

De Anza College
 Student Services Planning and Budgeting Team (SSPBT)
 Program Review

2016 - 2017

Tracdat Description (50 character max)	Part 1	Program Information	
	2016-17 Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.
	1a) Program Name	Counseling Center	Enter the name of the program being reviewed
	1b) Name(s) of the author(s) of this report:	Mark Fu, Patty Burgos, and Sheila White-Daniels	Enter the name or names of those who authored this CPR/APRU
SS 1c) Number students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	The Counseling Center serves over 26,000 students annually through various services focused on student success. This number is constantly trending up.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
	1d) Who are the typical students served by this program?	The Counseling Center serves all students with a focus on increasing access, retention, and success. These students include, but are not be limited to, full-time and part-time students with goals to: <ul style="list-style-type: none"> • Transfer to a 4yr. university. • Obtain an AA/AS/ADT degree • Obtain a Certificate of Achievement/Advanced Students are from all 'targeted' populations such as Latina/o, African American, Pacific Islander, Filipino, Veterans, Foster Youth, low income, and so forth.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
	Part 2	MISSION and Accreditation	

		Standard II.B.1	
	2a) What is the program Mission Statement?	The mission of the Counseling and Student Success Division is to empower students by providing equitable services and connect with them through individual sessions, classroom instruction and informative workshops to address and overcome academic and personal challenges.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	<p>To assure the quality of services to students a student satisfaction survey was conducted to obtain feedback about the variety of modalities of services available through the Center. The results of the survey were used to review, and/or tweak services, if necessary. Surveys are slated to be conducted quarter to do an annual and quarter comparison of success.</p> <p>Also, counselors, advisors, as well as, other staff have bi-monthly inservice training to ensure recency of information associated with all areas of academic, personal, and career counseling.</p> <p>The "Quick Questions" during the first week of every quarter, where all counselors and advisors are stationed in three different areas of the Counseling Center with a laptop that has wireless connection to answer student's</p>	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services .

		<p>questions.</p> <ul style="list-style-type: none">• Online advising. Students can also email counselors/advisors regarding general quick questions. <p>Our goal is to ensure that students register in the right course, assist students in selecting their classes, provide follow-up services such as seeing students with holds for probation, as well as signing petitions for exceeding units.</p> <p>We provide various ways for students to schedule to see counselors/advisors:</p> <ul style="list-style-type: none">• Online self-scheduling appointment system.• In person in the Center with the help of our dedicated administrative team.• Phone appointments. Students can also make appointment over the phone. Dedicated staff respond to after-hour messages, scheduling appointments. <p>Daily drop-in sessions are still available to students that need to see a counselor/advisor right away.</p> <p>These models have worked out well because it has dramatically decreased the wait time to see</p>	
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		<p>an counselor/advisor.</p> <p>The New Student Orientation Workshop was modified so new students can complete both an in-person orientation followed by an individual meeting to complete an abbreviated education plan using the Degree Works software.</p>	
<p>SS 2c) In what ways and to what extent does program support College Mission statement?</p>	<p>2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p>The Counseling and Student Success Division advances the overall College mission through the work of counselors providing appropriate support and advising to students regarding decisions that affect educational, vocational, and personal goals that impact student success.</p> <p>Counselors also instruct the following courses that help support student learning, success, and personal growth.</p> <ul style="list-style-type: none"> • CLP 70/75, Self-Assessment/ College Major and Career Options • COUN 50, Introduction to College • HUMA 20, Life Skills for Higher Education • HUMA 50, Understanding and Managing Stress • HUMA 10, Human Sexuality <p>-----</p> <p>2015 -16 Course demographic data: COUN 50-867 (African American-76; Filipino-179; Latino/a -601; Pacific Islander-11)</p>	<p>Please address part 2 of Accreditation Standard II.B.1-The institution . . . demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html</p>

		<p>HUMA 10-449 (African American-50; Filipino-74; Latino/a -315; Pacific Islander-10)</p> <p>HUMA 20-155 (African American-32; Filipino-13; Latino/a -108; Pacific Islander-2)</p> <p>HUMA 50-113 (African American-16; Filipino-27; Latino/a -68; Pacific Islander-2)</p>	
	Part 3	Accreditation Standard II.B.3	
	<p>3a) In what ways and to what extent does the program assure equitable access for all students?</p>	<p>The Counseling and Advising Center serves all students and refers students to other support program and service-specific areas whenever necessary.</p> <p>The Center is open five days a week and offers extended hours on Tuesday and Wednesday to serve evening students.</p> <p>The Counseling and Advising Center staff provide a welcoming and student friendly environment for all students.</p>	<p>Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.)to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>
<p>SS 3b) State ways and extent that program encourages personal and civic responsibility.</p>	<p>3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>Counseling faculty teach courses with curriculum that encourages personal and civic responsibility such as:</p> <ul style="list-style-type: none"> • Career Life Planning • Life Skills for Higher Education • Stress Management • Human Sexuality. 	<p>Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p>SS 3c)State ways & extent program designs, maintains and evaluates counseling &/or academic advising</p>	<p>3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs</p>	<p>Counseling and Student Success Division has 12.5 full-time counselors (16 minus division chair 50% and 3-pending</p>	<p>Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.(Answer only if</p>

		<p>replacement hires), 4 academic advisors, and 6 part-time counselors. These counseling faculty serve approximately 26,000 students, including many from the special programs who chose to seek services at the Center.</p> <p>Counseling – Counselors assist students with financial extensions, completing various petitions, exploring careers and majors, addressing possible learning disabilities and any other emotional or psychological issues, ultimately referring to the student to the appropriate office, explaining transfer requirements including TAA/TAG information including ADTs, and discuss the academic/progress probation procedures and assisting students with solving problems associated with raising their GPA, and so forth. An average of 24,8801 students received these and other services through ‘drop-in’ and appointments.</p> <p>Educational Plans (Abbreviated and Comprehensive) – 2,450 abbreviated education plans are generally developed in conjunction with orientation workshop, however an average of 1,708 additional abbreviated education plans were developed through individual appointments. Comprehensive education plans</p>	<p>applicable to the program under review)</p>
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		<p>were developed in two modalities: 1) by appointment (30-minutes) with an average 7,701 and 2) through DegreeWorks more than 11,976 were developed.</p> <p>Every first and fourth Wednesday, with the exception of the first and last weeks of school, counselors and advisors, campus-wide, attend two hour in-service meetings. Counselors provide training to other counselors in areas in which they have acquired knowledge or expertise. Counselors have given workshops to other counselors and specialists on such topics as academic probation, strategies and processes when working with transferring students, and educational plans for financial aid student. These meetings provide opportunities to learn and share important updated information best serve students.</p> <p>Every second Wednesday, all staff attend the Counseling and Student Success Division meeting focused on College and District information and updates that support improving services to students.</p> <p>Every third Wednesday, counselors and advisors in the Counseling Center meet for two hours to discuss topics of interest, share developments within the</p>	
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		division, and review concerns and ideas surrounding services to students.	
SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity	3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	<p>In the counseling classes, CLP 70/75, COUN 50, HUMA 10/20/50, discussion centers around students understanding, respecting, and appreciating diversity.</p> <p>Whenever appropriate, during individual sessions or group workshops, counselors/advisors encourage students to sign up for general education courses that contain topics on understanding and appreciating diversity.</p>	Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
SS 3e) State ways & extent program regularly evaluates admissions & placement practices	3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	<p>Although the Counseling Center does not regularly evaluate admissions and placement practices, two counselors participate on the Multiple Measures Committee focused on common assessment for Math and English/ESL, and placement best practices.</p> <p>Counselors/advisors often discuss important admission dates and procedures with students, therefore, any issues pertaining to admissions policies and procedures are shared with the Enrollment Services staff on a regular basis.</p>	Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.(Answer only if applicable to the program under review)
SS 3f) State ways & extent program maintain student records securely & confidentially?	3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	Division staff and counselors maintain student information and files through the online SARS system. Security protocols are in place to protect electronic data,	Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

		<p>including student records, which can only be accessed through the use of secure passwords. These systems include Banner, SARS, Student Dashboard, and DegreeWorks which are districtwide systems that are secured and maintained through the Educational Technology Services (ETS).</p> <p>All official student transcripts submitted by students to counselors/advisors are given to the Enrollment Services Office for imaging.</p> <p>All notes written by counselors/advisors during counseling/advising sessions are typed and saved in eSARS and or DegreeWorks.</p>	
	PART 4-	Staffing	
SS 4a) Have there been any significant staffing changes since the last CPR?	4a) Have there been any significant staffing changes since the last CPR in 2008-09?	<p>Yes, with the implementation of SSSP which created increased workload over the years, general counselors have left and to date many have not been replaced in general counseling. Additional staff hired with SSSP funds include:</p> <ul style="list-style-type: none"> • Counselors: Full-Time 2 (Transfer Center), Part Time 6 • Academic Advisors: 3 • Administrative Assistant: 1 <p>In addition, Student Equity funds were used to hire:</p> <ul style="list-style-type: none"> • Foster Youth Part Time 	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.

		<p>Counselor-1</p> <ul style="list-style-type: none">• Early Alert Coordinator-hire pending• Early Alert Specialist-hire pending <p>However, the ongoing decentralization of the counseling division and many of its services to Outreach, as well as, instructional divisions has created an ongoing depletion of counseling faculty and staff. Staff, including counselors, who left the division have not been replaced:</p> <ul style="list-style-type: none">• Counselors: Full-Time-3• Academic Advisors-2• Administrative Assistant-1 <p>The number of part time counselors has increased to augment the loss of full time counselors. Part time counselors have been hired in Outreach Department over the past year.</p> <p>The Transfer Center added two full time counselors and two academic advisors.</p> <p>One academic advisor was added in general counseling and one more position remains to be filled.</p> <p>Classified staffing has increased as well and one more position still needs to be filled.</p> <p>Foster Youth which never had a</p>	
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		dedicated counselor was renamed Guardian Scholars and now has a dedicated part-time counselor.	
	4b) Are there any significant staffing changes that will be needed over the next five years?	<p>If the previously referenced replacement positions are filled:</p> <ul style="list-style-type: none"> • Counselors: Full-Time-3 • Academic Advisors-2 • Administrative Assistant-1 <p>With the current plans to increase intrusive advising services to students, as well as implement creative advising and increased course offerings, the will be the need to increase division staff as follows:</p> <ul style="list-style-type: none"> • Counselors: Full-Time-3 • Instructional Assistant-1 • Student Services Specialist-1 <p>One more full time counselor and advisor will submit their retirement in the next year academic year. This is a major challenge to increase the ratio of counselor to student does not increase and therefore continue the depletion of dedicated quality services to students.</p>	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.)(Specifically identify any anticipated Student Success Support and Program (3SP)connections)
	PART 5-	Facilities	
	5a) Have there been any significant facility changes since the last CPR in 2008-09?	<p>Student Support and Retention Services (SSRS) has been moved from the Division to Instruction. The staff and function was relocated to an instructional area. International Student Programs (ISP) was relocated to that area to</p>	Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SPconnections)

		<p>facilitated improved and connected service for all functions under the Counseling and Student Success Division. Subsequently, ISP was moved under the Outreach Department, although the staff and function continue to be housed in the Counseling area. This space can be used to better serve and connect planned program growth of the Division.</p> <p>The Division has increase the college focus on dedicating improved services and space for transfer students, as this is one of the major areas of focus for De Anza College. There is an ongoing struggle to find available space for student workshops on TAG, TAP, ADT, and transfer, as well as visiting university reps to have private counseling meetings with students.</p>	
	<p>5b) Are there any significant facility changes that will be needed over the next five years?</p>	<p>With the ongoing goal to continue to provide SSSP core services (orientation, education plan, counseling/advising, and follow-up services) to new and continuing students who are not connected with any cohort program or learning communities and increase transfer services additional facilities will be needed for additional counselors, an instructional assistant, student services specialist, and additional part time counselors.</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)</p>
	<p>PART 6 -</p>	<p>Equipment</p>	
	<p>6a) Have there been any significant</p>	<p>We received smart monitor</p>	<p>Please explain any significant changes in program</p>

	equipment changes since the last CPR in 2008-09?	technology for our conference room. This is currently used when we facilitate our workshops including orientations and probation in room RSS 202.	equipment that have occurred over the past five years. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next five years?	<p>Yes, additional equipment is needed as a part of the improved support improved student transfer and retention services and workshops, as well as the Creative Advising project:</p> <ul style="list-style-type: none"> • smart monitor technology • office laser printers -10, replace damaged/outdated printer with costly ink cartridges) • computer monitors-10, for counselors with only one monitor (better serve students) • computer cameras/microphone-25, for counselor/advisor computer to support Zoom Advising • iPADS-20, for counselors to support Mobile Advising • Ergonomic furniture (chairs/tables) for student waiting area and staff offices • Large capacity commercial shredder, moving to scanning and minimize office paper • WiFi equipment throughout the 2nd floor to provide better internet access for students • A linked fence that can close off and lock up 2nd floor to prevent unauthorized entry after hours. Much like the link fence that secures the book store and admissions area. This will provide 	Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs)(Specifically identify any anticipated 3SPconnections)

		better security/safety for staff working late hours and staff have been victims of thefts in the area.	
	PART 7	Operational Costs	
	7a) Have there been any significant operational cost changes since the last CPR in 2008-09?	No significant changes as all operational costs are covered between the division and the vice president of student services budgets .	Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)
SS 7b) Will any significant operational cost changes be needed over the next 5 years?	7B) Are there any significant operational cost changes that will be needed over the next five years?	Yes, costs associated required to purchase additional equipment referenced in 6b.	Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)
	PART 8-	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last CPR?	8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?	The ongoing decentralization of the counseling division and many of its services to Outreach, as well as, instructional divisions has created significant organizational alignment changes. International Student Programs (ISP) was assigned to the Outreach Department, Student Support and Retention Services (SSRS) was moved from the Division to Instruction. Foster Youth (Guardian Scholars Program) was aligned with the Division, along with Student Development, through a recent grant acquisition. Also, services associated with AB540, undocumented students, were aligned under the Counseling and Student Success Division.	Please explain any significant organizational alignment changes that have occurred over the past five years.
	8b) Are there any significant organizational alignment changes that will be needed over the next five years?	No	Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SP connections)
	PART 9-	Regulations/Laws/Policies	

<p>SS 9a) Have there been any significant changes in regulations/laws/policies since the last CPR?</p>	<p>9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?</p>	<p>The Student Success Act of 2012 (SB 1456), now known as the Student Success and Support Program (SSSP), brought significant changes to the operation of the Division. This includes the implementation of the associated mandated SSSP core services (orientation, education plan, counseling/advising, and follow-up services) to new and continuing students and new priority enrollment criteria.</p> <p>The statewide Student Equity Initiative and Basic Skills Initiative also represents significant changes.</p>	<p>Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>
<p>SS 9b) State significant changes in regulations/laws/policies affecting program over next 5 years.</p>	<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?</p>	<p>Impeding implementation of policies that impact priority enrollment and other registration requirements, along with undocumented student regulations would affect procedures.</p>	<p>Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.)(Specifically identify any anticipated 3SPconnections)</p>
<p>PART 10-</p>		<p>Professional Development</p>	
<p>SS 10a) State any significant professional development activities for the program since last CPR.</p>	<p>10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?</p>	<p>Each year counselors and other staff participate in professional development activities associated with changes in regulations/laws/policies. The outcome has been the development and/or revision of services associated with student success, equity, and basic skills.</p>	<p>Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
<p>SS 10b) State any significant professional development needs for the program for the next 5 years.</p>	<p>10b) Are there any significant professional development needs for the program(or others)over the next five years?</p>	<p>Counselors and other staff will benefit from professional development associated with implementation of pending technology such as, Starfish Early</p>	<p>Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities.(Specifically identify any anticipated 3SPconnections)</p>

		Alert and Retention Solution, EduNAV, Zoom and Mobile advising. The need for increased professional development is expected, due to changes associated with the ongoing regulations/laws/policy changes associated with undocumented students, veterans, foster youth and financial aid.	
	PART 11-	Curriculum, Student Success, and Equity	The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html
SS 11a) Have there been any significant curriculum since the last CPR?	11a) Have there been any significant curriculum since the last CPR in 2008-09?	COUN 50 has changed from a half unit to a one unit course and it is now CSU transferable. HUMA 10 Honors sections created.	Please explain any significant curriculum changes in that have occurred over the past five years
SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.	11b) Are there any significant curriculum issues in that will affect the program over the next five years?	No	Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SPconnections
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program? Has the 60% requirement been met or exceeded?	Need to get from Tracdat	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?	Need to get from Tracdat	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap
	PART 12-	Other	
SS 12a) Have there been any other significant program changes since the last CPR?	12a) Have there been any other significant program changes since the last CPR in 2008-09?	The development of the Guardian Scholars Program (GSP) and the related advisory committee; and the establishment of the Undocumented Advisory Committee	Please explain any other significant program changes that have occurred over the past five years.
	2b) Are there any other significant issues that will affect the program over	The integration of SSSP/Student	Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically

	the next five years?	Equity/Basic Skills, along with federal/state regulations associated with financial aid, undocumented students, and international students might affect programs over the next five years.	identify any anticipated 3SPconnections
	PART 13	Student Success and Support Programs (3SP)	
	13a)How will the new 3SP orientation requirements affect the program over the next five years?	Staff reductions continue to challenge the ongoing need for increased orientation workshops. The division will be looking to collaborate to revise the current online orientation creating a more fully animated production. The face-to-face orientation workshop will also be updated with student direct input. The goal is to assess whether students are retaining the information in both online and face-to-face, to move beyond the 'check the box' for SSSP funding.	Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13b)How will the new 3SP assessment requirements affect the program over the next five years?	Counseling and Advising works continuously with new and continuing students to ensure completion of assessment early in the registration process. Many students are focused on transferring to 4-year universities, and data shows an increased numbers of targeted population students are placing at developmental or below college-level courses. Counselors may be looking at ways to assist students prior to taking the assessment to ensure they are prepared.	Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13c)How will the new 3SP student education planning requirements affect the program over the next five years?	The implementation of the EduNAV student academic	Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs,

		planning and optimization software solution that will generate personalized, always up-to-date educational plans. For those students who elect to use EduNAV counselor appointments can be used to better focus on challenges that may affect efforts to stick with the plan. Other students will receive individualized attention to development of both the abbreviated and comprehensive education plans.	organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other
	PART 14-	Student Services Learning Outcomes and Accreditation Standard II.B.4	Accreditation Standard II.B.4-The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
	14a) What are the current/active program outcome statements?	Need to get from Tracdat	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program.(Cut/paste from TracDat, APRU or other documents.)
	14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	Need to get from Tracdat	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
	14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.		Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)
	14d) What are the program outcome assessment plans for the next five years?		Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
	Part 15 -	CPR SUMMARY	Part 15is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
	15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?		Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19)
	Part 16	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs

	16a) Name of the Division and the names of the programs.	<p>Counseling and Student Success Division:</p> <ul style="list-style-type: none"> - Counseling and Advising - Transfer Center - Articulation and Transfer Services - Guardian Scholars Program (GSP) Foster Youth - Undocumented Advisory Committee 	Write the name of the division and the names of the programs that are submitting CPRs
	6b) Who wrote the Divisional Perspective?	Sheila White-Daniels, Ed.D., Dean	Enter the name or names of those who authored this Divisional Perspective.
	16c) Summarize the CPRs written by the programs of the Division.	<p>The Counseling and Student Success Division is a student-focused division that provides academic, personal, and career services to over 26,000 students on an annual basis. The works of this division extends beyond counseling to work that supports student success through 3SP services to include, orientation, counseling, developing education plans, and follow-up. Also, Liberal Arts, the major with the largest number of students, is under the auspices of this Division, with counselors and advisors providing dedicated services to ensure students reach their academic goals and assist those who are undecided in focusing on ultimately establishing a goal.</p> <p>Students see counselors/academic advisors by appointment or drop-in. The intent of these sessions is to assist students with selecting courses appropriate for the student's</p>	Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.

		<p>educational goal. Students can create or modify their educational plans, which will often include the sequence of math and English courses a student must take to get a certificate, or a degree, or to transfer. Students seek counseling and advising for a array of reasons, including, but not limited to: development of educational plans; discussion of academic, career, crisis, probation status, and personal issues; review of student progress toward educational goals.</p> <p>The Division moved from all drop-in to majority appointments. Survey results indicate that students are generally satisfied with the Division restructuring as the wait time went from over 60-minutes+ to under 20-minutes, depending on the term.</p> <p>Beyond SSSP services, counselors and advisors also provide a variety of other services:</p> <ul style="list-style-type: none">• Success workshops for students on probation or dismissal status• College success and career guidance classes• Transfer workshops• Specialized advising for veterans, international students, financial aid extension• Assessment of placement	
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		<p>scores, pre-requisites, co-requisites for the purpose of course selection</p> <ul style="list-style-type: none"> • Address the needs of evening, part-time, and students who take courses online. • Undocumented (The Dream.US Scholars, HEFAS Liaison, UndocuAlly) • Provide personal counseling in the areas of personal life issues: such as, stress management, self-esteem, crisis intervention, and referral to Psychological Services or Campus Police for 5150 when appropriate. <p>Counselors also instruct the following courses that help support student learning, success, and personal growth.</p> <ul style="list-style-type: none"> • CLP 70/75, Self-Assessment/ College Major and Career Options • COUN 50, Introduction to College • HUMA 20, Life Skills for Higher Education • HUMA 50, Understanding and Managing Stress • HUMA 10, Human Sexuality <p>2017-2018 will see the beginning of innovative technologies focused on further improving services to meet students where they are to increase successful outcomes. These include:</p>	
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		<ul style="list-style-type: none">• Starfish Early Alert and Retention Solutions• EduNAV education plans• Creative Advising:<ul style="list-style-type: none">○ Zoom Advising○ Mobile Advising <p>The Transfer Center includes dedicated counseling for transfer, access to extensive transfer college information, transfer requirements, and workshops to assist with applications to California State University (CSU), University of California (UC) campuses, and independent/private colleges and out-of-state colleges. Details included in the Transfer Center and the Articulation and Transfer Services program review.</p> <p>A centralized counseling function is tantamount to ensuring all who advise students are in accord with the strategies, training, and knowledge required to assure that students achieve their educational and career goals. With open globalization students no longer compete within the borders of their community or state or even country, they compete with the world. Many come to higher education with dreams of meeting academic goals within a short period of time, counselors assist these students in navigating the myriad of academic, career, and</p>	
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		<p>personal issues and concerns that may be obstacles to their success. Counselors and staff of the Counseling and Students Success Division are dedicated to assisting current and future students, through innovation and creativity, by providing a means for success both academically and personally.</p>	
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Counseling Center Student Satisfaction Survey

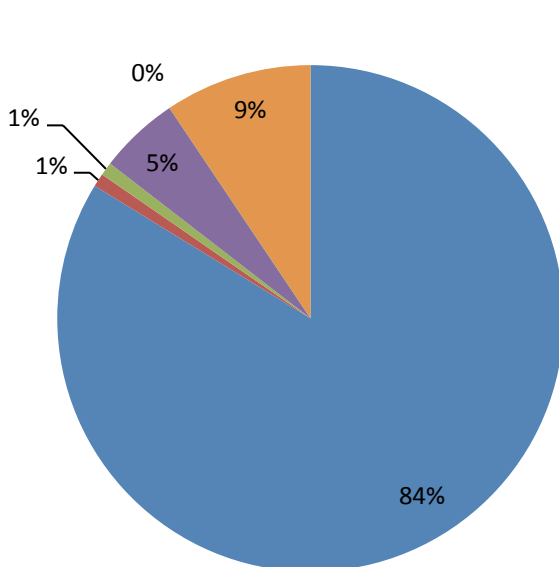
The Counseling and Advising Center (General Counseling) administered in the winter quarter the student survey to gather information about their overall experience.

The survey focuses on the need of the student pertaining to the Counseling and Advising Center. The total number of students served at the center through appointments and drop-ins, 564; the total number of students who completed the survey, 117; the comparison of students who completed the survey to the total number of students served in General Counseling, 21%.

Student Responses

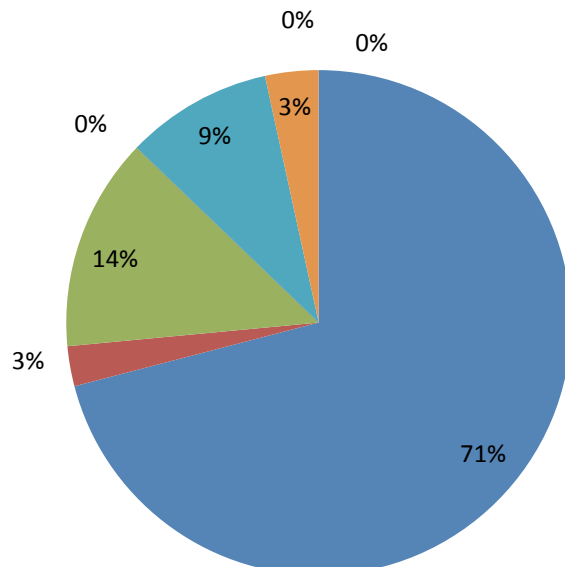
Indicate the primary concerns you discussed with your counselor/advisor.

- Academic Matters (Ex: Change of major, Advisement)
- Personal Matters(Ex: Stress, Family Conflict)
- Career Matters (Work hours, job opportunities)
- Other Please explain (Optional):
- No Response
- Two or more of these reasons



Indicate who referred you to the Counseling Center:

- Self
- Parent/Relative
- Friend
- Nurse
- Faculty/Staff/Professor
- Two or more of these reasons
- Other
- Decline to State/Rather not say



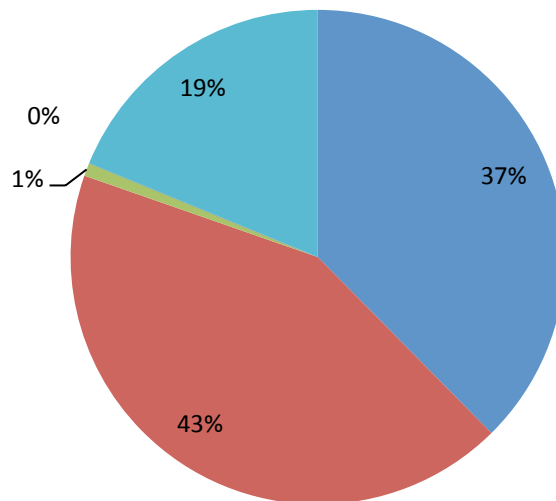
Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
I was able to get an appointment within a reasonable amount of time.	84	30	3	0	0
	72%	26%	3%	0%	0%
I felt comfortable in the waiting area.	84	32	1	0	0
	72%	27%	1%	0%	0%
The front office staff was courteous and friendly.	89	25	1	0	2
	76%	21%	1%	0%	2%
I was able to comfortably talk about my concerns with the counselor/advisor.	91	7	0	0	2
	78%	6%	0%	0%	2%
I believe my counselor/advisor will keep my information confidential.	104	10	0	0	3
	89%	9%	0%	0%	3%
I felt the counselor/advisor understood my concerns.	103	12	0	0	2
	88%	10%	0%	0%	2%
The counselor/advisor offered information that was helpful.	105	10	0	0	2
	90%	9%	0%	0%	2%
I would see a counselor/advisor again if necessary.	108	8	0	0	1
	92%	7%	0%	0%	1%
I would recommend the Counseling Center to a friend.	106	8	1	0	2
	91%	7%	1%	0%	2%

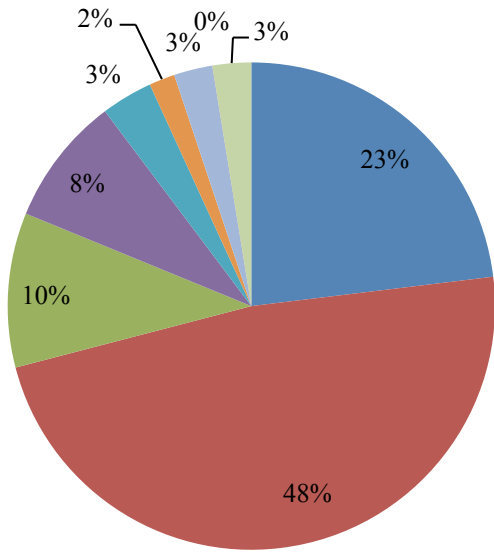
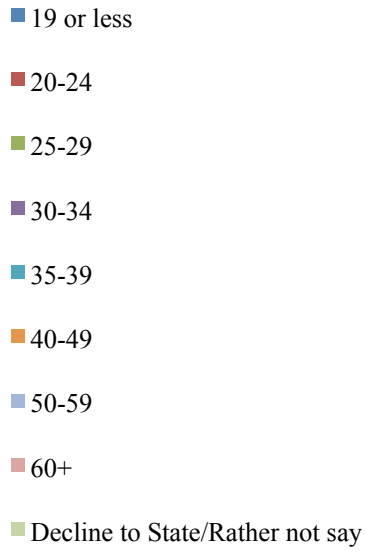
Respondent Characteristics

Gender of Repondents

■ Male ■ Female ■ Transgender ■ Gender Neutral ■ No Response



Age of Respondents



Ethnicity of Respondents

