enrolled

## **D. Other Services - Description**

### **Matriculation**

In addition to providing counseling services and an instructional component, Counseling Services also provides support in the following bolded areas.

- 1. Application/Admissions**
- 2. Assessment/Placement Testing**
- 3. Orientation**
- 4. Counseling/Advising**
- 5. Follow up**
- 6. Coordination and Training**
7. Research and Evaluation
- 8. Prerequisites**

**Application/Admissions:** Counseling Services provides admissions letters and matriculation directions to non-exempt students. We maintain matriculation and enrollment information to the public via the website, and facilitate heavy public contact via phone, email, and in-person through our counseling intake offices, 1-115 and 1-207. Counseling services provides a full matriculation activity, Priority Enrollment Program for High School Seniors. This activity includes the application, assessment, counseling and registration. In PEP 2008 over 600 new students registered through the PEP program. Counseling Services also monitors enrollment beyond the maximum units; the course repetition process and petitions; and dismissal reinstatement process. During summer months, all high school concurrent enrollees are reviewed by counseling service staff for course screening and approval.

**Assessment/Placement Testing:** The Department of Counseling, Advising and Matriculation provides supervision to the Assessment Center and collaborates with Assessment Center staff and instructional faculty to facilitate a meaningful, efficient, and accessible assessment process. The Assessment Center does a separate program review to identify their role, tasks and responsibilities.

**Orientation:** The Department of Counseling, Advising and Matriculation provides the matriculation orientation function. In this regard, in fall 2008, we launched the updated district online orientation program. Available on the CSM website, the orientation is comprehensive and provides short quizzes throughout the program to determine if the student is retaining information. The student is instructed to download the Certificate of Completion and take it to the counseling appointment. We do not want to limit orientation to a one-time experience. Because we know it takes students time to assimilate information and, time and experience to get a sense of what information they need, we encourage students to take advantage of multiple orientation opportunities in addition to the online experience. Students may call in and schedule a small group in person orientation any time during the year. Students are encouraged to take one or several CRER classes. Finally, throughout the semester, representatives from our programs and services make presentations to classes to continue to attempt to drive home the importance of using counseling services to enhance student success and goal completion.

**Counseling/Advising:** As noted in the description of counseling services, CSM provides full service counseling that assist students to understand assessment and academic readiness, educational goals and objectives, college success skills and strategies, personal interests, values, motivations and circumstances that affect college, career and life goals and planning, decision making processes, college policies and procedures, and more. Counselors work with students to complete comprehensive educational plans that map out, semester by semester, courses and

sequences of courses needed to meet specific goals and objectives. Students who intend to complete a vocational certificate, associate degree or transfer are encouraged to meet with a counselor at least once a semester to create and/or review the educational plan and make modifications to make sure it remain an accurate map to the stated goal.

**Follow up:** In addition to offering ongoing full service counseling, the department offers special services and programs to support student success, retention and persistence. Under separate program reviews the career services and student employment and transfer services programs are described. Counseling services monitors all students who are out of academic good standing. Probation 1, Probation 2, and Dismissed status students are offered special support and counseling coordinated by our Student Success Program Coordinator. Our Student Success Program Coordinator works with instructional faculty to support the student Early Alert system that notifies students of problems with class performance. Our Student Success Program Coordinator is a member of the basic skills committee and works to develop, implement and evaluate services to basic skills students and faculty.

**Coordination/Training:** Counseling services holds monthly meetings to address business, issues, policies related to our counseling function and other programs and services. We hold regular staff meetings as well. Meetings are intended to support communication, clarification, and collaboration in our efforts to serve students needs as they move through our college system.

**Prerequisites:** The Office of Counseling, Advising and Matriculation has been responsible for providing prerequisite, corequisite, and recommended information in college documents and on the website. As a result of collaboration with faculty, we have in place a process for prerequisite equivalency evaluation and a prerequisite challenge process that is facilitated by the Assessment Center.

**Online Services:**

- Admissions available online and informational website
- Orientation available online and informational website
- Assessment is fully computerized and online opportunities are under consideration
- Counseling available online via E-advising.
- Follow up services available on line – e-advising, early alert, student emails, website information and contacts

**II. STUDENT LEARNING OUTCOMES** (*Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website*)

- a. Briefly describe the department’s assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

**STUDENT LEARNING OUTCOMES**

Counseling services selected one SLO as noted below. We are in currently in a cycle of assessment.

<p><b>SLO 1:</b>  <b>As a result of using counseling services, students can identify a principle educational goal.</b></p>	<p>Assessment 1:  1. Counselor interviews students to determine if the student has identified a principle educational goal.</p> <p>Assessment 2:  2. Survey students and inquire about their ability to identify a principle educational goal.</p>	<p>1. Use SARS to report this outcome. REASON CODE indicates a student has identified a principle educational goal.</p> <p>2.Survey results</p>	
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- b. Briefly evaluate the department’s assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

On-line student survey results were as follows:

Survey question – As a result of counseling services, have you been able to clarify for yourself a primary educational goal?

- 63 responses total
- 38 indicated YES
- 25 indicated NO

Counselors report that students, after an average of two counseling meetings, identify a primary educational goal.

We will research other means to retrieve feedback and information from students.

**III. DATA EVALUATION** (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

The counselor scheduling system (SARS) provides numbers of scheduled counselor/student appointments as noted below.

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WINTER BREAK January	509	374	608	<b>634</b>
SPRING SEMESTER January – May/June	6319	5883	5813	<b>In progress</b>
SUMMER BREAK May/June – August	2409	2683	2539	<b>In progress</b>
	14,803 student appointments	14,505 student appointments	14,364 student appointments	<b>To date, March 25, we are ahead of previous numbers of counseling appointments.</b>

Students indicate one or more REASONS to address at the counseling appointment. The counselor then updates the reason codes to accurately reflect the content of the meeting.

Reason Code (more than one reason code can be applied to an appointment)	Summary from 2007/2008
Associate Degree information/evaluation	1,607
Certificate program information/evaluation	225
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Undecided	214
General Advising and Matriculation	6,419
Reinstatements	588
Student Educational Plan development/monitoring	5,999
Financial Aid Program information and appeals	279

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

Counseling/Career and Life Planning data from Core Program and Student Success Indicators shows increased efficiency from 2005-06 to 2007-08. 2007-2008 load is 563. As noted below, we continue to work to increase efficiency and support full enrollment.

Given the significant decline in full time counseling faculty, maintaining our instructional program will be challenging. Counseling services remain our primary responsibility and full time counseling hours must be preserved. Counselor loads that include instruction, decrease counseling hours for students. In this regard, use of adjunct faculty will be required to maintain our instructional component. Budget is an issue.

- c. Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

SEE NEXT PAGE



Although enrollment has always been monitored, attention to full enrollment is essential. In this regard, beginning in Spring 2009, scheduling modifications to achieve full enrollment will be implemented. Courses may be limited to a fall or spring semester to maximize efficiency.

Load	Fa 457 Spr 448	Fa 519 Spr 575	Fa 563 Spr 513	
Course	Enrollment 05/06 Fa – Spr - Su	Enrollment 06/07 Fa – Spr - Su	Enrollment 07/08 Fa – Spr - Su	Enrollment 08/09 Fa – Spr - Su
<b>CRER 104</b> .5 unit Short course Transfer Essentials and Planning		FALL – 4 sections 57 enrolled  SPRING – 3 sections 41 enrolled  SUMMER – 2 section 37 enrolled	FALL – 3 sections 41 enrolled  SPRING – 3 sections 52 enrolled  SUMMER – 1 section 19 enrolled	FALL – 2 sections 53 enrolled  SPRING – cancelled  <b>SUMMER – 1 sections</b>
<b>CRER 105</b> .5 unit Short course College Planning		FALL – 2 sections 25 enrolled  SPRING – 2 sections 18 enrolled  SUMMER – 1 section 32 enrolled	FALL – 3 sections 37 enrolled  SPRING – 2 sections 41 enrolled  SUMMER – 1 section 25 enrolled	FALL – 2 sections 44 enrolled  SPRING – cancelled  <b>SUMMER – 1 section</b>
<b>CRER 107</b> .5 unit Short course Introduction to Choosing a College Major		FALL – 2 sections 46 enrolled  SPRING – 2 sections 31 enrolled	FALL – 1 sections 27 enrolled  SPRING – 2 sections 31 enrolled  SUMMER – 1 section 23 enrolled	FALL – 2 sections 36 enrolled  SPRING – 2 sections 40 enrolled  <b>SUMMER – 1 section</b>
<b>CRER 108</b> .5 unit Short course Achieving an Associate Degree and/or Vocational Certificate		FALL – 1 sections 13 enrolled  SPRING – 1 sections 15 enrolled	FALL – 1 sections 8 enrolled  SPRING – cancelled	FALL – cancelled  SPRING – 1 section 23 enrolled
<b>CRER 120</b> 3 units College and Career Success	FALL – 1 sections 35 enrolled  SPRING – 2 sections 29/14=43 enrolled	FALL – 2 sections 33/15=48 enrolled  SPRING – 3 sections 31/19/12= 62 enrolled	FALL – 3 sections 31/23/17 =71 enrolled  SPRING – 2 sections 36/12 = 48 enrolled	FALL – 2 sections 45/18 = 63 enrolled  SPRING – 2 sections 38/34 = 72 enrolled
<b>CRER 121</b> 1 unit Short course Planning for Student Success	FALL – 4 sections 139 enrolled  SPRING – 4 sections 112 enrolled  SUMMER – 1 section 28 enrolled	FALL – 5 sections 137 enrolled  SPRING – 4 sections 107 enrolled  SUMMER – 1 section 28 enrolled	FALL – 6 sections 162 enrolled  SPRING – 4 sections 129 enrolled  SUMMER – 1 section 22 enrolled	FALL – 4 sections 157 enrolled  SPRING – 4 sections 137 enrolled  <b>SUMMER – 1 section</b>
<b>CRER 122</b> 1 unit Short course Study Skills	FALL – 3 sections 77 enrolled  SPRING – 3 sections 62 enrolled  SUMMER – 1 section 20 enrolled	FALL – 4 sections 85 enrolled  SPRING – 3 sections 59 enrolled  SUMMER – 1 section 21 enrolled	FALL – 2 sections 61 enrolled  SPRING – 2 sections 40 enrolled  SUMMER – 1 section 11 enrolled	FALL – 2 sections 57 enrolled  SPRING – 1 sections 22 enrolled

<b>CRER 123</b> <b>1 unit</b> <b>Short course</b> <b>Career Exploration</b>	FALL – 1 sections 13 enrolled  SPRING – 2 sections 30 enrolled	FALL – 2 sections 37 enrolled  SPRING – 1 sections 24 enrolled	FALL – 1 sections 32 enrolled  SPRING – 1 sections 17 enrolled	FALL – 1 sections 27 enrolled  SPRING – cancelled
<b>CRER 126 – part of load</b> <b>.5 unit</b> <b>Short course</b> <b>Career Choices I:</b> <b>Career Assessment</b>	FALL – 2 sections 69 enrolled  SPRING – 2 sections 39 enrolled	FALL – 2 sections 25 enrolled  SPRING – 3 sections 45 enrolled  SUMMER – 1 section 31 enrolled	FALL – 4 sections 43 enrolled  SPRING – 4 sections 61 enrolled  SUMMER – 1 section 21 enrolled	FALL – 4 sections 35 enrolled  SPRING – 4 sections 74 enrolled  SUMMER – 1 section
<b>CRER 127 – part of load</b> <b>.5 unit</b> <b>Short course</b> <b>Career Choices II:</b> <b>Job Search</b>	FALL – 1 sections 18 enrolled  SPRING – 2 sections 32 enrolled	FALL – 2 sections 25 enrolled  SPRING – 6 sections 48 enrolled	FALL – 4 sections 36 enrolled  SPRING – 4 sections 33 enrolled	FALL – 4 sections 39 enrolled  SPRING – 2 sections 56 enrolled

**IV. STUDENT SUCCESS EVALUATION AND ANALYSIS** (*Data resources: Educational Master Plan; “Success Rates,” “Dimension” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records*)

- a. Considering the overall “Success” and “Retention” data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students’ needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Although our SARS student data base tells us that counseling services are heavily used (see the table located in the program description area), and counselor time is used efficiently and booked with student appointments, the services are underused. Not all students who would benefit from counseling services use them. Ideally, all students who intend to complete a vocational certificate, an associate degree, transfer to a university, or are undecided about their educational interests and goals should use counseling regularly throughout their enrollment at CSM. Use of counseling services supports “informed” decisions about educational goals and the planning process.

Often students meet with a counselor only during a high demand registration periods when all available counseling appointments are booked. During high demand periods, each counselor meets with a student every 30 minutes and there is insufficient time to adequately address a variety of educational and personal issues. Although students are told to return to counseling during non-registration periods to more thoroughly discuss and review educational planning, students don’t often do this. Counseling services attempts to communicate through postcards, student email, and class announcements about the need to meet with counselors. However, once registered, students focus on instruction and often do not seek out the counseling process until the next registration season. In this regard, students do not reap the benefit of full counseling services.

Many students coming directly from high school or students who are academically underprepared do not understand

the transition to college and are not prepared to navigate the system without making errors. Often students do not understand their role as a “decision maker” and do not work with counselors to learn and assimilate information so that they are “empowered” to make good decisions for themselves. Counselors teach, provide guidance, support, and facilitate decisions that students must make about their personal processes that include academic and career planning.

Our 2007-2008 Student Surveys provide some information that support this information. There were 63 survey responses and the information presented tells a convoluted story. Although 50 of the 63 respondents indicated “fair-excellent” regarding the “ability of my counselor to answer my questions,” and 48 of the 63 indicated “fair-excellent” as “overall quality of counseling services,” there are a number of comments that are of concern. Students talk about feeling rushed, having difficulty getting a counseling appointment, being confused. I think these comments are related to our diminished staffing and the result of students seeking appointments only during the high demand registration periods.

Because we are understaffed, we experience a number of student unmet needs. The Educational Master Plan provides the following information. We need to aggressively address these issues. Counseling faculty can address each of these issues but we need sufficient numbers of counseling faculty to respond to these serious needs.

1. There is a gap between the number of students who declare their intention of transfer and those who actually do transfer.
2. There is a declining proportion of students with the intent to transfer.
3. A greater proportion of students are placing at the lowest level of math and English.
4. There are significant differentials in academic performance among ethnic groups. There is a need to outreach to our underrepresented student population.
5. There is a greater need for collaboration and ongoing integration of services to increase student retention, persistence, and success.
6. There is a need to expand online services.
7. There is a need to form partnerships between high school counselors and college counselors to prepare to meet the needs of incoming graduated high school students.
8. There is a decline in the number of associate degrees and certificates.
9. There are increasing numbers of cross enrollments across the SMCCCD.
10. We know the importance of quality personal interactions with students with regard to the student’s experience at CSM.

- b. Briefly discuss how effectively the program addresses students’ needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

As noted above:

- A greater proportion of students are placing at the lowest level of math and English.
- There are significant differentials in academic performance among ethnic groups. There is a need to outreach to our underrepresented student population.
- There is a greater need for collaboration and ongoing integration of services to increase student retention, persistence, and success.

We need more counseling faculty so that there is the opportunity to develop and implement services and activities to support the needs of basic skills, underrepresented students, and otherwise underprepared students.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

- a. Using the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Systems in place to maintain electronic student counseling files to support consistency is service and information provided to students.</li> <li>• Counseling services assist with a range of student interests and needs: transfer, associate degrees, certificates, job skill enhancement, basic skill development, personal enrichment.</li> <li>• Counseling services is needed to navigate a complex system.</li> <li>• Counseling services support student success, retention and persistence.</li> <li>• Counseling services provide focus on what is needed to be a successful student.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing heavy demand for counseling students.</li> <li>• New matriculating students must see counselors to register.</li> <li>• Continuing students have registration priority with a current student educational plan.</li> <li>• Many students need counseling assistance to navigate a complex system.</li> <li>• With the current economy we expect increased enrollment since CSM is an affordable option to higher education and vocational training.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• Underprepared students come to CSM. The need for comprehensive counseling services, targeted student success programs, and instructional collaborations is great but services are limited due to staffing issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Current facilities limitations while we are waiting for the completion of the current construction projects.</li> <li>• Budget issues.</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• The EMP identifies a number of opportunities for counseling services and support as noted in question IV.</li> <li>• Since the job market is slow, we</li> </ul>	<ul style="list-style-type: none"> <li>• Expect greater number of students to begin their educational process toward bachelor’s degree completion to begin at the community college as a result of</li> </ul>

	<p>have the opportunity to increase our transfer rates and associate degree and certificate completion rates.</p> <ul style="list-style-type: none"> <li>• Counseling services are needed to navigate a complex system.</li> <li>• Counseling services provide focus on what is needed to be a successful student.</li> <li>• Students identify an interest in more online services.</li> </ul>	<p>State budget issues.</p> <ul style="list-style-type: none"> <li>• With the current economy we expect increased enrollment since CSM is an affordable option to higher education and vocational training.</li> </ul>
<b>Threats</b>	<ul style="list-style-type: none"> <li>• Limited staffing. Counselor retirements have not been replaced in recent years.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited budget.</li> </ul>

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

See response in Section IV.

New counseling positions to replace retirements have not received approval. Two positions, one for transfer services and general counseling, and one for the Multi Cultural Center counseling program have been requested in 2005, 2006 and 2007.

Under the program description note that faculty staffing reflects a 49% reduction since fall 2005 due to retirements. This affects the accessibility of counseling services to students.

**VI. Action Steps and Outcomes** (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

1. Efficiently use all available staff to serve students.
2. Assist students to experience full counseling services to support educational goal completion.
3. Develop and implement initiatives and activities to support student success, retention and persistence.
4. Continue to develop the use of alternative delivery modes to serve diverse student needs.
5. Focus on retrieving meaningful feedback from students about how they experience counseling and matriculation services at College of San Mateo and how the delivery can be of greatest assistance to them.
6. Create opportunities for counseling faculty to partner with instructional faculty to support student success.

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

Counseling services action steps respond to the goals of the College Strategic Plan. (Goal 1, 2, and 3)  
 They also speak to several components in the Educational Master Plan. (Planning Assumptions: Enrollment and Access; Student Success and Retention; Student Achievement; Jobs, Careers, and Global Education; Socio-economic Divide; Changing Technology)

- c. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the action steps are reached.

Implementation of full counseling services can be measured by student progress toward educational goal, course completion rates, certificate and associate degree completion rates, and increase in transfer rates, faculty/counselor collaborations to support student course completion, student participation in programs and activities that support student success.

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** (*Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports*)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.  
 \*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

<b>Full-Time Faculty Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Counselor – Transfer	<ul style="list-style-type: none"> <li>• Target underrepresented and underprepared groups for transfer information and support.</li> <li>• Develop targeted activities and programs to support transfer.</li> <li>• Develop partnerships with universities to support transfer.</li> <li>• Monitor transfer admission agreements.</li> <li>• Participate in college inreach, outreach and recruitment activities.</li> <li>• Lead faculty for transfer information and policy.</li> </ul>	
Counselor – Student Success	<ul style="list-style-type: none"> <li>• Target basic skills students and provide support and</li> </ul>	

	<p>information related to student success.</p> <ul style="list-style-type: none"> <li>• Partner with basic skills faculty to support student success, retention and persistence.</li> <li>• Assist students who are on financial aid to best utilize the financial aid program to achieve their educational goals.</li> <li>• Participate in college inreach, outreach and recruitment activities.</li> <li>• Lead faculty for student success initiatives.</li> <li>• Lead faculty for college orientation processes.</li> </ul>	
Counselor – Multicultural Center	<ul style="list-style-type: none"> <li>• Provide students with opportunity for bicultural and bilingual counseling in a culturally enriching environment.</li> <li>• Facilitate services to ethnically diverse students.</li> <li>• Assist students who are on financial aid to best utilize the financial aid program to achieve their educational goals.</li> <li>• Participate in college inreach, outreach and recruitment activities.</li> <li>• Lead faculty to facilitate activities and services that are culturally enriching and supportive.</li> </ul>	

<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
<b>Item:</b> Input text here. <b>Number:</b> Input text here. <b>Vendor:</b> Input text here. <b>Unit price:</b> Input text here. <b>Total Cost:</b> Input text here. <b>Status*:</b> Input text here.	Input text here.	Input text here.

\* Status = New, Upgrade, Replacement, Maintenance or Repair.

**VIII. Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

<b>Course Number</b>	<b>Last Updated</b>	<b>Six-year Update Due</b>
CRER 104	September 2007	September 2013
CRER 105	September 2007	September 2013
CRER 107	September 2007	September 2013
CRER 108	September 2007	September 2013
CRER 120	January 2007 and Distance Learning May 2008	January 2013
CRER 121	January 2007 and Distance Learning May 2008	January 2013
CRER 122	January 2007 and Distance Learning May 2008	January 2013
CRER 123	January 2007 and Distance Learning May 2008	January 2013
CRER 126	September 2007	September 2013
CRER 127	September 2007 with Distance Learning	September 2013
CRER 140 (Transition to College Program)	June 1988	In progress
CRER 142 (Transition to College Program)	November 1996	In progress
CRER 879 (Transition to College Program)		In progress

**IX. Advisory and Consultation Team (ACT)**

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.



Not applicable

**Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.**

**Date of evaluation: March 25, 2009**

**Please list the department's Program Review and Planning report team:**

Primary program contact person:	Marsha Ramezane
Phone and email address:	574-6440 ramezane@smccd.edu
Full-time faculty:	Arnett Caviel
Part-time faculty:	Michael Bower
Administrators:	Marsha Ramezane
Classified staff:	Gary Booker
Students:	

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*Faculty's and staff signatures* *Date*

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*Dean's signature* *Date*