

Counseling Program Review 2018 – supplementary responses

2. Results of Previous Program Review

a. Describe the results of your previous Program Review's action plan.

Counseling appointment usage has been steady over the last 2 years. We have seen over 7,000 individual students at least once each year, and many return for additional appointments. According to our Spring 2018 survey, 64% of surveyed students returned more than once to meet with a counselor in the previous year, with 45% of students returning 3 or more times.

Counseling appointment totals (SARS):

Year	Showed Appointments	Drop-ins	Total	Unduplicated Student Count
2016-2017	10,852	2,265	13,117	7,122
2017-2018	10,416	3,227	13,643	7,086

Previous Action Plan Assessment:

Goal	Assessment
Develop strategies, intrusive services, and activities for students to increase college and career readiness	Collaboration with high schools, Year One/Promise program collaboration, Math Project collaboration, Undecided major workshops, Career Fair, new Coun 114 course focusing on transfer readiness, more sections of Coun 111 - College Planning, redesign of Coun 126 and 127 - Career Choices
Conduct ongoing review of how to strengthen and institutionalize support for new students	Collaboration with high schools, Year One/Promise program collaboration, Math Project collaboration, Undecided major workshops, Career Fair, new Coun 114 course focusing on transfer readiness, more sections of Coun 111 - College Planning, redesign of Coun 126 and 127 - Career Choices. Counseling courses offered on-site at local high schools.

<p>Continue to develop Counseling/Instruction collaborations. Partner counselors with classes/faculty so that counseling becomes part of the classroom experience (as exemplified 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)</p>	<p>Collaboration with high schools, Year One/Promise program collaboration, Math Project collaboration, learning communities, counselors assigned to instructional divisions as liaisons</p>
<p>Consider a "case load" approach for high risk target populations.</p>	<p>International student counselor caseload (all see one counselor) Year One/Promise program counselor caseload (150-1)</p>
<p>Continue to participate in Counseling/Program collaborations. honors program, UMOJA, MANA, learning communities, CTE programs)</p>	<p>Ongoing participation in counseling/program collaborations, especially with learning communities and nursing program.</p>
<p>Expand student friendly technology to allow the more self-directed students to get what they need.</p>	<p>Ongoing WebSmart and DegreeWorks updates. Updated SARS functions to allow for text reminders.</p>
<p>Expand methods of intervention and management for students who need more help and structured support.</p>	<p>OnTrac program, Year One/Promise program, collaboration and referrals to learning communities, EOPS, and MCC.</p>
<p>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)</p>	<p>Worked with Edgar to have students rank how certain they are of their major and the Career PSC followed up with students who are not certain about their major. However, this is an area that we need to work on addressing further. When students matriculate, they have to choose a major, thus collecting data on students who are 'undecided' is not possible.</p>
<p>Develop "case management" for selected groups of students (students on dismissal, veterans, foster youth, basic skills, undecided) to adequately monitor student progress and needs.</p>	<p>OnTrac program for students on probation/dismissal status.</p>
<p>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)</p>	<p>Given that the order of our matriculation process is orientation, assessment, and then counseling, and 91% of students in 2017-18 had an SEP on file, we do have an accessible enrollment process. We also offer orientation and assessment on-site at our local high schools and host PEP and Super Saturday for students to complete the process in a single day.</p>

Review CRER curriculum. Can we offer other courses that will assist students to understand and engage personal, educational, and career development.	Crer 126 and 127 curriculum has undergone a redesign to better meet student needs.
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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.

Goal	Assessment
Student Connections Fair (in Fall)	ongoing in the fall - with workshops provided for students in a variety of topics including how to use assist.org, DegreeWorks, basics of transferring, etc.
Transfer Speaker Series (in Fall)	Work in progress
Autumn Job Fair (in Fall)	Ongoing - with employer tabling events that take place every week Need consistent career services and staff to maintain and upkeep the event every year
Get Linked Job Fair (in Spring)	Work in progress
Student Leadership Conference (in Spring)	Work in progress
College Majors Exploration event (needs to be developed)	Ongoing major exploration workshops to provide students opportunities to explore their interests, values, skill sets and potential career matches
Career Exploration event (needs to be developed)	Career awareness and exploration fair taking place in the fall semester to help students gain awareness of different career options available.
A regular menu of workshops for students (major specific, goal specific in Fall and Spring)	Nursing Transfer Day. Other workshops provided include stress management, test taking anxiety, etc.
Activities that are designed for the UNDECIDED student. (in Fall and Spring)	Choosing your major workshops, career awareness and exploration fair

Achievement gaps between student populations

We have expanded our service delivery locations. We have increased the number of counselors available, which has helped to reduce the wait time for appointments. We have expanded the number of drop-in hours to have almost constant drop-in coverage for students who have more immediate needs.

We have created and modified counseling courses to better meet student needs. Coun 114 and 115 are new courses that are focused on the transfer process. Coun 111, which is targeted primarily at the international student and EOPS student populations, was expanded to a full unit to address the need to provide more information and support to students.

Counseling courses successful completion rates:

Ethnicity	Enrollments		Pct. Enrollments		Percent Success		Percent Withdraw	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Asian	478	405	37.6	40.7	91.4	92.3	2.9	4.0
Black	36	27	2.8	2.7	77.8	92.6	11.1	3.7
Filipino	50	30	3.9	3.0	94	83.3	4.0	3.3
Hispanic	398	313	31.3	31.4	80.9	77.0	5.8	7.3
Native Am	1	0	0.1	0	0	-	0.0	
Pac Islander	19	16	1.5	1.6	84.2	75.0	15.8	6.3
White	211	157	16.6	15.8	86.7	81.5	3.8	8.3
Other	46	31	3.6	3.1	78.3	74.2	2.2	12.9
Unrecorded	33	17	2.6	1.7	93.9	64.7	3.0	11.8
Total	1272	996	100	100	86.5	84.2	4.4	6.1

Looking at the data above, Hispanic students made up of about 30% of our counseling class enrollment in the last 2 years and their success percentages seem to drop from 80.9% in 2016-2017 to 77% in 2017-2018.

Income Status	Enrollments		Pct. Enrollments		Percent Success		Percent Withdraw	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Low income	367	306	28.9	30.7	80.4	76.5	6.5	9.2
Not low income	905	690	71.1	69.3	89.0	87.7	3.5	4.8

Recent SLO SAO results

The previous SLO of counseling was for students to identify a primary educational goal as a result of counseling services. According to our 2018 survey, 86.7% of student respondents were able to identify a primary educational goal as a result of counseling services

Trends:

The majority of CSM students do have an SEP on file (90% in 2016-17 and 91% in 2017-18).

Areas of improvement:

Increase the number of sections of counseling classes

Partner closely with guided pathways for curricular mapping and course development.

Increase and improve data collection on equity-related measures to better inform service delivery.

Increase success and completion rates for African American, Hispanic, Pacific Islander, and Other student populations in the counseling courses.

Increase success rates of low-income students in the counseling courses

Counseling Courses - Outcomes

We have continued to offer counseling courses every semester. We offer 10 different Counseling and Career courses throughout the year, though 2 are offered only through the Puente Learning Community.

Year	Enrollment	Success Rate	Retention Rate	Total Sections
2016-2017	1272	86.5%	95.6%	46
2017-2018	996	84.2%	96.9%	40

Counseling Courses SLO Assessment:

All SLO's are considered to be achieved with an outcome of 70% or better.

Course	Cycle	SLO's Assessed	Outcome
Coun 111	2017-2018 2016-2017	1. Locate and use on-campus programs and services that contribute to student success 2. Research and explore college majors and transfer destinations	1. Achieved 2. Achieved
Coun 120	2016-2017 2017-2018	1. Know how to use CSM Catalog, schedule, relevant computer resources, and develop an SEP 2. Study skills: demonstrate knowledge of time management skills, develop and use personal study plan	1. Achieved 2. Achieved
Coun 121	2017-2018	1. Identify the 3 educational goals: certificate, associate degree, transfer.	1. Achieved 2. Achieved

	2017-2018 2016-2017 2016-2017	2. Know and use appropriate college behavior 3. Demonstrate an understanding of educational requirements for certificate, associate degree, transfer. 4. Demonstrate an understanding of appropriate GE patterns for goal of transfer	3. Achieved 4. Achieved, but with a rate of 71% success, thus faculty will evaluate a more effective means of teaching to achieve goal.
Coun 122	2016-2017 2017-2018	1. Identify the role of a college student and teacher expectations 2. Identify the characteristics of an efficient study environment	1. Did not achieve. Faculty will evaluate a more effective means of teaching and analysis to achieve goal. 2. Achieved.

4. Planning

Describe and prioritize goals and plans to sustain and improve student success and equity (referring to Parts 2 and 3 above):

a. Provide a brief description, including actions, measurable outcomes, and timelines.

Goal 1: For students to feel that counselors are consistent with information. To accomplish this, we want to implement a cohesive approach for counselor training.

Actions:

1. Regular monthly training for adjuncts and FT faculty.
2. Dedicated flex day activity on mandatory flex days around counseling training.

Assessment:

1. Specific questions on satisfaction survey to address consistency of information across counselors. Compare 2018 to 2020 survey question results.
2. Dedicated flex day activity for at least 2 flex days/year
3. Assess if faculty were able to meet each month during the regular semester for training around the following topics:
 - a. AA/AS degrees
 - b. ADTs
 - c. Transfer pathways
 - d. TAG
 - e. International student counseling
 - f. Student athlete counseling
 - g. Policies and procedures
 - i. Forms

ii. Petition processes

h. Cultural competency in counseling best practices

Timeline:

January 2019: prepare flex day training for counseling faculty

January-May 2019: schedule monthly training meetings

May/June 2019: hold end of semester training and community building retreat for counseling faculty

August 2019: prepare flex day training for counseling faculty

August 2019-May 2020: schedule monthly training meetings

December 2019: hold end of semester training and community building retreat for counseling faculty

January 2020: prepare flex day training for counseling faculty

February 2020: send out student satisfaction survey with a question on consistency of information across counselors

May/June 2020: hold end of semester training and community building retreat for counseling faculty

Goal 2: Identify equity gaps for student success in counseling services. For the 2018-2020 assessment cycle, we will focus on 3 student populations: Latinx students, Re-entry students, and Student Athletes.

Actions:

1. Survey/focus group for each student group to identify needs, gaps in service delivery to each population, areas of targeted support for each population
2. Specifically for student athletes, increase partnership and training with Athletics to better understand NCAA requirements and student athlete needs

Assessment:

1. Disaggregate each student group from survey results, tabulate and compare results across time.
2. Use focus group feedback to implement training for counselors in areas of need via collaborating with campus resources, special programs, and relevant employees to address identified needs.

Timeline:

Spring 2019: Develop questions and conduct survey/focus group for Latinx students

Spring 2019: Have 1-2 athletics coaches conduct student athlete counseling training

Fall 2019: Develop questions and conduct survey/focus group for re-entry students

Spring 2020: Have 1-2 athletics coaches conduct student athlete counseling training

Spring 2020: Develop questions and conduct survey/focus group for student athletes

Goal 3: Increase cultural competency and humility to ensure that counselors advising for transfer in an equitable way.

Actions: Annual training in cultural competency and humility

Assessment:

- Annual focus group or survey of students who have utilized counseling services with question around their perception of counselor interactions specific to cultural competency
- PD attendance reporting for equity-related PD activities and events

- Create and administer an anonymous self-reflection to measure progress after equity-related PD.

Timeline:

Spring 2019: Develop questions and conduct survey/focus group for subset of students who utilize counseling services

Fall 2019: Annual training in cultural competency and humility

Spring 2020: Develop questions and conduct survey/focus group for subset of students who utilize counseling services

Fall 2020: Annual training in cultural competency and humility

College of San Mateo

2018-19 Student Services Program Review

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Program Name

Please select your program

Counseling Services

Division

Student Services

Submission Date

1a. Provide a brief description of the program and how it supports the college's Mission and Values Statements, its Diversity Statement, CSM's and SMCCCD's Strategic Plans, and the college's Educational Master Plan. You may also discuss any factors that have impacted the program and its enrollment. Include changes in student populations, statewide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs.

If your answer is more than 2000 characters (approximately 300 words), please upload a Word document below (10 MB or less). If you're not sure, please upload your answer. Please upload text only; we cannot ensure that non-text such as images, diagrams, or charts will be retained in the final submission.

Counseling support CSM's Mission & Values Statements, strategic plans, EMP, & SMCCCD's strategic plans. Counseling is designed to assist students to understand educational options, engage in decision making, review & identify educational & career goals, & work to achieve those goals through personal, academic, & career skill development. Counseling helps students understand program requirements, with academic planning, & refers students to success programs & services. Counseling faculty specialize in student development, academic, & career planning. Counselors meet with students in individual & group appointments. They provide workshops to assist students to understand educational options & achieve educational goals. They meet with students in classrooms, & participate in instructional & student service collaborations to support student success.

Counselors provide services to students at assigned times & locations & maintain expertise that includes student development, student success information, requirements related to a range of educational and career goals, & district & state regulations related to enrollment & goal completion. Counselors participate in the development, implementation, & evaluation of matriculation activities, & follow up services & other student success initiatives.

Counselors maintain comprehensive records of student appointments & contacts in an electronic format. For each appointment counselors record standard information that includes the student's identified major (or undecided), educational goals (certificate, associate degree, transfer, etc), status of an SEP (new, updated, etc), issues/questions addressed in the appointment, & referrals made, follow up advice provided. Using DegreeWorks in WebSmart, counselors create SEPs & help students analyze progress toward educational goals. Given the mandates of SSSP on the matriculation process, non-exempt students can't register for classes until they have followed the various matriculation steps

Results of your previous Program Review's action plan

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2b. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments

If your answer is more than 2000 characters (approximately 300 words), please upload a Word document below (10 MB or less). If you're not sure, please upload your answer. Please upload text only; we cannot ensure that non-text such as images, diagrams, or charts will be retained in the final submission.

Curricular changes to Coun 111 that resulted in increased unit value (from .5 to 1 unit).
New classes: Coun 114 and 115, focused on transfer information and support

2c. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

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Collaboration with special programs and learning communities such as Puente, Umoja, MANA, Honors program, Learning Center, and Project Change. Designated counselors get assigned hours every week to work with students in these programs to increase access to counseling for students.
Offer a range of delivery modes including face-to-face, phone, and online counseling for students. Started to offer online COUN 111, COUN 122 and COUN 120 courses since spring 2017.
Collaborate with instructional faculty to increase counseling presence in the classroom. For example, math project creates opportunities to bring counseling to the classroom, provides counseling accessibility to students. Math faculty and counselor work closely together to create curriculum that best support students. In addition, counselors also serve as liaisons to different instructional divisions to learn of new changes, report back to counseling division, and provide student services' perspectives to instruction.
Collaboration with feeder high schools to ease the transition to college by providing orientations there.
Year One Promise program involvement
Challenges:
Not having a means to assess usage or effectiveness of counseling offered at alternate locations and student demographics who utilize counseling at alternate locations
Accessing disaggregated data on students and counseling usage, SEPS, service needs, etc.

2d. Provide an update on any long-term plans that are still in progress (if applicable).

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N/A

3a. Review student program usage and discuss any differences in student success indicators across demographics. Refer to SARS, Banner, PRIE data, and other data sources as appropriate.

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In fall 2016, 90% of matriculated students met with a counselor and had an SEP on file, and in fall 2017 91% of students met with a counselor and had an SEP on file. The remaining students did not have a plan on file or were exempt from meeting with a counselor (Scorecard, 2018). However, this is not a useful metric for assessment of equity gaps, as it is a required part of the matriculation process for all students unless they are exempt.
In a spring 2018 student survey, we found that 64% of student respondents met more than once with a counselor in the period of a year. 87.5% of students reported that they were able to understand what they needed to accomplish their educational goal as a result of using counseling services (PRIE, 2018).

Achievement gaps between student populations

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[Program Review 3b_Achievement gaps between student populations.docx](#)

3c. Discuss what your program has done this Program Review cycle to address achievement gaps between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

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Counseling is being offered in more locations on campus on a regular basis. These include the learning center and the village. Counseling in alternate locations serves to bridge service gaps and bring counseling services to the students, as opposed to requiring students to come to counseling services. There are still limitations in the availability of appropriate counseling spaces, as these spaces must ensure confidentiality.
We do not have access to data that disaggregates between modes of delivery on student outcomes.

3d. Program Efficiency Indicators: Do we deliver programs efficiently given our resources? Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

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We have increased the amount of drop-in counseling hours to provide continuous drop-in coverage. From Aug 2017-May 2018, we had 838 no shows out of over 5,987 scheduled appointments, a rate of 14%. We were able to implement text reminders for students who opted in.
We offer group counseling for all new international students.

Recent SLO/SAO assessment results

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[Program Review 3e_recent SLO SAO results.docx](#)

Description of Planning

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[Program Review 4a_Description of Planning.docx](#)

4b. What will your program do to increase student success and promote student equity in the next two years? What kind of professional development and institutional support will be engaged and enacted to meet these goals?

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To increase student success and promote student equity, counseling will begin to assess service delivery, effectiveness, and specific counseling needs for special populations. Each program review cycle will aim to assess the needs of 2-3 different student populations identified in the EMP and the CSM Equity Plan as having equity gaps.
The professional development needed to meet these goals are:
Dedicated flex day time at 2 flex days/year for training activities
Outside experts in cultural competency and humility to conduct trainings
The institutional support needed to meet these goals are:
Commitment to allow time to plan and conduct trainings
Commitment to compensate for planning and attending trainings, especially for adjunct counselors
Compensation to outside experts in cultural competency and humility for counselor trainings
Partnership with PRIE to develop questions/conduct surveys/focus groups of identified special populations

4c. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the center achieves its goals and plans.

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Program and IT support to allocate time to create and/or adjust student survey questions, potentially find a way to survey students after every appointment.
Collaboration with athletics to ensure that counselors are meeting the needs of student athletes that we serve.
District-wide counselor training on cultural competency and humility as a way to offset cost.
District-wide counselor trainings to identify best practices and collaborate in service students across campuses.