

College of San Mateo

COMPREHENSIVE PROGRAM REVIEW COUNSELING DEPARTMENT MARCH 25, 2012

Student Services
COMPREHENSIVE
PROGRAM REVIEW &
PLANNING
Form Approved 9/2/2008:
Governing Council
Revised: 2/14/2012

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:
http://collegeofsanmateo.edu/prie/program_review/program_review.php.)

Resources for Supporting Documentation (Sections 1 and 2):

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

Note for Student Services:

In consultation with Student Services program leads, the Office of Planning, Research, and Institutional Effectiveness will develop a pilot template for quantitative data designed for student services programs for the next cycle of program review.

Next Steps:

Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: <http://collegeofsanmateo.edu/prie/planning.asp>)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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DEPARTMENT OR PROGRAM: General Counseling Department – March 25, 2012

I. DESCRIPTION OF PROGRAM

Counseling Services:

- Designs and implements the college matriculation process and activities
- Provides College Orientation and Course Selection Workshop to new and returning students
- Provides one-on-one counseling appointments for academic planning, transfer, career, and personal issues.
- Develops and teaches department curriculum (CRER courses)
- Provides small group counseling with targeted topics – CSU transfer, UC transfer, ESL Program and Services
- Provides Focus Group workshops in CSU Transfer, UC Transfer, Transfer Out-of-State and Independents, Writing the UC Personal Statement, Nursing Majors, Engineering Majors, Business Majors, Undecided
- Implements a student success program that includes outreach to students who are out of good standing
- Provides Reinstatement and Probation Workshops
- Offers early intervention assistance to faculty
- Offers classroom support – Student Connections Sections is partnership between English 828 faculty and counseling faculty, Counselor Partnerships (Counselors develop instructional partnerships in an effort to support student success)
- Provides class presentations
- Other services provided by the department are: (1) Transcript Evaluation Service to apply coursework completed outside of the SMCCCD to an educational goal at CSM, (2) prerequisite review and processing, (3) course repetitions and enrollment exceptions review and processing, (3) dismissal reinstatements, (4) college articulation duties and curriculum design assistance
- Represents Student Services on college and district committees

Academic Counseling responsibilities

- Help students explore educational options
- Provide up to date information on institutional and transfer requirements
- Help students clarify academic goals
- Help students develop a student educational plan (SEP) for graduation and/or transfer
- Review graduation and certificate requirements
- Address academic and progress probation
- Provide referral to other support services on campus

Transfer Counseling responsibilities

- Provide a student educational plan (SEP) that includes general educational and lower division major course sequencing and planning to transfer
- Provide up to date information about educational planning requirements for successful transfer.
- Help students understand transfer requirements and selection criteria.
- Help students research and select a college transfer major and review lower division major preparation requirements.
- Help students use transfer resources and information to participate in successful transfer planning
- Evaluate course work for transfer applicability
- Provide IGETC and CSU GE certification information
- Use articulation information
- Navigate transfer to private and out of state colleges and universities

Personal Counseling responsibilities

- Help students analyze personal behaviors and circumstances that related to student success factors
- Help students develop a level of college readiness to support success
- Help students analyze values, motivations, and personal circumstances 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 relate that information to educational and career goals. Assist those students who are “undecided” in regards to a college major and goals with a 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 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 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, early alert activities, 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. In Fall 2011 we launched E-Counseling services for students with G numbers. The following message was distributed to on-line students.

Online Counseling Services at College of San Mateo

- eAdvising Offers Quick Information: Available to All

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

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

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

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

1. your student ID number,
2. the reason for the appointment (for example, transfer preparation, SEP, help choosing classes), and
3. 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 copious 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 addition to

notes recorded in the SARS system, counselors create SEPs, student educational plans (either paper or online versions), provide degree and 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. Ideally students select to work with one counselor as they pursue their educational journey. 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 the College Center, Building 10, Third Floor, Area 10-340, the Student Support Services Center for Counseling, Transfer, and Career. Student can schedule a number of counseling services on their Web Smart. Through Web Smart they can schedule placement testing, college orientations, counseling focus groups (group counseling for transfer, undecided, and specific majors), and reinstatement and probation workshops. The appointment site is located within the student's Web SMART account under student services.

Usage Reports –

- General Counseling Appointment
- Orientation Attendance
- Reinstatement/Probation Workshop Attendance
- Focus Group Attendance

One measure of counseling program activity is documented student use of services. Our SARS appointment scheduling system captures the number of scheduled appointments. It does not capture the total range of counseling and staff contacts. Counselors work with students (and staff) via phone and email. Also, the natural flow of students dropping in to see counselors and staff is not captured in the numbers below.

GENERAL COUNSELING APPOINTMENTS:

	05/06 (Bldg 5)	06/07 (Bldg 5)	07/08 (Bldg 1)	08/09 (Bldg 1)	09/10 (Bldg 1)	10/11 (Bldg 1)	CHANGED DATA COLLECTION for 2012 Program Review as noted below (Bldg 10)	Spring 2011 through Fall 2011
FALL Aug - Dec	5666	5565	5404	6235	5018	5130	Spring 2011 Jan - May	4558
WINTER Jan	509	374	608	634	383	238	Summer 2011 June - August	1491
SPRING Jan - May	6319	5883	5813	6290	6157	See next column	Fall 2011 August - December	4629
Summer May - Aug	2409	2683	2539	2273	2981	See next column	Winter 2012 Jan	460
							No longer including incomplete information for spring 2012.	Jan 18-March 16 2145
Total appointments Duplicated head count	14,803	14,505	14,364	15,432	14,539	11,418		

ORIENTATION & COURSE SELECTION WORKSHOP ATTENDANCE:

Spring 2011 Jan – May	727
Summer 2011 June - August	1554
Fall 2011 August - December	798
Winter 2012 Jan	567
	Spring 2011 through Winter 2012 Total 3646 unduplicated head count

REINSTATEMENT & PROBATION WORKSOP ATTENDANCE:

Spring 2011 Jan – May	326
Summer 2011 June - August	189
Fall 2011 August - December	355
Winter 2012 Jan	120
	Spring 2011 through Winter 2012 Total 990 unduplicated head count

FOCUS GROUP ATTENDANCE:

Spring 2011 Jan – May	62
Summer 2011 June - August	Not offered
Fall 2011 August - December	103
Winter 2012 Jan	Not offered
	Spring 2011 through Winter 2012 Total 165 Duplicated head count

CLASS COLLABORATIONS /STUDENT CONNECTIONS SECTIONS:

Spring 2011 Jan – May	1 (English 828)
Summer 2011 June - August	NA
Fall 2011 August - December	0
Winter 2012 Jan	NA
Spring 2012	4 (English 828)

STAFFING (on next page)

CLASSIFIED

	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Counseling Transfer Career	2 OAI 1 Div Asst 3 PT OAI 3 Program Service Coordinators	2 OAI 1 Div Asst 3 PT OAI 3 Program Service Coordinators	2 OAI 1 Div Asst 3 PT OAI 3 Program Service Coordinators	2 OAI 1 Div Asst 2 Program Service Coordinators	2 OAI 1 Div Asst 2 Program Service Coordinators	2 OAI 1 Div Asst 2 Program Service Coordinators	2 OAI 1 Div Asst 2 Program Service Coordinators
Assessment	1 OAI 1 Program Service Coordinators	1 OAI 1 Program Service Coordinators	1 OAI 1 Program Service Coordinators	1 Program Service Coordinators	1 Program Service Coordinators	1 Program Service Coordinators	1 OAI - added in Spring 2012 1 Program Service Coordinators
total	11 staff	11 staff	11 staff	6 staff	6 staff	6 staff	7 staff

FACULTY - General Counseling Faculty are BOLDED

Faculty	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Sylvia Aguirre-Alberto	50% EOPS 50% MCC	50% EOPS 50% MCC	50% EOPS 50% MCC	50% EOPS 50% MCC	50% EOPS 50% MCC	50% EOPS 50% MCC	50% EOPS 50% MCC
Martin Bednarek	Replaced Jerry Frazzetti International Student Program	100% ISP	100% ISP	50% ISP 50% General	100% General	100% General	100% General
Kitty Brown	100% General	100% General	100% General	50% EOPS 50% MCC	50% EOPS 50% MCC	Retired Not replaced	Retired Not replaced
Elaine Burns	100% General	100% General	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% EOPS 50% General	50% MCC 50% General	50% MCC 50% General
Dean Chowenhill	100% General	100% General	100% General	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
Martha Gutierrez	100% General	100% General	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	100% General	Retired Not replaced
Eileen O'Brien	100% Career	100% Career	100% Career	100% Career	100% Career	100% Career	100% Career
Carolyn Ramsey	100% General	100% General	100% General	100% General	Retired Not replaced	Retired Not replaced	Retired Not replaced
Kevin Sinarle	Joan Hare 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	50% EOPS 50% MCC	Changed with Kitty 100% General	100% General	Retired Not replaced	Retired Not replaced
Mary Valenti	100% General	100% General	100% General	100% General	100% General	100% General	100% General
	8.5 General Counselors	8.5 General Counselors	6.5 General Counselors	6 General Counselors	5.5 General Counselors	4.5 General Counselors	3.5 General Counselors

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Counseling Services Student Learning Objectives

- Why are we doing the assessment?
Provide an ongoing measure of what skills and knowledge students achieve through the use of counseling services.
- What will be assessed?
SLO - As a result of using counseling services, students can identify a principle educational goal.
- Who will be assessed?
Students who use counseling services.

- Who will do the assessment?
Counselors, through discussion and observation, will determine if students make an informed declaration of a primary educational goal. Counselor assessment is recorded in SARS.
Students complete surveys to determine if the SLO was met.

SLO #1: As a result of using counseling services, students can identify a principle educational goal.

Assessment:

- Counselor interviews students to determine if a student has made an informed declaration of an educational goal
- Student surveys

Spring 2011 – Fall 2011

- Counselors assessed 3490 students. As a result of using counseling services, these students made informed declarations of educational goals and worked with counselors to create student educational plans.
- The use of student surveys at counseling service points are being developed.

GE-SLOs→ Programs' and/or Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
As a result of using counseling services, students can identify a principle educational goal.			X		

III. DATA EVALUATION

For Student Services Programs Offering Courses:

- 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?

We work to offer a selection of curricula to meet student needs and to maintain a productivity level that exceeds the 560 mark.
Career and Personal
Development Instructional Program ENROLLMENTS Fall 2007=684 Fall 2010=644 FALL 2010 LOAD 713

For Student Services Programs Not Offering Courses:

- d. Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated.

Refer to QUESTION 1 for this information

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

Counseling services provides a range of services and maintains a broad range of responsibilities that support student success and retention. Refer to #1.

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.)

See Response below

- 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.

Response

Information taken from <p style="text-align: center;">COLLEGE OF SAN MATEO CSM'S STUDENT CAMPUS CLIMATE & SATISFACTION SURVEY, SPRING 2011 NARRATIVE ANALYSIS OVERVIEW</p> <p>Possible Challenges: Campus Support Services & Advising</p> <p>Like respondents in the Spring 2010 surveys, students generally have very positive responses to many student services. As noted above, personnel in student support services (87%) and admissions and records are perceived as "informed and helpful" (88%). Last year the Noel-Levitz responses to academic advising were mixed. Questions about whether the student's academic advisor helped the student set goals or whether advisors were knowledgeable about transfer indeed ranked above the national average. An academic advisor's concern for the student's "success as an individual" was ranked comparable to the national average. Items concerned with whether the student's academic advisor is "approachable" and is "knowledgeable about program requirements" ranked below the national average. This year, variations of the Noel-Levitz academic advising questions were included in the CSM Student Survey. Items added to this year's survey include whether the student's academic advisor is "approachable" (83%), "knowledgeable about program requirements" (83%), and "knowledgeable about transfer requirements" (81%). While the majority of students indicated satisfaction, these were among the lowest ranked within the section, "My CSM Experience." However, when students are asked whether they know which courses to graduate or transfer in both Spring 2010 and 2011 surveys, students indicated more positive responses (88%).</p> <p>1. Items of concern noted above: "approachable (A) and knowledgeable about program requirements (B) ranked below the national average"</p> <p>(A) Because we have experienced a huge loss of counseling staff and faculty, we have fewer personnel to serve students with, perhaps, greater needs. I believe "available" is a more accurate word than "approachable." With budget cuts our community colleges offer fewer course selections AND sections; our associate degree requirements have complex patterns of courses; the university transfer process is ever changing and becoming more selective; student college readiness demands greater access to counseling and follow up services. The bottom line is, more students need more help and we have fewer staff and faculty to provide this help. Students are likely to perceive counseling as less available or approachable.</p> <p>In counseling services, we continue to look at strategies to serve more students with fewer staff. Some of the strategies we have put in place are as follows. We are attempting to provide "foundation" information in group formats, and utilize one-on-one counseling appointments for more personal and specific assistance. We require new and returning students to go to a College Orientation and Course Selection workshop. In this venue we offer foundation information to students about registration, how to interpret assessment results for the purpose of course selection, educational goals, and initial course selection. After the orientation students who place into developmental courses (Read 825, 830, English 828, Math 811, 111) are required to have a follow up meeting with a counselor prior to registration. Other students may schedule an appointment prior to registration and/or are told to meet with a counselor early in the next semester to begin educational planning. For new, returning, and continuing students, AND members of the public, we offer group counseling in for targeted goals. This allows counselors to meet with small groups of students to address targeted interests (CSU transfer, UC transfer, business major, nursing major, etc). This venue allows students to receive basic information in a group format, and interact with other students with similar goals. Following this venue, students (not members of the public) can make follow up appointments with counselors to discuss more specific questions and get more detailed guidance. Finally, because our students are in classes, counselors are expanding opportunities to work with or partner with instructional faculty to serve student success and retention needs.</p> <p>(B) In regards to "knowledge about program requirements," counseling faculty experience ongoing professional</p>

development. Monthly department meetings include training. Faculty are encouraged to attend transfer conferences to keep abreast of CSU and UC transfer issues. Resources and information are received and distributed to faculty and staff. Counseling faculty maintain a very broad expertise that encompasses academic, transfer, and career planning information.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- 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 analysis). See page 10 for definition of 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; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<ul style="list-style-type: none"> • Central location for counseling services. • Attractive and professional looking facilities for students and staff. • Committed and creative faculty and staff. • Electronic methods of maintaining appointments and service organization • Support service collaborations with Admissions and Records and Financial Aid services 	
Weaknesses	<ul style="list-style-type: none"> • Understaffed! Need counseling faculty and support service staff to assist students with more complex issues. 	Input text here.
Opportunities	<ul style="list-style-type: none"> • Enhance website to more clearly provide information about college processes and provide more Q&A information so that students that are comfortable with a self-service format can self-serve. • Work to develop effective electronic tools that create efficiencies and more transparent information to students. (Degree Works, SEP) • Develop a broad use of "self-service" tools for those students who are able to function with less assistance. • Develop intrusive service structure for students who need more assistance and support. • Do more "service spot" survey opportunities to get feed- back from students about improvements that can be made. • Develop counselor/instructional faculty collaborations to reach more students AND assist instructional faculty to understand the depth and breadth of counseling and student service work. 	<ul style="list-style-type: none"> • ITS and COLLEGE commitment to develop Degree Works improvements.
Threats	<ul style="list-style-type: none"> • Further budget impacts. • Chronic understaffing that establishes a vicious cycle: not enough staff and faculty to provide needed service – then - service does not meet the student need – then - service 	State budget.

	<p>generates a level of dissatisfaction with students and college community - then - service is cut back because it does not meet the student need – etc.</p>	
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- 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. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect in this section on data from *Core Program and Student Success Indicators* ((if applicable)) or other data you have collected about the students served by your program.)

VI. Goals, Action Steps, and Outcomes

- a. Identify the program’s goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM’s *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

Students arrive at our doors with critical needs for classes AND services to support success in those classes. Research shows that more students are underprepared in multiple ways for the college experience. More students are likely to seek out the community college system given CSU and UC budget cuts and current employment statistics. Our (the counseling department) challenge is to provide needed services to more students with less resources and fewer faculty and staff. Aware of this challenge, we continue to review services and delivery methods in an effort to serve anticipated needs.

GOALS

1. Support the college transfer initiative.
 2. Continue to review and improve methods of service delivery.
 - a) Work to facilitate the delivery of “foundation” information through group counseling venues, to free up counseling time for more specific student success needs and comprehensive educational planning.
 - b) Develop self-service options for students who have the skills and ability to successfully navigate the college experience with limited assistance.
 - c) For students who may lack college readiness skills and abilities and for those students who cannot successfully navigate the college experience independently, continue to develop and implement counseling services are more intrusive in nature and require counselor intervention and monitoring.
 - d) Maximize the use of Program Service Coordinators to provide general information and assistance as needed.
 3. Develop collaboration projects and activities with the Learning Center and instructional faculty, to provide services that address student success, retention, and persistence.
 4. Engage in professional development activities that support expertise on student success, student development, and sound academic, transfer, career, and personal counseling.
- b. Identify the action steps your program will undertake to meet the goals you have identified.

GOALS – ACTION STEPS

1. Support the college transfer initiative.

ACTION STEPS: Counseling faculty continue to maintain an expertise in complex transfer planning and university transfer selection criteria.
2. Continue to review methods of service delivery.
 - a) Work to facilitate the delivery of “foundation” information through group counseling venues, to free up counseling time for more specific student success needs and comprehensive educational planning.

ACTION STEPS: Continue to design and implement services that take students from step to step to gather important foundation information prior to meeting with a counselor and registering for classes.
 - b) Develop self-service options for students who have the skills and ability to successfully navigate the college experience with limited assistance.

ACTION STEPS: Review web site for clarity and develop expanded Q&A options for students (review the El Camino College Counseling website for ideas).
 - c) For students who may lack college readiness skills and abilities and for those students who cannot successfully navigate the college experience independently, continue to develop and implement counseling services are more intrusive in nature and require counselor intervention and monitoring.

ACTION STEPS: Continue to explore methods to collaborate with instructional faculty to achieve a student services presence in the classroom to support success. Work with the Learning Center to develop a monitored referral process that allows for coordinated follow through and follow up.

- d) Work with ITS to support the continued development use of technology.
ACTION STEPS: Continue to work with ITS to develop the Degree Works tool and SEP function. The tool allows student/counselor planning to be more transparent to the student.
 - e) Maximize the use of Program Service Coordinators to provide general information and assistance as needed.
ACTION STEPS: Analyze in what ways PSCs can provide direct service to students.
 - 3. Develop collaboration projects and activities with the Learning Center and instructional faculty, to provide services that address student success, retention, and persistence.
ACTION STEPS: Continue to explore methods to collaborate with instructional faculty to achieve a student services presence in the classroom to support success. Work with the Learning Center to develop a monitored referral process that allows for coordinated follow through and follow up.
 - 5. Engage in professional development activities that support expertise on student success, student development, and sound academic, transfer, career, and personal counseling.
ACTION STEPS: Support activities that offer professional development opportunities.
- f) Briefly explain, specifically, how the program’s goals and their actions steps relate to the *Educational Master Plan, 2008*.

Goals and action steps reflect areas covered in the EMP:

- EMP 2008 Page 9 & 10 – Enrollment and Access: decline in number of degrees, decline in number of successful transfers, counselors play an important role helping students understand the benefits of degree and transfer completion.
- EMP 2008 Page 10 & 11 - Student Success and Retention points
- EMP 2008 Page 11 – Student Achievement points
- EMP 2008 Page 13 & 14 – Professional Development points
- EMP 2008 page 17 – Recommendations: Basic Skills, Transfer
- EMP 2008 page 18 – Recommendations: Student Engagement
- EMP 2008 page 19 – Recommendations: External Environment, Personnel
- EMP 2008 pages 20 – 22 – Recommendations: Suggested Action Steps for Student Services

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

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- 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.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Counselor: Transfer	<ul style="list-style-type: none"> • Support TRANSFER as an educational goal for students. • Target underrepresented and underprepared student groups and classes for transfer support and services • Develop targeted programs to support transfer initiatives • Develop partnerships with faculty to 	Assist students to identify and successfully complete a primary educational goal of transfer.

	<p>support transfer</p> <ul style="list-style-type: none"> • Develop partnerships with universities to support transfer • Monitor transfer admissions contracts • Participate in articulation process to support transfer • Provide college leadership in regards to transfer initiatives 	
Counselor: Student Success	<ul style="list-style-type: none"> • Provide leadership in the division for developing department services that are more intrusive and focus on students who are underprepared or at risk. (Target groups might include basic skills, and probation/dismissed) • Target financial aid students for sound decision making and educational planning. • Provide leadership in the division for the purpose of establishing counselor and instructional faculty partnerships that extend into the classroom • Provide counseling support to the Multicultural Center 	Assist students to identify and successfully complete a primary educational goal.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Program Services Coordinator 50% Career Resources 50% Articulation	Support Career Services and provide coordinator for the Autumn Job Fair and Spring Career Fair. Assist with the articulation function.	Assist students to identify and successfully complete a primary educational goal. Career Services provided targeted services to UNDECIDED students and helps expose them to information and resources that support informed decisions and educational goals. Articulation is a function that is necessary to support the transfer function and transfer educational goals.

b. For instructional resources or program 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 (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

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

Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.
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*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines (Applicable only for Programs Offering Courses)

- 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.

Course Number	Last Update Date	Six-year Update Due Date
CRER 104 – Transfer Essentials and Planning	October 2005	2012
CRER 105 – College Planning	September 2007	2013
CRER 107 – Introduction to Choosing a College Major	September 2007	2013
CRER 108 – Achieving an Associate Degree and/or Vocational Certificate	September 2007	2013
CRER 120 – College and Career Success	September 2009	2015
CRER 121 – Planning for Student Success	September 2009	2015
CRER 122 – Study Skills	September 2009	2015
CRER 126 – Career Choices I: Assessment	August 2007	2013
CRER 127 – Career Choices II: Job Search	August 2007	2013
CRER 138 – Skill Development for Career Search – Transition to College Program		2012
CRER 140 – Peer Counseling – Transition to College Program		2012
CRER 142 – Advanced Peer Counseling – Transition to College Program		2012
CRER 301 – Introduction to Scholarships	March 2009	2013
CRER 889 – Transition to College	December 2010	2016

IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups)

- 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.

List ACT names here.

Attach or paste ACT report here.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

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

Primary program contact person:

Phone and email address:

Full-time faculty:

Part-time faculty:

Administrators

Classified staff:

Students:

<i>Primary Program Contact Person's Signature</i> Marsha Ramezane	<i>Date</i>
<i>Full-time Faculty's Signature</i> Arnett Caviel	<i>Date</i>
<i>Part-time Faculty's Signature</i> Mike Bower Dean Chowenhill	<i>Date</i>
<i>Classified Staff Person's Signature</i> Gary Booker Roger Perez-Vaughan	<i>Date</i>
<i>Student's Signature</i>	<i>Date</i>
<i>Dean's Signature</i>	<i>Date</i>

Student Services
Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

Section 1: Student Services

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://collegeofsanmateo.edu/committeeoninstruction/>

Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we make the transition to a new site:

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website

College Index, 2008/9-2011/12,

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Educational Master Plan, Data Updates, 2011-12

<http://collegeofsanmateo.edu/institutionalresearch/>

Institutional Priorities, 2008-2011

<http://collegeofsanmateo.edu/prie/planningdocs.asp>

Five in Five College Strategies, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: David Locke, SLO Coordinator, Locke@smccd.edu, (650)574-6624

Also see PRIE site for SLO assessments' support: <http://collegeofsanmateo.edu/prie/slos.asp>

Section 2: Student Services

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:

To identify programs on the comprehensive program review cycle, see *Program Review Rotation Schedule for Student Services, 2008-2011* at PRIE website at page for Student Services Program Review.

I. DESCRIPTION OF PROGRAM

Applicable for programs offering courses:

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department or program records

Other data:

- Student headcount or numbers of students provided with services

II. STUDENT LEARNING OUTCOMES

Student Services' programs should address GE-SLOs as appropriate; not all SLOs are applicable.

- SLO records maintained by the department or program
- CSM SLO Coordinator
- SLO Website: <http://collegeofsanmateo.edu/sloac>
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. DATA EVALUATION

Applicable for student services programs offering courses:

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

For student services programs which do not offer courses:

- FTE data regarding staffing
- Data regarding types of services offered
- Headcount or numbers of students served (indicated whether duplicate or unduplicated)
- As applicable, other data provided by PRIE

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*

- Five in Five College Strategies
- Institutional Priorities, 2008-2011
- Student Success (course completion and retention) data from the “Core Program and Student Success Indicators” for your program (if applicable) and for the College as a whole;
- Student satisfaction surveys or other student feedback
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department or program records regarding the numbers and types of students served collected by the program
- Other evidence

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- Student Success (course completion and retention) data from the “Core Program and Student Success Indicators” for your program (if applicable) and for the College as a whole;
- Student satisfaction surveys or other student feedback
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department or program records regarding the numbers and types of students served collected by the program
- Other evidence

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from “Core Program and Student Success Indicators”

VI. Action Steps and Outcomes

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- GE- or Certificate SLOs
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *GE- or Certificate SLOs*
- *Course SLOs*
- *Department and program records*
- *Core Program and Student Success Indicators (if applicable)*
- *previous Program Review and Planning reports*

VIII. Course Outlines (if applicable)

- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*