

Program Overview

Program:	Counseling
Does this program have a CTE component?	No
Academic Year:	2014/2015
Review Period:	Annual

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Counseling Department is committed to promoting student success by providing a broad range of innovative services that address the educational, developmental, psychological, and social needs of Santa Monica College students. We actively contribute to the broader academic mission of the College through both our instructional curriculum and counseling services by building and supporting a diverse, multicultural learning community.

The Counseling Departments provide counseling, outreach and instruction of the counseling curriculum to the entire student population. As the philosophy of the department is that "Everybody Does Transfer", students can count on seeing counselors who are fully versed in transfer policies in any counseling location at SMC. General academic and personal counseling services, workshop presentations and specialized referrals are provided in twenty-five different locations, both on and off-campus. Special Programs are subject to their own program review processes, but all of the counseling services provided fall under the auspices of the Counseling Department. The twenty-five centers, satellite campuses, departments and/or programs that involve specialized counseling services are:

- Associated Students
- Athletics Program
- Black Collegians Program
- Bundy Campus
- CalWORKs
- CARE (Cooperative Agencies and Resources for Education)
- Career Services Center
- Center for Students with Disabilities
- Early Childhood Education (Teacher Academy)
- EOP&S (Extended Opportunities, Programs & Services)
- Financial Aid
- Guardian Scholar's Program
- Health Sciences/Nursing
- International Education Counseling Center
- Latino/Adelante Program
- Non-Credit ESL program (Bundy Campus)
- Outreach Program
- Pico Promise
- Scholar's Program
- STEM Program (Science, Technology, Engineering and Mathematics)

- Student Psychological Services
- Transfer/Counseling Center
- TRIO/Student Support Services
- Veteran’s Resource Center
- Welcome Center/First Year Experience (FYE) program

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

- Contribute to support the SMC master plan by providing an innovative and broad array of student services and programs.
- Continue new innovative counseling approaches that address completion, student success and equity such as completion and non-cognitive counseling strategies.
- Explore the purchase/use of new technology tools that will allow us to engage in more proactive intervention strategies.
- Ensure that counseling services are well coordinated across all 25 special counseling programs
- As required by the Student Success Act of 2012, assist all SMC students with creation of an educational plan, both short-term (one semester/session) and comprehensive.
- Continue collection of longitudinal data of students who receive counseling services, focusing on key areas outlined by the Student Success Act. Utilize this data to determine necessary areas for improvement.
- Initiate and implement a “front-end” transcript evaluation process that reduces staff and counseling time spent on this critical task.
- Continue targeted, continuous interventions and tracking for probationary and disqualified students.
- Continue to expand services for distance education and online counseling (including a specific online services for student users of MyEdPlan)
- Teach students self-advocacy and self-responsibility through role modeling, guidance and support.

3. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

To supplement the minimal discretionary budget that location 27 receives annually, the Counseling Department relies on a regular allocation of SSSP funds each year which primarily supports our transfer services. The amount has been approximately \$50,000- \$60,000 per year. This funding supports such items as student help for the Transfer Counseling Center, supplies, transfer related conferences, food for transfer fairs and events, rents/leases (for tables/chairs), off campus printing and equipment.

These funds also allow the Department to upgrade computers and printers, throughout the department, on an as needed basis. Since every single counseling transaction requires a fully functioning computer and printer, the regular updating/upgrading of counselor computers and printers is absolutely essential and cannot be delayed. Matriculation funds have previously provided 87% of the necessary revenue for program support. Since the advent of the Student Success act and the addition of SSSP funds, however, we have now been able to expand exponentially in both staffing and provision of technological equipment, for example, we were able to purchase new computers for both faculty and staff in the Counseling department for 2014-15.

B. Populations Served

All Disciplines (answered once)

Instructional

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Student & Instructional Services

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Counseling 1 and 20 are the two course offerings which are coordinated and taught on a "department-wide" basis. Other specialized courses such as our Career Development course (Counseling 12) and our array of counseling courses for DSPS students, are reported on within the program reviews provided by the appropriate program (Ex. Career Services Center/DSPS)

In reviewing our Counseling 20 course data for Fall 2014, it appears that we continue to more than keep pace with overall course success and retention rates. In Fall 2014, we had an overall course success rate of 70%, the college-wide success rate is 68.1%. Course retention for the Counseling 20 curriculum in Fall 2014 was 87.3%, so our overall retention rate was almost 4% higher than the college-wide course retention rate of 83.2%. Data for Counseling 1 reveals that we may need to review the course content and current lesson plans. We may also need to closely evaluate the quality of our instruction.

In Fall 2014, we had an overall course success rate of 54.2% in Counseling 1, which is significantly lower than the overall college-wide average. Retention in Counseling 1 in Fall 2014 was also lower than the overall college-wide average- by about 7%. Some other noteworthy statistics when reviewing Fall 2014 course data:

- The highest course completion rate was observed for weekend students at 77.8%. Because we only offered one course on the weekend, this is probably can be attributed to the particular instructor and the cohort for the Fall 2014 Saturday class.
- The difference between successful course completion for online students and on-ground students is barely perceptible: 70.2%(online) vs. 69.4% (onground)

- The majority of our enrollees are students who have completed high school, but not a higher level of education. 97.4% of our course enrollees are high school graduates, compared to 85.8% in the overall campus-wide population.
- Similarly, those who are transfer-bound tend to be represented at a higher rate in our courses as compared to the overall campus population: 89.3% versus 74.4%.
- Female students again have a much higher course completion rate (75.5%) than male students (62.9%).
- Asian and White students had higher completion rates (76% and 79.9%, respectively), in comparison to Black, Latinos, and Native American students (57.7%, 69.5%, and 66.7%, respectively).
- The success rates for our black students (57.7%) is probably the most concerning since the success rate for courses campus-wide is 67.7%, which is comparable to the success rates of the Latino and Native American student groups. Since the overall campus course completion rate for black students is 55%, however, the counseling course completion rate for this group is slightly higher.
- In contrast to last year, the age group of 25-29 had the highest rate of successful course completion at 73%, while those in the 50 or older age group had the lowest rate of successful course completion at 61.5%. Topics covered in Couns.20 and Couns.1 are probably less relevant for older college attendees; they are often returning to education and have been exposed to the material before.

With respect to course retention rates, the following observations are presented:

- The retention rate for Counseling 20 is holding steady, in Fall 2014 the overall retention rate was more than 4% higher than the campus-wide course retention rate.
- Counseling 1 again has a slightly lower rate of retention than the campus-wide average-76% versus 83.2% respectively.
- Retention data provided was not disaggregated according to demographic categories.

Counseling Services

Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

For the 2013-14 Counseling Department Annual Review, Institutional research provided for the first time ever a demographic profile of all students who used Counseling Services in any counseling location from Fall 2009 to Fall 2013 semester.

It must be noted that the demographic data generated by Institutional Research is based on **unduplicated** student contacts. When reviewing the total number of counseling contacts in all areas of Counseling within the department for Fall 2013, for example, 36,593 student contacts were recorded. The generated report, however, reports 13,602 total contacts, approximately 37% of the total number of student contacts captured. The difference in these totals is explained by the fact that many students see a counselor more than once in the same term. Moreover, IR

office also excluded all students who were seen by counselors in the beginning of the semester who ultimately did not enroll.

When comparing the demographic data of the students who utilize counseling services versus campus-wide demographics, there are not many major divides in ethnic categories. 9.8% of those students who saw a counselor in Fall 2013 were identified as “Black” and this ethnic group represents 9.7% of the total population enrolled. Residence status was a slightly different story. 77% of the students who utilized counseling in Fall 2013 were residents/citizens of California, but this residency status accounts for 82.6% of the campus-wide student population. In contrast, almost the same percentage of out-of-state students utilized counseling as is represented in the population. 15.8% of the students who used counseling were from a foreign country, they represent 11.2% of the overall population. Certainly foreign-born students might need more assistance from Counseling as they are grappling with trying to understand the American higher education system, in addition to learning about certificate, associate degree and transfer requirements.

Enrollment status revealed that a higher percentage of continuing students tend to use counseling services than all other groups such as first-time students, first-time transfers, returning students and high school students admitted through concurrent enrollment. Continuing students comprised 61.7% of the users of Counseling in Fall 2013, but represented 58.4% of the overall campus-wide community.

The other enrollment status groups represented lesser percentages of the students who saw a counselor, relative to their percentage representation in the overall campus population. Continuing students become more comfortable utilizing services after being here for a semester and better understand the value of seeing a counselor while attending SMC. We would expect to see the percentage of first-time students who utilize counseling increase in the near future, as it has now become a state-wide requirement that ALL new students receive some kind of guidance with first-semester educational planning.

In reviewing the represented percentages of counseling users relative to educational goal, those who indicated that they plan to transfer seemed more inclined to visit a counselor. In Fall 2013, 82.8% of those who saw a counselor indicated transfer as a goal, while this student population represents just 74% of the campus-wide population. In contrast, those who indicated that an AA or a Certificate of Achievement was their goal represented 6.2% (AA) and 1.1% (Certificate) of the students who saw a counselor in Fall 2013, but their overall representation in the campus-wide population was slightly higher- 6.5% and 1.5% respectively. These results are hardly surprising. Planning to transfer to another institution is complex and in most cases, students have more than one transfer objective. Requirements are typically not clear and students rely on counselors to clarify confusing transfer information and help them to chart a reasonable and efficient path to their future institution(s). AA degrees and Certificates of Achievement, however, require an understanding of only the local requirements of the granting institution (SMC) and the requirements are much more straightforward, except when students are trying to utilize credit previously earned at other institutions.

Educational Status shows that students who have graduated high school but not completed college work before are highly represented as “users of Counseling”; 92.3% of those who saw a counselor were in this category, while they represent 85% of the campus-wide population. Not surprisingly, those with a bachelor’s degree represented just 3.8% of those who saw a counselor, but actually comprise 9.8% of the overall campus-wide population. Students who have already attended an institution of higher learning probably feel more confident and knowledgeable about how to navigate through the educational system. They may not be planning to transfer to another four-year university either, which might make such students less likely to seek counseling.

Students enrolled in a pre-collegiate, non-degree applicable English, ESL or Math course represented a higher percentage in the group of students, 22.7%, who utilized counseling than their percentage representation in the population overall: 19.2%. Conversely, those students who were not enrolled in any of these courses represented a lower percentage among those who saw a counselor, 77%, in comparison the percentage they represented in the overall student body: 80.8%. The Counseling Department provides a “Counselor Visitation” program to all pre-collegiate English and ESL courses. A counselor presents on strategies for overcoming common academic obstacles and the value of utilizing counseling services. It would appear that this program may be contributing to a greater usage of counseling services among those students taking a basic skills class.

Those students attending SMC part-time represent 50.3% of the students who utilized counseling in Fall 2013. 49.7% were full time students. It is interesting to note that although full time students represented almost half of the student population that utilized counseling, they represent just 35.7% of the total SMC student population. It stands to reason that this group would utilize counseling at a higher rate, since it’s more likely that they are on campus regularly, if they are taking a full load of courses. As full time students, they may also be on much more restrictive timelines, meaning that they must ensure that they are completely focused on courses which are necessary requirements.

C. Program Evaluation

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of “what a student should know, be able to do, or value when they complete a course”. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

Each Spring, the Counseling Department reviews the current student learning outcomes and assessment results from the preceding Fall term. Recently, the department created two new counseling services SLO’s which focus very specifically on the educational planning process, the key activity mandated by the Student Success Act of

2012. Since Spring 2014, these SLO's are now being regularly assessed in counseling sessions throughout the department:

SLO#1 As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.

SLO #2 Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of, English/ESL, and math courses leading to their educational goal.

In Fall 2014, the department added a third educational planning SLO which focuses specifically on the learning that takes place when students use MyEdPlan, our newly launched online educational planner. This program was designed by counselors in collaboration with our MIS division, and seeks to provide the information that students need in order to make informed decisions about course planning:

SLO #3 As a result of utilizing MyEdPlan, students are able to appropriately plan and sequence the coursework needed toward fulfillment of their stated academic goal.

The current SLO being assessed for our Counseling 20 (Student Success Seminar) is the following:

SLO #1: By the end of the semester, students will demonstrate an understanding of health and lifestyle choices and their impact on learning and well-being

For Counseling 1 (Developing Learning Skills), the instructors are currently assessing course SLO's #3 and #4:

SLO#3 Students will be able to identify, describe and apply the SQ3R Reading/Study System to textbook reading and create effective notes using the system.

SLO #4 Students will utilize time management strategies to accomplish their short and intermediate term' goals during the eight-week class.

2. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

All counseling programs record service usage in ISIS which is further delineated by type of service received and program location. This form of measurement is becoming increasingly more important given the new SSSP funding formula which will ultimately determine our annual SSSP budget allotment. In addition, the SMC Institutional Research office has most recently concluded several different studies on the usage and efficacy of counseling services at SMC. Most notably, the study found that students who utilize counseling services within their first Fall term at SMC are more than 200% more likely to persist to the following Fall term. In Winter 2015, an online survey was also deployed to query student and counselor users of MyEdPlan to determine what improvements need to be made and what parts of the program are working well. Student success and retention data provided by the TIMS report is regularly reviewed to evaluate counseling course offerings.

3. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

See answer to #1, we are currently focusing on the assessment of all student service and instructional SLO's listed in response to question #1.

4. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

D1. Objectives

Finalize online educational planning program and engage first time freshmen in using the program. Expand capabilities to include comprehensive educational planning.

Status: In Progress

Comments:

Key parts of this objective have now been accomplished. We have launched MyEdPlan with all currently enrolled SMC students. Students can submit both abbreviated and comprehensive educational plans. We are still modifying components of the program and need to fully integrate Assist.org, when the next version is introduced.

Enhance/Improve probationary and disqualified student intervention procedures through regular communication with students each term and the use of an updated online petition for reinstatement for disqualified students.

Status: In Progress

Comments:

This objective is almost complete. We are now regularly communicating with probationary and disqualified students every term, strongly encouraging them to meet with counselors even when it is not required. We have now finished the online disqualified student petition and this new digital process was launched as of April 20th, 2015. Students will now be required to complete their online petition for reinstatement before they meet with a counselor. The counselor will be able to retrieve the online petition while in session with the student, add recommendations and approve or deny the student's request for reinstatement, all from the student's unique counseling record in ISIS.

Develop and initiate a "front-end" end evaluation process for reverse transfer students, with our enrollment services division. Allow reverse students to petition for IGETC/CSU/AA certifications before first enrolling at SMC so that students will know exactly how prior coursework will apply to certificate, AA and transfer institution requirements.

Status: In Progress

Comments:

This objective continues to be extremely challenging. A change in leadership in the enrollment services division in October 2014 has meant that there is now a new perspective on how this can be handled in that division. Two new evaluators have been hired using SSSP funds for pre-evaluation purposes, but they aren't presently being utilized for this task. Currently, we are exploring with enrollment services the purchase of "Perceptive" software which would allow us to create a database of all previous transcript evaluation records and would also greatly ease the difficulties of scanning and storing transcripts from other institutions.

We are also considering a "pilot" project to possibly launch in July 2015, which would involve contacting all new SMC students who previously completed coursework at a California Community College and allowing them the opportunity to formally petition for a transcript evaluation towards local IGETC, CSU and Associate's degree general education requirements.

This entire project is currently under discussion.

Create and implement an online counseling team to respond to student MyEdPlan users who have created an online educational plan.

Status: In Progress

Comments:

Departmental innovation in the area of online services is what is driving this objective. We cannot provide an online tool for students without including online support for utilizing this tool.

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

- In response to the recent mandates of Student Success Act of 2012, the Counseling Department has now fully launched an online educational planning program, MyEdPlan, for all SMC students. This program includes both comprehensive educational planning capabilities.
- We are now proactively reaching out to at-risk students (probationary and disqualified status) twice a semester, to provide targeted educational planning and recommend strategies for improving student success.

- The online orientation program has been completely revamped. In particular, “Monica” the online guidance counselor avatar, updated and enhanced to be more of an educational tool that provides information to students about educational options and requirements. An online career exploration and planning section has also been integrated into this part of the orientation and will also be utilized in MyEdPlan.
- Our outstanding transfer record, including sending more students to the University of California than any other college or university in the country for the past 22 years, is a direct result of the timely and accurate counsel provided to students.
- Counseling 20 continues as the second most popular offering on campus in the Fall. As of Fall 2002, the course became UC transferable. In Fall 2007, we created an online version of the course. We now regularly offer online versions of the course every term.
- An electronic robust “counseling history” record for students is now available and allowing the department to track all counseling transactions and sessions.
- Since Spring 2008, the Counseling Department has operated a “Counselor Visitation” program, available for students enrolled in ESL 10G/10W, ESL 21A, Eng.81A/83/85 and English 21A/20. Each academic year, approximately 3500 students are reached through this program. A 30-minute presentation is provided, where the counselor educates students in the course about available counseling services and programs, the basics of goal setting and strategies for overcoming obstacles to student success. Data obtained in September 2011 by our IR office indicated that 6.8% more of the students enrolled in ESL 10G, 10W, 11 or Eng. 81A or 85 and exposed to the presentation used counseling services during the term.
- The Counseling Department is now utilizing social media to increase our presence among students and link students more effectively to events and services offered throughout the campus.
- The Counseling Department continues to spearhead the wildly successful V.I.P. event, which continues to grow in popularity by leaps and bounds each year. Well over 5000 students and their family members attend this Welcome for new students event each August. The V.I.P Day event has been positively associated with persistence and student success. (see appendix G) More specifically, as a result of a longitudinal study that looked at VIP WD participants from 2007 – 2012, it was determined that:
 - Freshmen who participated in the VIP Welcome Day activities persisted to the next spring and fall terms at significantly greater rates than those who did not participate.
 - Freshmen who attended VIP Welcome Day were retained in a significantly larger proportion of their attempted courses than non-attendees.
 - Freshmen who attended VIP Welcome Day successfully completed a significantly larger proportion of their attempted courses than non-attendees.

2. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

The Counseling Department continues to explore the best process for serving students with transcripts from other institutions, which come into Counseling during peak times expecting full transfer credit evaluations. We are currently reviewing and evaluating processes used at other institutions. We are investigating the possibility of “front-end” evaluations towards the IGETC UC/CSU general education pattern, the CSU GE pattern and the Associate Degree GE pattern. We have proposed that students with transcripts from other institutions be allowed to petition for

certification in these GE patterns when they first arrive at the college, so that the evaluations will be completed and entered into our degree audit program before they start taking classes at SMC. There are some logistical challenges that we need to work through with our enrollment services office before we can change our current transcript evaluation process.

3. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Several programs within the Counseling Department were able to benefit from an unexpected mid-year augmentation of matriculation or SSSP funding. These funds allowed programs in winter and spring 2015 to better serve at-risk, under-prepared, low-performing and undecided students .

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Our most recent review of the Counseling department educational planning SLO data demonstrates that after attending a counseling session, 95% of our students demonstrate mastery of understanding the action steps needed to meet their educational objectives. Students also indicated, at a rate of 88%, that they believed their level of confidence in their availability to take these steps to be very satisfactory or satisfactory, after meeting with a counselor.

As of Winter 2015, we launched an educational plan validation project since students are now submitting abbreviated and comprehensive educational plans via MyEdPlan, our new online educational planner. Presently, well over 13,000 student educational plans have been submitted by students and the program wasn't fully launched until Summer 2014. We are recognizing the extreme importance of having these plans reviewed by counselors whenever possible. We have now developed a new departmental SLO which counselors can use to assess how well each student has learned key components of education planning by using MyEdPlan. Our validation project tells us thus far that about 86% of the plans that are submitted by students are reasonably correct. We see the need, however, to be proactive and expand this validation effort by providing routine access to online counseling for students who self-submit an ed plan online.

As mentioned in our 2013-14 annual review, we are now also actively working to create a streamlined process for new SMC students who attend SMC after completing coursework at other institutions. About 44% of the 13,000+ students who have submitted educational plans via MyEdPlan thus far have completed coursework at other institutions. About 2,000 students in our new student cohort each year also come to us with previously completed coursework. These students need to know upfront how their previously earned credit will apply towards potentially

multiple educational objectives. MyEdPlan is truly not functional for these students unless their prior coursework has been evaluated at SMC.

We are now working with our enrollment services office to devise a pilot program in Summer 2015, whereby students who previously attended another California Community College will be invited to complete a petition with a counselor and receive a preliminary evaluation of how their prior coursework will apply to the IGETC or CSU general education pattern. Admissions evaluators will be assisting with this pilot project and will be entering evaluation results in Degree Audit, so that the results will automatically populate MyEdPlan for each student.

These initiatives will, of course, take significant counseling time. Reviewing one educational plan submitted by a student can take 15-20 minutes if done correctly and the counselor also needs to then correspond with the student to explain any modifications or further work that needs to be done on the educational plan. Students are also invited to come in and speak with a counselor to more fully discuss questions they may have. Additionally, students with prior college coursework must initially meet with a counselor to discuss their current educational goals and complete the petition to initiate an upfront transfer credit evaluation. These are complex tasks which often require more than one visit/contact with a counselor. These are initiatives that need significant support of full time counselors because of the regular, timely follow-through required.

D2: Objectives

No Objective have been entered.

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Counseling Faculty members in the Counseling Department are very actively engaged in departmental initiatives, campus committees and even statewide task forces. There are seven Counseling Faculty members (full and part time) who currently serve as academic senate representatives. There are six Counseling Faculty members (full and part time) who currently

serve as representatives for the Faculty Association, including one faculty member who serves as an “at-large” member of the Faculty Association executive committee. One Counseling faculty member is the chair of the Academic Senate Student Affairs committee. Counseling faculty are part of many different campus-wide committees and task-forces, including but not limited to: The Crisis Prevention team, The Student Affairs Committee, the Student Success Task Force, The Campus-wide hiring committee, the Chair’s/Coordinators committee, the Campus safety and Emergency preparedness committee, the D-PAC Facilities committee, the Academic Senate executive committee, the Faculty Association Executive committee, the Curriculum committee, the Curriculum Sub-Committee for the new Bachelor's degree program, etc.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Members of the Counseling Department are active in local community, industry and professional groups. Several of our faculty members are also members of statewide committees concerning articulation, matriculation, career development and assessment. Faculty members from counseling occasionally present to the SMC General Advisory Board and are presenters to the community via the Speakers Bureau. Our Faculty Leader for the Transfer Center is a regular presenter for the statewide “Ensuring Transfer Success” and UC conferences and is currently the President of WACAC (Western Association of College Admissions Counseling). He also is an active member of the Transfer Counseling Website Advisory board. Our campus-wide articulation officer is the President elect of SCIAC, the Southern California Intersegmental Articulation Council (SCIAC). Our department, under the leadership of our Dean of Counseling and Retention and our Faculty Leader for the Counseling 20 program, most recently participated in a very important research study with ETS (The Educational Testing Service), conducting an assessment of non-cognitive skills through our Counseling 20 courses. We are continuing to partner with ETS and talk about ways to utilize this assessment process for non-cognitive skills for our students.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- More Full time counselor time is needed to provide leadership and support for the various mandates of the Student Success Act of 2012 and other campus-wide initiatives Ex. Online counseling for MyEdPlan, expansion of current SMC STEM program etc.
- Consistent, regular support from our MIS division. Additional funding which would provide for regular time from a dedicated student services programmer would allow us to move forward on several of the aforementioned goals and recommendations.
- Specific funding to support counselors and admissions evaluators to provide “front-loaded” evaluations of coursework from other institutions towards the IGETC, CSU and Associate Degree general education patterns. This would provide integration of prior coursework credit application to our internal Degree Audit program, so that these

students can then use our online educational planning program to determine remaining credit needed.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As we add more counselor positions and/or classified positions to assist in the implementation of services mandated by the Student Success Act of 2012, space is rapidly becoming an issue. Counselors need a private office space with a computer, printer and phone. We cannot continue to fit all new adjunct counselor positions/classified positions in our currently allocated spaces on campus.

Additionally, Counselors cannot do their jobs and facilitate successful enrollment for students without updated, current computers, printers and programs that support counseling transactions. So far, matriculation funds (now termed "SSSP funds" have adequately provided for the necessary technological support each year. But we are very concerned about how this need will be supported in the event that SSSP funds are reduced or redirected to some other need on campus. Technology is a critical basis for the work that we do.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Since 2014, two full time counselors in the department have retired. We are currently operating with a ratio of 36FT FTE/64PT FTE in the dept overall. Although adjunct counselors can certainly assist with providing direct services to students, full time counselors are sorely needed as more specific, mandated demands are placed on the department as a result of the Student Success Act of 2012. The Student Success Act does not merely ask that ed plans be provided for all students; there is distinct pressure to be innovative and find new, creative ways to serve students and intervene regularly for at risk students. Moreover, regular accountability and reporting of the efficacy of services is now required. This type of innovation and accountability is typically initiated and implemented by full time faculty members, who are fully invested in the institution and are regularly available to interface with all necessary campus and institutional partners.

4. List all current positions assigned to the program.

Administrator

Brenda Benson, Dean, Counseling and Retention

Chairperson

Laurie Guglielmo, Chairperson, Counseling Department

Contract Counselors

There are 37 full time counselors assigned within 22 special programs

Contract Specialists- DSPTS

There is one full time Coordinator, one full time ADA compliance officer, two full time high tech specialists and two full time learning disabilities specialists in our Disabled Students Program

Contract Psychologists

There is one full time Psychological Services Coordinator and one full time Psychologist.

Adjunct Psychologists

There are two adjunct psychologists- one who works in the VRC and one who works in DSPTS.

Adjunct Faculty

There are 102 adjunct counselors assigned within 22 special programs

Adjunct Specialists

There are 8 adjunct high tech, learning disabilities and living skills specialists in our Disabled Students program.

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

The mandates of the Student Success Act of 2012 impacts our department in a huge way. We must now show, on an annual basis, that we are providing mandatory services and interventions and we must provide data which proves the positive impact of these services in order to receive continued funding. The requirements of abbreviated and comprehensive educational plans for students, targeted interventions for probationary and disqualified students and requirement that

students declare a major goal by the 16th unit absolutely requires that we have a sufficient number of counselors available.

In five to ten years, we must make huge strides in the use of technology to assist our students. The launch of MyEdPlan, our online educational planning tool, was a major shift in this direction. But there is so much more that can be done. We still rely on paper and pen to handle certain key processes- such as course substitution and equivalency requests, readmit petitions for disqualified students, academic and progress renewal petitions, etc. All of these processes must go online, for that is what this generation is accustomed to. We must also vastly expand our online counselor availability. The advent of MyEdPlan means that we must have a sufficient number of counselors at the ready not only in person, but online. This can only happen with additional counseling support.

Since the Student Success Act requires the provision of specific services, such as follow-up contacts for at-risk students, we also need expanded reporting capabilities. For example, the usage of each particular counseling service offered needs to be quantified by month, semester and year. This will allow us to not only capture the number of contacts made for each particular service, but will also allow us to conduct regular needs assessments and plan more strategically for the future.

More and more of our students come to us with records from other institutions. These students require extra care and attention, from both counselors and evaluators in our admissions area. Moreover, we need technological solutions to make the entire process flow more smoothly. We are in preliminary discussions with our MIS team to develop an online submission process for transcripts, with a corresponding data base that recognizes course credit from other institutions that has previously been evaluated and applied towards general education requirements for the Associate's degree and the CSU and UC systems.

Because of the increased emphasis being placed on counseling and student services, we need to annually provide the Counseling Department Internship program, a detailed training program for potential new adjunct hires. Proper training of new counselors is now more important than ever because of the considerable accountability measures now placed on all SSSP mandated services.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As previously referenced, we need dedicated, consistent support from our MIS division to provide online assistance to students via the new MyEdPlan program. We need to completely review and revamp our Degree Audit program, which will again require dedicated programming time from MIS. Office space for additional classified staff and counseling faculty are going to soon become a pressing need, as we expand human resources to implement the Student Success Act mandates.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As previously stated in the current planning and recommendations section, we cannot possibly meet all the expectations of the Student Success Act of 2012 without an adequate full-time counseling staff. Presently our full time counselors represent 36% of our overall counseling staff, which is far from adequate. Counselors now need to not only see students one on one, but also to work with students online, especially as MyEdPlan and many of our other counseling processes go online. Counselors are also essential to the creation and implementation of innovative strategies and programs to increase student success. For example, MyEdPlan was conceived of by counselors, in conjunction with our MIS team, and counselors were involved in the development of the online planner every step of the way. The leadership that can be provided by full time counselors is absolutely necessary, in order to move the department forward in all the expected ways. Full time counselors can create and implement intervention strategies for at-risk students, recruit, train and evaluate adjunct counselors, conceive of innovative ways to use technology to reach our "social media" generation and create and maintain partnerships with faculty members in other departments in order to better our student's chances for success.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

The Counseling Department relies on the District and available categorical funding to provide services. Both sources are not necessarily dependable from year to year- allowed allocations can change fairly rapidly. We are hopeful that SSSP can help to fully restore services and hours of operation as well as provide opportunities for interventions and initiatives that had to be shelved for several years.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

See response to prompt #1 in this section for this question.

6. Please use this field to share any information the program feels is not covered under any other questions.

Despite our many immediate concerns, we appreciatively acknowledge that the SMC district has a unique and unusually strong commitment to Student Services and Counseling, in particular. Our district understands that for students to be successful in the classroom, they must have equally strong support outside of the classroom. Moreover, we know that we are considered "equal partners" by our colleagues

in the classroom, which ultimately benefits our students and their success. Our sincere hope is that with the passage of Proposition 30 and the Student Success Act of 2012, the district

commitment to Student Services and Counseling will be maintained and reevaluated as budget circumstances continually change and our course offerings are incrementally increased.