

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: COUNSELING SERVICES
Program Contact: M

Academic Year: 2011-2012
Program Review Submission Date: 3/25/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

Counseling services are designed to provide support that assists students to understand educational options, engage in decision making, review and select educational and career goals, and work to achieve those goals through personal and academic skill development. Counseling services also helps students understand program requirements, and participate in academic planning. Counseling services focus on providing information, guidance and support that reflect the values and priorities found in the College Mission and Diversity Statements, Institutional Priorities, and 5 in 5 College Strategies.

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

- Design and implement the college matriculation (Student Success) process and activities
- Provides College Orientation and Course Selection Workshop to new and returning students to support a foundation of information critical to enrollment, CSM procedures, program, and services, and student engagement in academic planning.
- Provide one-on-one counseling appointments for academic planning, transfer planning, career options, and personal issues.
- Develops and teaches department curriculum (CRER courses)
- Provides workshops on CSU Transfer, UC Transfer, Transfer Out-of-State and Independents, Writing the UC Personal Statement, Nursing Majors, Engineering Majors, Business Majors, Undecided
- Implements a support program for students who are out of good standing that includes reinstatement and probation workshops
- Offers early intervention assistance to faculty
- Counselors develop partnerships with instructional faculty in an effort to establish collaborations to support student engagement and success
- Provides class presentations to introduce services, student development issues, and counseling information
- 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
- Represents student services on college and district committees

Academic and Transfer Counseling responsibilities

- Help students explore and understand educational options that include certificates, associate degrees, and university transfer, and skill improvement needs for workforce development
- Provide current and relevant information on institutional and transfer requirements and selection processes.
- Help students clarify academic goals
- Work with students to develop student educational plans (SEP) for graduation and/or transfer
- Review graduation and certificate requirements
- Address academic and progress probation issues
- Provide referral to other support services on campus
- Help students use transfer resources and information to participate in successful transfer planning
- Use articulation information
- Provide personal counseling to address issues around college readiness, goal completion, and personal and academic growth.

Personal Counseling responsibilities

- Help students identify behaviors and circumstances related to student success factors
- Help students develop and improve college readiness skills

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- 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, and personality style and how it relates to educational and career goals.
- Assist those 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 work with students to evaluate academic readiness, interests, goals, motivations, skills, and abilities and provide information and guidance related to educational opportunities, educational and career ladders, 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 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 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.

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.

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<<mailto: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. as much additional information as possible (major, educational goal, etc.).

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

Counseling faculty keep comprehensive records on student appointments in an electronic format. Our electronic appointment system (SARS) includes a “notepad” feature. Counselors, for each appointment, 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

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goals available within SMCCCD. In Spring 2013 we launched Degree Works SEPS. Counselors create SEPs, student educational plans and help student 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.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, 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 fall 2011 and spring 2012 and we had a very 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.

89 students returned the survey and 68 responded #2, 15 responded #1, and 6 responded #3. 93% responded that counseling services helped them to select or clarify a primary educational goal.

The ongoing challenge remains serving the needs of a diverse student body. Many students are underprepared for college. Some students arrive unaware of behaviors to support academic success. Some 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 and that requires a different 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.

Counseling services has experienced severed budget reductions that result is a significant loss of counseling hours for students. Counseling faculty continue to look at service delivery related to the diverse needs of students. Some students are very self-sufficient and can manage college successfully with limited counseling assistance. Other 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.

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.

B. Student Support Indicators

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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, SEPs, and orientation attendance.

College Orientation & Course Selection Workshop Attendance, Summer 2011 through Summer 2012

Term	Date Range	Appointments	Comments
Summer 2011	5/30/11 – 8/16/11	1533	The Workshop is our first group advising contact with students and meets orientation and advising components of matriculation.
Fall 2011	8/17/11 – 12/16/11	810	
Winter 2012	1/1/12 – 1/16/12	281	
Spring 2012	1/17/12 – 5/25/12	1821	
Summer 2012	5/29/12 – 8/18/12	1930	

Counseling Services Usage, Summer 2011 through Summer 2012

Term	Date Range	Appointments	Comments
Summer 2011	5/30/11 – 8/16/11	1617	Winter and Summer services are limited due to budget and counselor availability
Fall 2011	8/17/11 – 12/16/11	4689	
Winter 2012	1/1/12 – 1/16/12	226	
Spring 2012	1/17/12 – 5/25/12	4853	
Summer 2012	5/29/12 – 8/18/12	1734	
Fall 2011 & Spring 2012	E-Counseling E-Advising	58 Daily eAdvising – no usage data	

Student Educational Plans (SEPS) completed from 8/17/11 – 5/25/12 = 5,775

Student Success Workshop Attendance, Summer 2011 through Summer 2012

Term	Date Range	Appointments	Comments
Summer 2011	5/30/11 – 8/16/11	146	Students who are out of academic good standing are invited to these workshops. Students on dismissal status are required to attend a session to be eligible for reinstatement.
Fall 2011	8/17/11 – 12/16/11	309	
Winter 2012	1/1/12 – 1/16/12	69	
Spring 2012	1/17/12 – 5/25/12	418	
Summer 2012	5/29/12 – 8/18/12	147	

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

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In past years counseling services experienced periods of time, usually early and mid-semester, when services were not well utilized. With retirements and significantly fewer faculty hours, we no longer have this experience and counselors are very busy and booked with student appointments and other support activities throughout the semester. Typically a student can get an appointment within a two week period. When appointments are booked two weeks out we attempt to bring in adjunct counseling hours to assist and create more counselor access to students. We would like students to have access to a counselor appointment within a week of the request but this is usually not the case. Other factors contribute to this demand. Many students plan for transfer and use TAGs (transfer admissions guaranteed). Budget cuts in the 4-year schools resulted in greater selectivity and many students realize that careful planning is now needed to transfer. As students find courses less accessible they need more assistance to navigate our system to accomplish their goals. With AA/AS-Ts and new transfer initiatives students seek out assistance. Students with SEPs get a higher registration priority so this encourages service usage. The launching of DegreeWorks opens a new level of access for students in relation to their educational planning and they seek out counseling assistance. Students out of academic good standing are encouraged (Prob 1 students) or required (Prob 2 and dismissed students) to use counseling. Counseling faculty and staff visit classes and encourage students to use counseling services.

In the last two years we have “staged” counseling services differently. Stage one is our “group advising” venue and it is here that we introduce students to foundation information about college and educational planning. The College Orientation and Course Selection Workshop is our first stage of counseling services. After students attend a “stage one” activity they have access to stage two services, one-on-one appointments with counselors. Counselors encourage use of ongoing services so they can partner with students for the purpose of monitoring academic planning and progress. Counseling Services provides a range of workshops for students to acquire information about targeted subjects. Transfer services offers workshops specific to different transfer paths. Counselors offer workshops on popular major paths such as nursing, business, and more.

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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.

Much of this is addressed above.

However, students who do not show up for scheduled counseling appointments (we call them NO SHOWS) remain a problem. Frequently we have a number of students wanting and needing to use services and we experience students who do not show up for a counseling appointment wasting valuable and limited counseling time. We have ongoing “drop in” and if a student is WAITING (drop in) and the scheduled appointment does not show up within 5-10 minutes the drop in student gets the time slot. From May 30, 2011 through August 18, 2012 we recorded 1400 appointments as no shows.

As a result of the high number of no shows, beginning WINTER 2013 we provide winter break and summer session counseling on a drop in basis only. Where students still schedule appointments during the fall and spring terms, if a student misses two appointments they are no longer eligible to schedule and appointments and must use drop in services.

D. Course Outline Updates(if applicable)

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. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
CRER 104 Transfer Essentials and	Martin Bednarek	September 2013

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Planning		
CRER 105 College Planning	Martin Bednarek	September 2013
CRER 107 Introduction to Choosing a College Major	Martine Bednarek	September 2013
CRER 120 College and Career Success	Martin Bendarek Eileen O'Brien Mary Valenti	September 2013
CRER 121 Planning for Student Success	Sylvia Aguirre-Alberto Arnett Caviel Kevin Sinarle Ruth Turner	September 2013
CRER 122 Student Skills	Joyce Meyer Jesenia Diaz	September 2013
CRER 126 Career Choices I: Career Assessment	Eileen O'Brien	September 2013
CRER 127 Career Choices II: Job Search	Eileen O'Brien	September 2013
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 211 Learning Differently and the Art of Self Advocacy	Krystal Romero Lynn Douglas	NEW COURSE currently in development stage
CRER 301 Introduction to Scholarships	Arnett Caviel	DUE for update September 2014

E. Website Review

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

Program contact(s)	Date of next review/update
Chris Rico Carol Ullrich	Reviews: June-July & Nov-Feb Chris and Carol comb through our student services websites to identify needed updates.

III. Student Learning Outcomes Scheduling and Alignment

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A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

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B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

[Click here to enter Program Assessment narrative](#)

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

[Click here to enter discussion](#)

IV. 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.

The Student Success Act of 2012 (SB 1456) will affect service development and delivery. Counseling services must develop and deliver services to assist underprepared students through a process that supports the development of personal and academic readiness for college study. A newly developed systematic delivery of more intrusive counseling support for at-risk groups is on the horizon.

Attention to initiatives that support counseling and instruction partnerships that put counseling faculty in classrooms. Students are in classes. Students need counseling services to assist them to understand the connection between courses and educational goals and to assist them with the challenges and processes to achieve educational and career goals. Counseling services need to integrate into the classroom experience to have access to students.

V. Institutional Planning

A. Results of Plans and Actions

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

GOALS IN 2010-11 PROGRAM REVIEW

SUPPORT THE TRANSFER INITIATIVE - ONGOING

Action Steps complete for 2011-12 and we will continue to develop and maintain faculty expertise related to assisting students to successfully transfer. All counseling faculty participated in CSU and UC transfer conferences that support transfer and updated transfer requirements. In 2011-2012, in addition to attending CSU and UC conferences, faculty developed tools and expanded the counseling website for students to use to become familiar with AA/AS for Transfer degrees and requirements.

EFFICIENT SERVICE DELIVERY METHODS – ONGOING

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In 2011-12 we continue 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 and Course Selection Workshop. After completing the 1.5 hour workshop students have access to one-on-one counseling appointments. We continue to offer workshop opportunities.

College enrollment process, identifying and achieving educational goals is a complex process and with our “stage 1 and stage 2” service delivery model, students hear information in the orientation that is reinforced in counseling sessions and by other staff. Students are experiencing the same information in several venues. This is good and this is a beginning. WE have a ways to go. 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 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 have limited resources and how can we develop a delivery model that is meaningful and efficient. We continue to look at service “staging.”

DEVELOPMENT OF AN ELECTRONIC SEP - COMPLETED

Although CSM developed our own “homegrown” electronic SEP, it was simply a placeholder until we got something better. “Something better” happened in Spring 2013 with the launch of Degree Works SEPs. CSM counselors moved to Degree Works SEPs and modeled this implementation for Canada and Skyline. CSM counselors have this new tool that helps students become engaged in their educational planning process. Now the SEP is not a piece of paper to be lost or discarded, but the Degree Works SEP is a constant reference in the student’s websmart and reminder of educational goals and the path to achieve them. Counselors provide comprehensive SEPs with supportive notes to inform students.

COUNSELING/INSTRUCTION COLLABORATIONS – ONGOING

With the opening of the Learning Center we had a counselor keep weekly hours in that location to support a collaboration.

We have yet to hit upon the collaboration model that 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 retention, success, and persistence. The Puente Program brings a slice of that type of collaboration, but a workable model for collaboration on a greater scale has yet to be implemented and remains a service goal.

UTILIZE STAFF EFFICIENTLY TO PRESERVE COUNSELORS FOR PROFESSIONAL SERVICE NEEDS – COMPLETED & ONGOING

In Counseling Services we maximize the use of paraprofessional staff to program service coordinator positions to maintain counseling hours for professional expertise and counseling. Areas that fall into this model are orientation, prerequisite review, transfer program support, introductory classroom presentations, and more.

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, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

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- Increase the number of counseling faculty and staff to support college community needs for counseling services.
- Continue to develop service delivery options: 1)“self-service” options for college ready and college savvy students who can navigate educational planning with minimal guidance, 2) service option for at risk students that maximizes contact, guidance, support, and information sharing.
- Continue service marketing so the college community is fully aware of available services and counseling expertise.
- Increase the number of basic skills students who enroll in CRER classes.
- Develop formal counseling and instructional faculty partnerships that result in formal collaborations to support student success. Partnerships with basic skills and transfer level classes are important.
- Increase the number of comprehensive and detailed SEPs produced on Degree Works
- Increase the percentage of students earning a certificate or degree, transferring, or achieving transfer readiness.
- Increase transfer rates among traditionally disadvantaged groups.
- Increase transfer rates.

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.

Counseling faculty and staff participate in regular professional development opportunities

CSU Transfer Conference

UC Ensuring Transfer Success Conference

Attend student development trainings and conferences, Student Success Act support venues, basic skills activities and conferences.

Explore technology applications to support efficiencies and help students navigate the college system more effectively.

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.

Counseling services would like to expand to formal partnerships that bring counseling and instructional faculty into productive collaborations to support student success.

PUENTE was re-launched in fall 2012. Other such collaborations are needed to support students.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty:

Student success stats show us that students are not completing certificates, associate degrees, and transfer goals and bold changes are needed to improve completion rates. As we continue to experience changes and challenges related to state budget issues, Student Success Task Force initiatives , transfer legislation that includes AA/AS-Ts and C-ID compliance, transfer selectivity, and college readiness issues, we need talented counseling faculty and staff to support student development and student success. We need more counseling faculty who will engage is student success initiatives and respond to the needs of underprepared students.

FACULTY - General Counseling Faculty are BOLDED

Faculty	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Sylvia	50% EOPS	50% EOPS	50% EOPS	50% EOPS	50% EOPS	50% EOPS	50% EOPS
Aguirre-	50% MCC	50% MCC	50% MCC	50% MCC	50% MCC	50% MCC	50% MCC
Alberto							

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Martin Bednarek	100% ISP	100% ISP	50% ISP 50% General	100% General	100% General	100% General	100% General
Kitty Brown	100% General	100% General	50% EOPS 50% MCC	50% EOPS 50% MCC	Retired Not replaced	Retired Not replaced	Retired Not replaced
Elaine Burns	100% General	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced
Arnett Caviel	50% EOPS 50% General	50% EOPS 50% General	50% EOPS 50% General	50% EOPS 50% General	50% MCC 50% General	50% MCC 50% General	50% MCC 50% General
Dean Chowenhill	100% General	100% General	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced
Jacqueline Gamelin	100% General	100% General	100% General	100% General	100% General	100% General	100% General
Lorena Gonzalez							50% PUENTE 50% General
Martha Gutierrez	100% General	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced
Modesta Garcia	100% General	100% General	100% General	100% General	100% General	Retired Not replaced	Retired Not replaced
Eileen O'Brien	100% Career	100% Career	100% Career	100% Career	100% Career	50% CRER Coordination/ 50% Counseling	50% CRER Coordination/ 50% Counseling
Carolyn Ramsey	100% General	100% General	100% General	Retired Not replaced	Retired Not replaced	Retired Not replaced	Retired Not replaced
Kathy Sammut							100% General
Kevin Sinarle	100% DSPS	100% DSPS	100% DSPS	100% DSPS	100% DSPS	100% DSPS	100% DSPS
Ruth Turner	100% EOPS	100% EOPS	100% EOPS	100% EOPS	100% EOPS	100% EOPS	100% EOPS
Aisha Upshaw	50% EOPS 50% MCC	50% EOPS 50% MCC	Changed with Kitty 100% General	100% General	Retired Not replaced	Retired Not replaced	Retired Not replaced
Mary Valenti	100% General	100% General	100% General	100% General	100% General	100% General	100% General
	9 General Counselors	7 General Counselors	6 General Counselors	5.5 General Counselors	4.5 General Counselors	3.5 General Counselors	5 General Counselors

Equipment and Technology: [Click here to enter long-range planning: Equipment and Technology narrative](#)

Instructional Materials: 4T

Classified Staff: 4T

CLASSIFIED

	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Counseling	2 OAll	2 OAll	2 OAll	2 OAll	2 OAll	2 OAll	2 OAll	2 OAll
Transfer	1 Div Asst	1 Div Asst	1 Div Asst	1 Div Asst	1 Div Asst	1 Div Asst	1 Div Asst	1 Div Asst
Career	3 PT OAll	3 PT OAll	3 PT OAll	2 Program	2 Program	2 Program	2 Program	2 Program

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	3 Program Service Co	3 Program Service Co	3 Program Service Co	Service Co	Service Co	Service Co	Service Co	Service Co
Assessment	1 OAll 1 Program Service Co	1 OAll 1 Program Service Co	1 OAll 1 Program Service Co	1 Program Service Co	1 Program Service Co	1 Program Service Co	1 OAll - added in Spring 2012 1 Program Service Co	2 Program Serv Coord (1 – assess, 1-prereq, articulation, honors, assess back up)
total	11 staff	11 staff	11 staff	6 staff	6 staff	6 staff	7 staff	7 staff

Classified staff remain essential and provide support to services 12 months a year. The demands of transfer and the need for career services to assist students to identify college majors and career paths need support. I would like to be approved to hire an 11 month Career Resources Counseling Aid that would be assigned 50% to Career Services and 50% to Transfer Services to provide needed support to these areas.

Facilities: 4T

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, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title: 13-14 Transfer Success Speaker Series - "Plan Your Success"
Supports CSM Institutional Priorities #1 and #3

4T

Description: In Fall we will develop a series modeled after the Speakers Series and offer three activities that support transfer success. We will market this series to basic skills classes AND transfer level classes and request that faculty bring classes to the activities, create assignments around the activities, and allow in class follow-up with a student service rep.

TARGET: ESL 828, ENG 828/838/848,100 MATH 811, 111, 112, 120 CRER classes, READ, and general transfer classes.

4T

Action(s)	Completion Date	Measurable Outcome(s)
Transfer Success Speaker Series DATES: September 4 – College Center Quad College Connections FAIR – bring support services and students and faculty together! October 2 – Theatre Transfer – Making Dreams Come True Value of education, how transfer works, how to prepare for successful transfer		Number of participants <ul style="list-style-type: none"> • classes • faculty • students • programs

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November 6 – Theatre I Did It – A Student Panel discusses how they are working to achieve their academic and career goals.			
4T		4T	
4T		4T	

Plan 2

Title: Conference for High Schools: Your Community College – What's New at College of San Mateo – Wednesday, September 18, 2013
Supports CSM Institutional Priorities #1 and #3

4T

Description

Offer a conference opportunity to high school personnel – counselors, career center staff, administrators, 2 PTA reps. Use the day to acquaint high school guests with CSM faculty, staff, programs, services, and students. Include workshops, presentations, and activities that include CTE programs and faculty, transfer program and services, student support initiatives and staff, and basic skills support structures.

Action(s)	Completion Date	Measurable Outcome(s)
Conference 4T	FALL 2013	Conference attendance
4T		4T
4T		4T

Plan 3

Give students the tools they need to understand and engage in academic and career planning.
Supports CSM Institutional Priorities #1 and #3

4T

Description

Develop services that are intrusive and require students to participate in orientation, decision making around educational goals, educational planning, use of support services.

Action(s)	Completion Date	Measurable Outcome(s)
Look at technology opportunities 4T	Spring 2014	Increased number of SEPs
Get counselors and student support staff in classrooms to introduce services and encourage engaged academic planning	Spring 2014	4T
Request partnerships with basic skills classes		4T
Continue to look at service options and service delivery methods		

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For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Counselor – TRANSFER Target underrepresented and underprepared students groups and classes for transfer support and services. Develop targeted programs to support transfer initiatives. Provide leadership with college transfer goals	1
Counselor – STUDENT SUCCESS Provide leadership in the division for the purpose of establishing counselor and instructional faculty partnerships that extend into the classroom. Target financial aid students for sound decision making and educational planning. Develop intrusive and focused services for students who are underprepared or at risk.	1
Counselor – SPECIAL PROGRAMS Programs are under development (International Students, HONORS, Veterans, Learning Community participation). A counselor lead in this area can assist with program development and the design of counseling support.	1

Complete [Full-Time Faculty Position Request Form](#) .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
Career Resources/Counseling Aid – 50% Career Services and 50% Transfer services. Provide clerical and organizational support to programs and activities in both the career and transfer services area. 11 month position. Transfer is a major initiative and needs additional support. Student need career and counseling assistance to prepare to identify a major goal. The additional support for transfer and career is needed to support our college mission and goals.	Range 19 Classified Schedule 60 Monthly salary of Step 1 \$3551 – Step 5 \$4316 11 months at Step 5 = \$47,476.00

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Program Review: Enter Program Name

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Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	13-14 Transfer Success Speaker Series - "Plan Your Success"	\$1000.00
2	Conference for High Schools: Your Community College – What's New at College of San Mateo – Wednesday, September 18, 2013	\$2000.00
	For additional plans, add rows and number accordingly.	