Program Overview

Program	COUNSELING
Does this program have a CTE component?	No
Academic Year	2018/2019
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

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 student equity, learning, awareness and development. We actively contribute to the broader, academic mission of the college by fostering a safe, inclusive and diverse learning community through instruction and counseling services which encompass the Guided Pathways (called "The Pathways Redesign" at SMC framework). Our services address the educational, career development and psycho-social needs of Santa Monica College students.

The Counseling Department fully embraces the current campus initiatives of Student Equity and the Pathways Redesign. In Fall 2018, the department formally adopted the Student-Counselor Equity framework (see appendix A) for Counseling. The framework provides guidelines for counselors to focus on the relational part of counseling services. Counseling is also playing a central role in the Pathways redesign currently underway at SMC; we are presently re-envisioning our services around the recently adopted seven "Areas of Interest" (large groupings of similar SMC degrees, certificates and transfer majors).

Counselors are also very involved in every program mapping session, which determines a suggested term-by-term sequence of courses for each SMC certificate of achievement, associate degree and transfer goal. Counselors are key to the program mapping effort since we can provide critical, timely information about transfer major, general education and elective requirements.

The Department provides counseling, outreach and instruction of the counseling curriculum to the entire student population, averaging around 120,000 duplicated student contacts per year. Our curriculum covers a wide range of course topics, including study skills, an orientation seminar, career development, job search skills and overall student success skills, just to name a few. Our UC/CSU transferable Couns.20 (Student Success Seminar) course is very popular, in the Fall term, it is routinely the 2nd or 3rd most popular course. In this course alone, we enroll approximately 3500 students in 120 sections per academic year.

Our Counseling services are holistic; while we routinely educate students about degree and transfer requirements, we also simultaneously address such issues as personal/familial issues, financial need, homelessness, food insecurity, etc. For example, equity funds have recently enabled us to provide "on site" mental health providers for some of our special programs and we have also established a team of social work interns to better connect SMC students with much needed resources.

Our department operates with a philosophy that students should able to obtain all necessary information and

support needed for their educational goal(s), **regardless** of which student service/program the student accesses. For example, students can count on seeing a counselor who is fully versed in transfer policies or required course sequence for his or her major in <u>any</u> special program or counseling location at SMC. Likewise, students can receive information on various career technical education pathway requirements and associate degree majors regardless of how they access counseling. The one exception would be our Center for Wellness and Well-Being, which is focused appropriately on mental health.

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 below-listed counseling services are ultimately 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
- Bachelor's Degree – IxD Counseling & Design Technology Programs- CMD
- Black Collegians Program
- CalWORKs
- CARE (Cooperative Agencies and Resources for Education)
- Career Services Center
- Center for Wellness and Well-Being
- Center for Students with Disabilities
- Dreamer's Program
- Early Childhood Education (Teacher Academy)
- EOP&S (Extended Opportunities, Programs & Services)/CARE Program
- 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)
- Transfer/Counseling Center
- 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.

1) Contribute to the SMC master plan by providing an innovative and broad array of student services and programs.

2) Create and implement new or revised counseling approaches and strategies which address completion, student success and equity, through integration of the Guided Pathways framework, targeted outreach and intervention for disproportionately impacted populations and student success skill development.

3) Adapt and integrated technology tools to engage students in more proactive intervention strategies.

4)   Ensure that counseling services are well coordinated across all special counseling programs.

5)   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, which aligns with an SMC Pathway (program map)

6) Systematically and regularly collect data about students who receive counseling services, including their demographics, their needs and their outcomes and inform the larger college-wide plans (for example the upcoming Student Equity and Achievement Plan or SEAP)

7)   Analyze and utilize this data to determine departmental strengths and identify necessary areas for improvement in services.

8)   Continue to identify, track, and provide interventions for probationary and disqualified students.

9)   Continue to expand services for distance education and online counseling services

10) Teach students advocacy and responsibility for self and others through role modeling, guidance and support.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

   The Counseling Department overall goals are largely centered around SMC ILO's and the supporting goals of the institution. For example, our first, second, fourth and sixth goals relate directly to the second Supportive Learning Environment goal, which is "*Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid*"

   Our third and ninth goal, concerning technology tools and online services for distance education students, certainly addresses the intention in the "Innovative and Responsive Academic Environment" goal to "*continuously develop services to meet the evolving needs of students*"

   Goals 2, 5 and 8 support the ILO of "*Obtaining knowledge and skills necessary to access, evaluate, and interpret ideas, images and information critically in order to communicate effectively, reach conclusions and solve problems*" since these goals involve teaching students how to meet their academic and career goals and how to address problems when they struggle academically.

   Finally, our tenth goal directly relates to ILO#1 "*Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives*", since our tenth goal is all about teaching students how to advocate and take responsibility for themselves.

   The Counseling 20 learning objectives are also directly in line with SMC's Institutional Learning Outcomes. The Counseling 20 curriculum supports each ILO through teaching topics and skills including motivation, goal setting, positive self-talk, time management, diversity, and global citizenship. Objectives include teaching students to question behaviors that aren't producing successful outcomes and develop positive skill sets, applying this knowledge in real world settings. Additionally, critical thinking and communication lessons are also integrated into other areas of the class.

   Specifically, one of the supporting goals to the ILOs, "Providing a Supportive Learning Environment", is addressed in Counseling 20 assignments that introduce students to the SMC learning environment, such as: creating a Campus Resource presentation, meeting with a Counselor to create their student education plan or sharing available student

services/programs with the class.

The current SLO being assessed in Counseling 20 also reflects the supporting goal of the ILO's, "Innovative and Responsive Academic Environment." The SLO is: "By the end of the semester, the student will have an understanding of major choices and career exploration." Due to the Pathways Redesign, it recently became apparent that the course needs to evolve to meet student needs in relation to the redesign.

One of the main components to the redesign is helping students find a path/determine an area of interest. Responding to this need, the Career Services created a new career and major exploration presentation for Counseling 20 and an appointment with a Career Counselor is now part of this assignment.

Counseling 1 is a one-unit course that focuses on study skills, goal setting and time management. Given this course content, students are prepared to succeed in all of their college coursework and can apply skills beyond the classroom. The objectives of the course mirror ILO 1, 2 and 5, students are given tools to develop self-efficacy, think critically about their choices and integrate course content into their everyday lives.

4. 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).

Presently, the Counseling Department relies on a regular allocation of SEAP funds (formally called "SSSP funds") each year, in addition to district funding, to fund both contract and adjunct counselor positions. At present, seven of our contract faculty positions are funded by SEAP, with about 1.9 million additional SEAP funds supporting adjunct counselor positions throughout the department. These positions all directly support counseling activities that are mandated by the Student Success Act of 2012 and/or are part of the district's goal to reduce student equity gaps.

As referenced earlier, equity funds have also been instrumental in allowing us to more evenly distribute mental health services around campus, as well as provide additional counseling support for student veterans, so that critical services are more easily accessible to those that are the most in need. Basic skills transformation funding presently funds several adjunct counselor positions in the Welcome Center.

We also receive discretionary funds from SEAP in the amount of approximately $60,000 per year. This funding supports such items as student help for the Transfer Counseling Center, supplies, counselor attendance at transfer-related and other professional conferences, off campus printing and equipment. These funds also allow the Department to upgrade computers and printers, throughout the department, on an as-needed basis.

Every single counseling transaction requires a fully functional computer and printer so the regular updating/upgrading of counselor computers and printers is essential and cannot be delayed. Since the addition of SEAP funds, we have been able to expand in both staffing and provision of technological equipment. For example, we have been able to purchase new computers and printers for both faculty and staff in the Counseling department on an as-needed, annual basis.

Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

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 Courses: Counseling 1 and 20 (Appendix B, Course Outlines of Record) are the two course offerings which are coordinated and taught on a "**department-wide**" basis. Since other counseling courses such as our Career Development courses (Counseling 12, 15, 16 and 90A-D), Counseling 11, which is offered to the F-1 Visa student population, and all of the DSPS counseling courses are intensively reviewed in the annual and six-year program reviews provided by those programs, we are not providing a review of these courses in this report.

The following is select demographic information of students enrolling into Counseling 1, 20 and 88A/C, comparing Fall 2012 to Fall 2017.

Gender: Counseling 20 enrollment according to gender has remained stable over the last six year period, with differences being within a 1% range. Females in fall 2017 made up 49.3% of the students enrolled in Counseling 20. Males comprised 50.4% and students who identified as Other were 0.3%. Counseling 1 has also remained stable with 48.3% female and 51.7% male in fall 2017.

Race/ethnicity: In Fall2017, the largest ethnic/race groups represented among Counseling 20 students were Latinx (59%), followed by White (16%), African American (11%) and Asian/PI (7%) students. With the exception of the White group, all other ethnic/race groups have experienced a steady decline in their representation of Counseling 20 enrollments. White students increased slightly from 13% in Fall 2012 to 16% in Fall 2017.

In Couns 1, the following was noted: African American student enrollment at 13.5% in fall 2017 experienced an 8.6% decrease from 22.1% in fall 2012. While Asian/PI student enrollment at 19.1% has steadily increased since fall 2012 (10.5%) The remaining groups have fluctuated since 2012 and experienced the following enrollment in fall 2017: Latino 38.2%, White 15.7%, 2 or more 3.4%, and Unknown 3.4%.

Age: Traditionally aged college students (18-24) make up the largest proportion of Counseling 20 students (about nine in ten) and the enrollment of this group has remained relatively stable over the last six years. The enrollment of students ages 20-24 has steadily decreased from 19.8% in fall 2012 to 15.8% in fall 2017. Enrollment for ages 25-29 has increased slightly from 3.6% in fall 2012 to 4.3% in fall 2017.There has been an increase of enrollment for the 30-39 age group, from 1.9% in fall 2012 to 2.3% in fall 2017. The age groups 40-49 and 50 and older have remained relatively steady representing 0.7% and 0.4%, respectively, of enrollment in fall 2017.

The majority of students enrolling in Coun 1 are in the 19 and younger and 20-24 age groups, this has not changed much since the last program review. In fall 2012, students 19 and younger comprised 47.4% of enrollment and 44.9% in fall 2017. Ages 20-24 made up 38.9% in fall 2016 and 40.4% in fall 2017.

Residence: In Counseling 20, the most noticeable trend was the steady increase of out-of-state and foreign students enrolled in fall 2012 to fall 2017 (7.2% to 10.7% and 1.5% to 3.6%, respectively). Enrollment of foreign students

more than doubled during that time period. This may be due in part to F-1 visa students taking these courses to maintain full time status, especially since we have started to offer some late-start and second eight week sections. In Counseling 1, a higher percentage of students enrolled are foreign students with 28.1% of the enrollment in fall 2017. Out-of-state students reflect 5.6% and California residents 66.3%.

Enrollment status: First time freshmen continue to be the largest group enrolling into Couns 20 during the fall semester comprising 72.7% of students. While the largest group enrolling into Couns 1 are continuing students at 46.1%. Counselors routinely recommend Counseling 20 to new SMC students, unless they are pursuing very high unit majors that don't allow for many elective units.

Basic Skills: 35.2% of Counseling 20 students placed into at least one basic skills course in fall 2017. This data point will soon become obsolete, as students will be placing directly into transferable level courses (or transferable level courses with a co-requisite) as of Fall 2019.

Unit Load: The majority of students enrolling into Counseling 1 are in a full-time course load at 74.5% in fall 2017. Counseling 20 reflects a similar number with 71.6% enrolled full-time.

Reflecting the larger enrollment trend at the college and statewide, over the past several years, the enrollment for Counseling 1 and 20 has gone down slightly since our last six year program review submitted in Spring 2013. Credit Enrollment overall at SMC during fall 2012 was 30,260 and in fall 2017 it was 29,868. For Counseling 20, enrollment during fall 2012 was 2,311 and during fall 2017 it was 2,171. Counseling 1 had 96 students during fall 2012 and 89 students in fall 2017.

The Counseling 88 sections are offered to <u>one to three</u> students per term, who are serving as Counseling 20 peer mentors. Since this group of enrollees is so tiny, we have not included demographic data for these independent studies enrollees. If peer mentors cannot qualify for work study, they will instead enroll in Couns.88A, B or C, and whether or not they enroll in A, B or C, depends on the amount of weekly hours they can commit to the course during the term.

Some other noteworthy statistics when reviewing fall 2012-2017 course data:

- There has been an increase of students enrolling into online Counseling 20 sections. In fall 2017, 13.6% of students enrolling into Counseling 20 were in online sections. 86.4% were in on ground sections. The trend has steadily increased over the years; in fall 2012, the percentage of Counseling 20 online students was 8.8%. Online sections in recent semesters have filled quickly.
- The difference between successful course completion for online students and on-ground students is sizable: 71.3% (online) vs. 63.6% (on ground) in fall 2017
- Additionally, the online success rate has gone up by more than 10% since fall 2012.

Student Population Utilizing Counseling Services- 2017-18

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**. Thanks to the newly implemented tableau data portal, we can also compare demographic information of students who utilize counseling beyond Fall 2013, regardless of access point in the department, from year to year.

In viewing the counseling contact semester and annual tallies in ISIS, 120,478 student contacts were recorded in 2017-18. This very large number of student contacts is due to to the fact that many students see a counselor more than

once during the year, in fact we encourage that!

When comparing Fall 2012- Fall 2018, it appears that 55.1% of the student users of counseling in Fall 2018 were female, an increase of 1.8% over the past five years. In Fall 2012, Black/African American students and Hispanic students represented 10.2% and 35.5% of student users of counseling respectively. The percentage of Hispanic student users of Counseling has increased by about 4% in the past six years, while the percentage of black/African American student users of counseling has declined by 1%. The percentage of White and Asian student users of Counseling has stayed about the same.

In terms of enrollment status, percentages of each enrollment status group has remained relatively stable over the last six years, with little change among the groups. Continuing students still are the largest part of the student users of counseling, with special admits and returning students representing the smallest percentages. There is a decrease of 7%, over the past six years of the continuing student user group of counseling, with a slight increase, 2.5%, in both the number of first-time college students and students who are new at SMC but have previously attended another institution.

Instructional
2. Compare your student population with the college demographic. Are your students different from the college population?
Student & Instructional Services and Administrative Services
2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

Counseling 1 & 20: Counseling 20 continues to enroll a larger number of students within the 19 and younger age range (76,6%) compared to 30.2% of the entire SMC student population in fall 2017. Similarly, 44.9% of the students in Counseling 1 were 19 and younger. This has been consistent throughout the years; new students are highly encouraged to take these courses in their first semester or year.

Disproportionately impacted populations represent higher percentages of counseling course enrollees than their representation in the SMC population overall: In Fall 2017, 11% of Counseling 20 enrollees and 13.5% of Counseling 1 enrollees were African American/Black, this population represented 9% of the overall SMC student population in this term. 59% of Fall 2017 Counseling 20 enrollees and 38.2% of Fall2 017 Counseling 1 enrollees were Latinx, while this ethnic group represented 37% of the SMC population overall.

Those who are transfer-bound tend to be represented at a higher rate in Counseling 20 as compared to the overall campus population: 89.2% versus 72.4%.

Student Users of Counseling compared to overall SMC Student Population

For the purposes of this comparison, Fall 2018 data for the overall college population and the overall users of counseling was used. 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. 9.1% of those students who saw a counselor in Fall 2018 were identified as "Black/African American" and this ethnic group represents 9% of the total enrolled student population in the same term. Similarly, 40% of SMC student population is Latinx, 39.4% of visitors to counseling were Latinx. White-identified students follow a similar trend, they represent 27% of the SMC population, and 25.2% of the student users of counseling were white-identified. Asian students represent 12% of the overall student population and 13.6% of the overall student users of counseling. The data reveals that there are no

equity gaps related to access and use of counseling services/programs in terms of ethnicity/race.

The largest age group for student users of counseling in 2018 was 20-24%, representing 36.9% of the total user group. Since this age group represents about 38% of the total student population, this is hardly surprising. Female student users of counseling outnumber male student users of counseling by about 9%, and female students outnumber male students by 7% in the overall student population. Finally, the largest category for enrollment status is unequivocally continuing/returning students, representing 66% of the SMC student population, and 61.8% of the overall visitors to counseling. It appears that Counseling, as a whole, is effectively and comprehensively reaching all representative student groups in the student population.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

   For student users of Counseling, this information is not available on Tableau. Since this population essentially mirrors the SMC population, however, we would assume that the percentage of students in the overall population which would place in Basic skills courses would be reflected similarly among student users of counseling. Of course, this will soon become irrelevant, since we will no longer be using assessment tests to place students into basic skills courses as of Fall 2019.

   In Fall 2017, for Counseling 20, 35.2% of students were enrolled in at least one basic skills course. For the same term, in Counseling 1, 24.7% of course enrollees are enrolled in at least one basic skills course.

4. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

Student Users of Counseling- Fall 2012- Fall 2018

   Since Fall 2012, there are not many significant changes in the users of Counseling. As previously noted, the percentage of Hispanic/Latinx users of counseling has increased slightly (4%) in comparison to Fall 2018, but the overall population of Hispanic/Latinx students has increased as well. Black/African American student users of counseling have decreased marginally, by 1.0% since Fall 2012.

   Though a slight decrease, this is concerning, since this is our most disproportionately impacted student population. The department is currently experimenting with ways to be more proactive with our disproportionately impacted populations in terms of outreach. For example, in the last winter and summer terms, we experimented with calling or texting disproportionately impacted students who were on probationary status for counseling intervention, in hopes that this would bring the population of students in at higher rates for the BTS sessions.

   Since Fall 2012, there has been a 5.5% decrease in the age group of 20-24 for the student users of counseling, perhaps this is because the job outlook is better now than it was in Fall 2012, which means that more students in this age group may be choosing to join the workforce instead of attending college. The 7% decrease of continuing students accessing counseling may have to do with the additional "self-serve" online resources that the department has made available in the last six years- for example, MyEdPlan allows students to submit their own educational plans and experiment with various plans to determine requirements needed for goal completion.

Additionally, the overall population of continuing students has decreased at SMC by 3% since Fall 2018. The slight increase in first-time college students and reverse-transfers (2.5%) could be attributed to first-year programs (ex.Promise Program, FYE, summer jams) which have been implemented as well as enhanced online transcript evaluation services for reverse-transfer students.

Couns.1 & 20- Fall 2012-2017

Race/ethnicity: During the six year period of Fall 2012-2017, all groups, except for White, have experienced a slight decrease over the past several years, but the most disproportionately impacted populations still enroll at much higher percentages than their representation in the overall SMC student population. Our Latinx Student population is holding steady; in Fall 2017, 59.2% of Couns.20 enrollees were Latinx.

In Couns 1, the following was noted: African American student enrollment has decreased by 8.6% since fall 2012, while Asian/PI student enrollment at 19.1% has steadily increased since fall 2012. The remaining groups have fluctuated since 2012 and experienced the following enrollment in fall 2017: Latino 38.2%, White 15.7%, 2 or more 3.4%, and Unknown 3.4%.

Age: In Counseling 20, the enrollment of students 19 and younger has increased slightly, while the enrollment of students ages 20-24 has decreased by about 4%. Enrollment for ages 25-29 and 30-39 has increased marginally during this six year period. The enrollment percentages per age groups for the majority of students enrolling in Counseling 1 have remained relatively similar during this time period.

Residence: In Counseling 20, the most noticeable trend was the steady increase of out-of-state and foreign students enrolled in fall 2012 to fall 2017 (7.2% to 10.7% and 1.5% to 3.6%). Enrollment of foreign students more than doubled during that time period. In Counseling 1, a higher percentage of students enrolled are foreign students with 28.1% of the enrollment in fall 2017. Out-of-state students reflect 5.6% and California residents 66.3%.

It's hard to pinpoint reasons for some of these changes. We may have more foreign students enrolling in these classes to ensure that they stay in the requisite full course load, since we've started to offer more second eight week and late-start sections. The fact that we have less students in the 20-24 age group enrolling counseling courses might be due to the fact that employment overall has generally improved since Fall 2012, therefore more students in this age group may be opting for the work force before attending college.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

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.

The Counseling Department regularly reviews current student learning outcomes and assessments. The two current departmental counseling SLO's focus on educational planning since this is the main function of Counseling. A third SLO was developed and assessment was initiated in Winter 2015, for students who are receiving counselor feedback on their educational plans online. In Spring 2016, we created and began assessing a fourth online Counseling SLO. The current Counseling Department SLO's for Counseling Services are:

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.

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.

SLO #4 - After utilizing the online counseling, students will understand how to resolve their question/inquiry. (this is measured using survey gizmo, the official results are not currently tallied in ISIS)

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

SLO #6: "By the end of the semester, the student will have an understanding of major choices and career exploration"

For Counseling 1 (Developing Learning Skills), the instructors are currently assessing a brand new course SLO below, in order to focus student application of learning style strategies taught in the course:

SLO#3- As a result of completing the learning style inventory, utilize and apply a learning style strategy each day for 21 days, towards completion of a short-term academic goal.

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2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

On a regular basis, the counseling department reviews SLO's and determines whether SLO's should be modified or replaced. We are also regularly reviewing assessment data to determine whether an SLO is being successfully met by the majority of the students. We just finished a review of the Counseling Department Vision, mission and over-

arching goals in Spring 2018, and we voted to adopt the newly revised vision, mission and overall departmental goals, which we try to base SLO's on, in Fall 2018.

In addition, Counseling instructors meet regularly, to review the Counseling course SLO's and there is collaborative discussion among the instructors, to determine if an SLO should be "retired" or modified, or if a new SLO should be created and assessed. Changes that may be occurring at the college are also taken into consideration. For example, during spring 2018, a career-focused SLO was established to reflect the newly articulated pathways redesign goals at the college related to careers.

In fall 2017, the Counseling 1 SLO assessed was the following: Students will be able to identify, describe and apply the SQ3R Reading/Study System to textbook reading and create effective notes when using the system. Student completion of several related textbook reading assignments provided the mechanism for assessment. Of the students assessed, 92.9% of students assessed mastered the SLO.

The SLO assessed in Counseling 20 during fall 2017 was the following: By the end of the semester, students will understand the benefits of lifetime financial literacy. 94.6% of students assessed mastered the SLO. Outcomes are assessed by a simple survey where students must reply to four true/false questions. Replying true to at least three of the questions, indicates student mastery of this SLO.

Our educational planning SLO, online counseling SLO and our MyEdPlan counselor review SLOs are assessed on a regular basis. Counselors can assess SLO#1, #2 and #3 as they work with students. They do this by opening the SLO assessment page which is connected to the students counseling history page and they can then determine if the student met the standards of the SLO, didn't meet the standards or wasn't assessed. Whether or not the SLO's are assessed by the counselor really depends on whether the specific SLO(s) were relevant the session. Although we have a "not assessed" option, counselors generally just bypass the SLO assessment if they did not cover any topics with the student that were relevant to the three counseling SLO's.

For online counseling, we provide a very quick online survey (Appendix C) which not only assesses Counseling SLO#4, but also measure student satisfaction with online counseling services. For online counseling, one of the survey questions is:

"Please rate your level of agreement with the statement below:
Online counseling helped me understand what I need to do to resolve my situation and/or question(s)"

Students can then rate their level of agreement: 1) Strongly Agree 2) Agree 3) Neutral 4) Disagree 5) Strongly Disagree. Presently 79.2% Strongly Agree or agree with this statement, while 5.1% of the respondents were neutral.

We may opt to review Counseling SLO results as department or by a specific team of counselors who provide a particular service (ex. The online MyEdPlan review process) We discuss whether we need to make improvements or consider other areas of learning to assess. Where we can, we make changes as needed. For example, we regularly request enhancements to the MyEdPlan online planner so that the process is more understandable for students and we have started to offer both in-person and online (via Zoom) MyEdPlan workshops to help students better understand all the intricacies of educational planning. We typically strive for an overall SLO student mastery rate of 80% or higher.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

N/A- Counseling does not issue degrees or certificates.

4. 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).

We regularly review course retention and success data for counseling courses overall in comparison to courses campus-wide. Retention data for 2017-18 informs us that students are retained a rate of 85.8% in Counseling courses **overall**. Our most disproportionately impacted students have overall counseling course retention rates of 75.7% -African American and 83.9%- Hispanic/Latino. Our retention rates are therefore a little higher than retention rates for the overall population- 82.7% for students in all SMC courses and 75.1 % of all African American SMC enrollees and 78.6% Hispanic/Latino SMC course enrollees respectively. The overall student course success rate for 2017-18 was 68.7% and for overall counseling course enrollees, it was 69.3%. TIMS data is regularly reviewed to determine that our course offerings are up to or above overall standards.

In reviewing our Counseling 1 and 20 course data for fall 2017, it appears that we are keeping pace with overall course success and retention rates. We had an overall course success rate in Counseling 20 of 63.6% in on-ground courses and 71.3% in online Couns.20 courses. College-wide success rates are 68.6% and 71.9% respectively. A sometimes common misconception among students is thinking that college success courses will be "easy" and when they find out that they must be on time, turn in homework and be prepared for exams in the course, they may sometimes withdraw since the course isn't meeting this expectation. The success rate for Couns.1 is 69.7% (this course is only offered on-ground). Overall course retention in Counseling 20 classes in Fall 2017 was 83% and the overall retention rate at SMC in all courses was 82.7% in the same term.

Moreover, equity gaps for Counseling 20 courses were lower than the equity gaps for SMC courses overall in Fall 2017; -13.2% was the overall SMC course equity gap for African American students, while it was-10.1% for Counseling 20. For Latinx students, the overall SMC course equity gap was -6.8% and -2.4% in Counseling 20.

Data for Counseling 1 is rather unpredictable. In some fall terms, the gap has been as low as -4.9% for African American/Black students and in Fall 2016, the gap was -20.3%. In fall 2017, the gap for African-American/Black students dropped slightly to -19.7%. We think this might actually be attributable to the instructors who have been teaching the course and we have changed the instructor assigned for Spring 2019.

For all counseling programs, student usage and visitation data are systematically collect. The data is used to inform the College's supplemental funding (such as SSSP in the past, and SEAP funding currently) that awards dollars based on the number of students who receive various services. The data is also regularly monitored by program leaders to determine planning decisions, for example, determining the number of part-time counseling hours needed.

In addition, the SMC Institutional Research office has concluded several different studies on the usage and efficacy of counseling services at SMC. Most notably, the Fall 2014 study, First-Year Students and Counseling Services, Research Brief 697, Oct.2014- Appendix D) found that first-time freshmen and new SMC students who have

attended prior institutions (reverse transfers) and who utilized counseling or were enrolled in Counseling 20 before and/or during their first semester were more than two times more likely to persist to the subsequent Spring and Fall terms. In addition, this study found that for students utilizing special counseling programs, the equity gap in persistence from fall term to fall term for Hispanic/Latinx students was eliminated.

A follow-up report in 2016, Impact of Counseling on Degree Recipients, (Research Brief #1010 Mar.2016-Appendix E) informs us that the vast majority of students are utilizing counseling at least once during their time at SMC (86.6%) and that counseling contact has a positive and statistically significant impact on degree completion (for example, African-American/Black students who participate in special counseling programs complete associate degrees more than two terms earlier than African-American/Black students who don't participate.)

Most recently, institutional research provided a research brief on the impact of counselor approval on the educational planning process, "Impact of Counselor-Approved Vs. Non-Counselor Approved Educational Plans," Research Brief #1379, Apr.2018 (Appendix F). This study was conducted to determine how counselor approval of educational plans impacts student success. The MyEdPlan online planner allows students to create several educational plans on their own so that they can "chart out" the necessary requirements to meet their educational goal.

After they complete a plan, there is an online review request tab that they can select in order to have a counselor review the educational plan online and provide feedback. If the plan appears mainly correct, the counselor can approve the plan and still provide written feedback. Students can also see a counselor in person to review a previously submitted educational plan. Counselor approval, while very strongly encouraged and emphasized, is not mandatory because of the staffing resources that would be needed to meet the demand.

The "Impact of Counselor-Approved Vs. Non- Counselor approved educational plans" report has confirmed, however, that 94% of first-time freshmen have an educational plan in the system by the end of their first term and over 80% of first-time freshmen have **counselor-approved** educational plans on file within the first term. Moreover, counselor support for educational planning is actually reaching more of our disproportionately impacted students; 83.2% of our FTF Hispanic/Latinx students and 81.1% of our African-American/Black students (81.1%) have counselor-approved educational plans on file as compared to 76.8% of our White students. Finally, the fall-to-fall persistence level of first-time freshmen who had a counselor-approved educational plan(s) on file was 18.6% higher than FTF in the same cohort who did not have counselor-approved educational plan on file.

Our probationary/disqualified student data is routinely examined as well. The "Back To Success Evaluation Data" report, Research Brief #1601, Nov.2018 (appendix G) informs us that we continue to make a significant difference in our students' academic progress when they respond to our efforts to intervene. We offer numerous "Back-To-Success" probationary student workshops every Winter and Summer and students on probation are asked to attend one of these sessions, see a counselor or participate in an online Back-To-Success intervention. 15% more of the overall Spring 2016 probationary students who attended a BTS session returned to good standing in one year in comparison to those probationary students who did not. In the same cohort, 21.5% more of Hispanic/Latinx BTS attendees and 17.5% more of the African-American/Black student attendees returned to good standing in one year, so they outperformed the overall population of BTS attendees.

5. 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*

Current Instructional and Counseling Services SLO's are all outlined in question #1.

   As part of our newly adopted Student-Counselor Equity framework, however, we also recently created and adopted a new Unit Outcome based on this framework. Since our Student-Counselor Equity framework focuses on being more "relational" and less "transactional", this ""UO" is focused on the level to which students who visit counseling perceive that the counselor was welcoming, receptive, responsive and complete in attending to the students questions and needs in the counseling session. The new equity focused Unit Learning Outcome is:

"After attending a counseling session, students felt encouraged, informed, supported, that their questions were thoroughly addressed, and they were encouraged to return as needed."

6. 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**

   SLO assessment process is addressed in question #2. See next question for student satisfaction survey results related to the Unit Outcome.

7. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

   At the moment, we are regularly deploying a "Student Satisfaction Survey", Appendix H, to <u>all</u> students who visit a counselor, regardless of which counseling program and/or location. The survey is centered on our Student-Counselor equity framework which provides guidelines for counselors to provide services that are more "relational" and less "transactional."

   The new departmental Unit Outcome and the survey questions were largely derived from the service recommendations in the student-counselor equity framework. The survey has been deployed regularly since Oct

2018, through April 2019. So far, results are very encouraging, 868 students have taken this optional survey thus far. Of these responses, here are some highlights of the responses:

- 95.7% of the overall respondents, along with 95.1% of African-American/Black and 96.6% of Latinx students reported feeling welcomed or somewhat welcomed by the counselor.
- 88.1% of the overall respondents, 89.3% of African-American/Black students and 89.5% of Latinx students reported that the counselor took enough time to listen to their questions/concerns.
- 85.5% of overall respondents, 86.8% of African-American/Black students and 88.9% of Latinx students felt that their specific questions were thoroughly answered by the counselor. An additional 8.6% of overall respondents, 7.4% of African-American/Black students and 8.6% of Latinx students indicated that they felt their questions were "somewhat" answered by the counselor.
- 78.4% of overall respondents, 85.1% of African-American/Black students and 79.4% of Latinx students believed that they were provided with positive support/encouragement. Another 13.2% of overall respondents, 9.1% of African-American students and 14.5% of Latinx students also clarified that support/encouragement wasn't relevant to the topic of the counseling session.
- 88.9% of overall respondents, 90% of African-American/black students and 90.5% of Latinx students characterized the counselor as being fully focused on them and attentive towards their needs.

The fact that our African-American/Black and Latinx students consistently rate counselors at a slightly higher level as overall survey respondents on the targeted aspects of our counseling services is certainly affirming that we are on the right path. Some of our African-American/Black and Latinx students are responding to the survey based on counseling services received in special programs, but interestingly enough, many of the African-American/Black and Latinx survey respondents are also evaluating counselors that they saw in our mass-serving areas, such as the Transfer Counseling Center and the Welcome Center,

There are also many individual comments regarding what we could improve upon as well as what they like the most about counseling services. Some suggestions for improvement include more counselor availability during enrollment periods, more standardization in information provided, longer counseling appointment times, etc. The overall survey respondents thus far have been mostly representative of the SMC student population- 13.9% Black/African American, 38% Latino/Hispanic, 16.9% Asian and 29.5% White.

There are far more female respondents than male: 61.4% Female vs. 35.3% Male. Although the results are largely positive thus far, it's always important to consider why there is a very small percentage of users of Counseling are not happy about the services received. We will use constructive feedback from our student survey respondents to inform us as to how we can improve our services as a whole.

The online counseling survey that we provide serves two purposes,1) To assess student satisfaction with online counseling services and 2) To assess our online counseling SLO. The online counseling survey link is provided, along with a friendly message imploring students to provide their feedback, any time a counselor provides an online reply to a student inquiry.

In regard to user satisfaction with online counseling, 80.8% of the 130 survey respondents to date rated the service as very useful (67%) or useful (13.1%) while another 5.4% were neutral on whether they found the service useful. In response to the question "Please tell us how your online counseling experience could be improved" there were actually 12 responses out of 20 that were positive although we were soliciting ideas for improvement. Others remarked that sometimes the service was too slow, they could have received more information, they thought they got the wrong information, etc.

We provide the same survey to our cyber counseling users (those taking only online classes) and though the

number of survey respondents is much smaller (40) the response to how useful they find online counseling to be is about the same as those using the online counseling service, 82% of the users found the service to be very useful (64.1%) or useful (17.9%)

We do inform students as they complete the intake form that it may take 5-7 days for a response during peak enrollment periods, this is because we are sometimes extremely busy with students coming in to see us in person. We cannot always respond as quickly as they would like. In response to some of the comments however, we have converted some counseling transaction forms to digital versions. In responses for the request to be able to "online chat" we have now implemented video counseling appointments for exclusively distance education students and hope to expand soon for all users of counseling, provided funding for expanding the service can be obtained.

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

D1. Objectives

Objective #1 - COUNSELING Continue process of counseling service redesign to include Meta-Majors (areas of interest) Determine assignment of counselors to Meta-Majors in the TCC and the Welcome Center. Determine whether Meta-Major representatives can also be available in most special programs so that students can receive counseling for Meta-majors and pathway programs anywhere within department. Our services must remain flexible and comprehensive, no matter how a student accesses counseling. Status: In Progress Comments: Meta-Majors have now been officially named "Areas of Interest". Counseling plays a huge role in the design; we are now being asked to provide counseling which is very specific to the newly established "Areas of Interest" and to be more proactive and consistent in our contact and outreach with students. While we are currently working on assigning counselors to "Area of Interest" Counselor clusters, it will also be critical for all counselors to be informed and be able to advise on any major or pathway, so that students can obtain the appropriate guidance regardless of how/where they access our services. A Stem Area of Interest Counselor "Cluster" will be piloted as of Fall 2019 and organization of this is now underway.	
Objective #2 – COUNSELING Continue to improve our existing online counseling services and begin execution of plan to add a "real time" counseling chat feature to our online counseling service. Add online appointment booking capability	

to student appointment program. <u>Status:</u> In Progress <u>Comments:</u> In the Summer of 2018, Career Services begin seeing online Counseling 20 students through Zoom for video counseling appointments. Zoon provides a chat function when counselors and students are in a session. They can share documents, send links and messages through a chat box. Additionally, they can share screens with one another. In Fall 2018, Transfer Counseling expanded their services by offering video counseling as well to online Counseling 20 students for their educational planning assignment and to exclusively distance education students. The Transfer Counseling Center is working to expand video counseling to all students and further exploring a process to offer students "drop-in" video counseling during peak enrollment stages. One challenge is that extra counseling hours would be needed to provide "drop-in' video counseling, as this will surely just increase overall student traffic, since we would be providing service to not only students who seek counseling in person, but also those who are off-campus. As of Spring 2019, Transfer Counseling has been working with MIS to develop online appointment scheduling access through Corsair Connect. Students will be able to book and cancel their own appointments online with various programs, both during hours of operation and when the office closed. Additionally, students would be able to book from the convenience of their electronic device. The service is launching in select counseling areas and programs as of May 2019.	
3. MyEdPlan, the SMC online educational planner, either needs to be updated and improved to include "default" educational plans based on pathways, or we need to acquire an new online educational planning tool, such as EduNav. Whichever online educational tool we use also needs to include integration with enrollment, so a student cannot only plan his/her classes, but also enroll once the educational plan is developed.	
<u>Status:</u> In Progress This goal is currently **on hold** since we are waiting to learn what the future of web- ISIS will be. It is challenging to adopt and integrate a new product, knowing that you may have to go through the integration phase more than once, once the college adopts a new internal student information system.	

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

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

- Since 2016, we have greatly increased our online services for students. For example, we now provide online reviews of educational plans submitted via MyEdPlan and preliminary transcript evaluations for reverse

transfers (including prospective students). Data reveals that 70% of those students who request a preliminary transcript evaluation enroll in the subsequent two terms.

- We launched video career and educational planning appointments in both the Career Services Center and the Transfer Counseling Center as of Summer 2018, for students enrolled in online Couns.20 or those who are taking online courses exclusively.

- In 2016, the Counseling Department initiated annual "Counselor to Counselor" meetings with the Counseling Dept. at Santa Monica High School (SAMOHI) Meetings are attended by SMC Special Counseling Program Faculty Leads and the 13 house[and college counselors at Samohi. The meetings have led to a strengthened partnership between our institutions as well new initiatives to support students who will eventually enroll at SMC.

- Subsequently, in fall 2018, we began a "SAMOHI SMC-Bound student" program which includes the regular weekly presence of an SMC counselor at the SAMOHI site 18 hours per week. This counselor actively counsels a caseload of approximately 250 SAMOHI seniors who have been identified as likely to transition to SMC. She provides support with the entire matriculation process including the creation of an educational plan and connecting students to special programs at SMC. She also assists the SMC Dual Enrollment program and concurrent enrollment students and works summers in the SMC Welcome Center to further student transition to SMC.

- Our very successful 4C Counselor Internship program, which received commendations during SMC's last accreditation period in 2016, now has far more applicants each semester than we can accommodate. For Spring 2019, we had over 80 Counseling graduate program applicants from a wide range of graduate programs and were only able to accept 15. The interns are often offered employment within the department at the conclusion of the internship.

- For the past two years, the interns have been enrolling in the Counseling 90A internship class, instead of being processed as volunteers. This way, they are able to earn course credit for their participation in the program.

- We received a $5,000 Margin of Excellence grant to purchase laptop computers for our 4C Counselor Internship program, to enhance teaching and training capabilities for our three 4C internship faculty leaders

- Ongoing training is regularly provided for existing counselors, including topics such as student equity, gender inclusivity, working with foster youth, educational planning, working with academically at-risk students and transcript evaluation and MyCap training.

- 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 28 years, is a direct result of the timely and accurate counsel provided to students.

- Counseling 20, including both the on-ground and online versions, continues to be in the top three offerings of the fall term and enrolls about 3500 students per year.

- In response to the Pathways Redesign, we are now incorporating a mandatory career counseling session as part of the Couns.20 curriculum.

- The popularity of our newly minted online alternative for probationary students who cannot come to campus and attend a "back to success" intervention session continues to grow, 314 probationary students have

completed the online format of the BTS session since Winter 2017.

- For over ten years now, the Counseling Department has operated a "Counselor Visitation" program, presenting counseling services to students enroll in ESL and developmental English and Math courses. Each academic year, approximately 3500 students are reached through this program.

- Our Welcome Center counselors have recently joined a new "embedded support" pilot program with our Math department, which is currently being expanded to English 1/28 courses. Counselors are regularly visiting Math classes such as Math 1, 50 and 54 with 54C and providing students with timely information and guidance throughout the first part of the term.

- 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. Institutional Research confirms that the V.I.P Day event is positively associated with student persistence and student success in future terms.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

1. **Explore ways to improve efficiency of service, especially during peak enrollment.**

   The Department has tried various ways to improve services for students during peak enrollment periods, including but not limited to:

   - Asking counselors to work less during non-enrollment periods and more during enrollment periods, though we are limited contractually by how much we can ask of the counselors in this regard.
   - Requesting that adjunct counselors work additional hours during the peak enrollment periods to fulfill their non-classroom part time faculty MOU obligation (similar to the instructional flex obligation)
   - Reaching out to students via e-mail, encouraging them to see a counselor before enrollment starts so that they can avoid a long wait.

   These efforts have limited impact, students naturally want to wait until the schedule of classes is available and will often procrastinate until their enrollment date occurs before they seek counseling. Presently, the Counseling Department is heavily involved in the implementation of the "Student Care Team" model, which will involve peer navigators and possibly student success coaches who can teach students to be more proactive about regularly seeking services. We also hope to soon begin implementation of the Starfish student success system, which would allow us to contact students at regular intervals to make contact with members of their student care team.

2. Work with MIS to add capacity to existing processes and systems.

   This is ongoing and largely depends on the availability of programmers in the MIS division. In 2012, a program for inputting and assessing Counseling Services SLO's was added to ISIS, so that counselors could assess counseling SLO's as part of each session. Since the last program review period in 2013, MyEdPlan, the online planner, was created by Counseling and MIS and launched. This a hugely useful and effective online tool, which allows students to create their own educational plans and consequently, explore the required courses that would need to be completed for each desired educational goal on his or her own. MIS has also enabled a "Review My Ed plan" feature, which allows students to request an online counselor review once the student submits his/her plan.

   Two years ago, MIS assisted us with the integration and set-up of Q-Less, which allows students to sign in to see a

counselor but be notified via text once a counselor is ready to see him/her. Over the past year, MIS has enabled us to set up a new "Video Counseling" appointment activity in our Counseling program, which provides an automated instructional e-mail about the video appointment as well as a FERPA statement, once a video counseling appointment is booked.

Presently, we are investigating how we can expand our use of ZOOM to offer a drop-in counseling chat room and we are working with MIS at this very moment to add "student-self serve" appointment booking capability to our existing appointment program. We believe that we are working with our outstanding MIS team to the best of our ability and theirs, to find better ways to serve our students with technology.

3. Investigate the possibility of developing some level of automated transcript evaluation as a first step in the process.

Since 2013, we have now created a "Preliminary Transcript Evaluation Service" which any student can use, once the student applies to SMC and receives an SMC ID#. The service allows the student to upload unofficial transcripts along with an intake form, detailing the student's request. We have several counselors assigned to this service which helps students to understand how their prior coursework can be applied towards their goal therefore "clarifying the path"

We have also worked closely with the enrollment services division to evaluate thousands of courses for entry into the MyCap database and each course is applied towards the IGETC, CSU and associate degree general education patterns. Counselors can now access this database to better assist students with transcript evaluation. The last important step for this process is for MIS to integrate the MyCap program with our degree audit program, so that individual student degree audits will be automatically populated with course equivalencies that are already approved.

4. Ensure annual objectives are measurable.

In reviewing the past couple of annual program reviews, it appears that we are establishing annual objectives which are concrete and measurable, though some objectives are naturally continuing. There are some objectives which end up not being completed and/or measured and this can be from unpreventable outside circumstances, or in some cases, a need or a program improvement is addressed/resolved in another way.

5. Consider SB 1456 mandates as a source for longitudinal assessments.

One of the main mandates of SB 1456, now called the "Student Success Act of 2012" is that all students must have an educational plan on file, exempting those who are not in school to complete a degree and/or transfer. Consequently, we recently requested a review and evaluation of the educational planning process to determine the impact of counselor approval of educational plans on student persistence which was completed by IR in 2018. The positive results of this report will most likely be the basis of future study.

We have also been regularly evaluating, with the assistance of IR, the impact of our probationary and disqualified student interventions since 2013, in order to understand the long-term impact of these interventions for students. We hope that with the acquisition of Starfish technology, predictive analytics and an updated early alert system will enable us to utilize even more student success data to assess our adherence to Student Success standards.

6. Develop strategies for limiting the impact of increased demands generated by technological innovations intended to streamline and improve services and processes.

This continues to be a challenging recommendation. Perhaps the best example of our response to this challenge is our recent implementation of Q-Less, an online queuing system that utilizes text messaging, in our three most highly

trafficked areas, the Transfer Counseling Center, the Welcome Center and the International Student Counseling Center. Q-Less has helped to substantially reduce our overflowing lobbies during peak enrollment periods and students have received this service most positively. We are also now building in "self-serve scheduling" capability so that students can make their own appointments which should streamline our entire scheduling process.

It is often assumed that when you offer online services to students, this will reduce the traffic flow of in-person demands. We have found that the opposite is true; more ways to access counselors just brings in more students. This is why we are piloting video counseling appointments before we move to an online chat drop-in service, because video counseling appointments can simply be offered in place of in-person appointments. Online chat would necessitate more counseling time, since this would most likely result in additional students trying to access us for drop-in "anytime" counseling remotely, while we have still have a similar number of students requesting drop-in counseling in person.

7. Consider the efficacy of limiting transcript evaluation before enrollment at SMC.

Counseling has discussed this issue at length. We cannot accurately advise students who intend to enroll but have completed prior coursework, without knowing how prior coursework will apply towards associate degree and transfer requirements. Additionally, students do not want to enroll until they know these answers because they understandably don't want to take any courses they don't need.

For now, we are providing an online preliminary evaluation service and utilizing the newly unveiled MyCap tool. Once the tool is integrated fully, it is hoped that our role can be minimized so that we aren't spending precious counseling time manually entering course equivalencies into each student's individual degree audit.

3. 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.

Q-Less, an electronic queuing system, has been fully implemented in three main service areas, the Transfer Counseling Center, the Welcome Center and the International Student Center. This has greatly reduced students waiting in our lobby, as they are now able to take care of other tasks (ex. Study at the library) until they are "summoned" for the next available counselor. We hope to expand the use of Q-Less to all counseling programs once we move into the new Student Services Center.

4. 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).

Many programs within the Counseling Department have been able to benefit from the same level or an increased level of SSSP and/or Equity (now called SEAP- Success, Equity & Achievement Program) funding for the past six years. These funds allow the Counseling Department to be innovative and much more service-oriented than we have been before. The augmentation of funding also allows us to expand our hours of operation and overall availability of counseling to students, in particular, during peak enrollment times.

5. Describe departmental efforts to improve the teaching and learning environment.

Our instructors are constantly working on ways to improve course curriculum and adapt to our changing environment. As referenced previously, the pathways redesign has impacted how we teach the Couns.20 course, influencing us to expand on the career/major exploration portion of the course. We also ensured that we made a career counseling and educational planning appointments available online, for our distance learners.

Our Career Counseling instructors are now working on ways to incorporate the seven established Areas of Interest into the Couns.12 class. For both Couns.1 and 20, we regularly update the student packet to make sure all the information is current. Many of our Counseling 20 instructors recently participated in equity training to inform their skills in the classroom. Finally, the Counseling 20 instructional team at this moment is now working on utilizing OER and several instructors are already piloting the use of OER for classes this Spring. Our plan is to move all C.20 instructors over to OER instead of a textbook by Spring 2020.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

The Counseling 20 program utilizes Counseling 20 mentors to assist all Counseling 20 students with key assignments in the course. Counseling 20 mentors are SMC students who have completed the course previously with an "A" and have been recommended by their Counseling 20 instructor. They are either hired with pay as work study students or enroll in one of our Independent Studies courses, Couns.88A, B or C. The mentors are trained and supervised by one of our full time Counseling 20 Instructional Leads. They are regularly scheduled to accommodate C.20 students on a "drop-in" basis for C.20 assignments and projects such as the Educational Planning assignment or Life Vision assignment.

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**

Most recent SLO assessment data for Counseling SLO's #1 and #2, including Fall 2017-Fall 2018, informs us that close to 100% of our students demonstrate sufficient understanding of the action steps needed to meet their educational objectives (SLO#1) as well as the sequential ordering of their future English and Math courses (SLO#2) after seeing a counselor. This is ascertained by specific questions posed by the counselor to the student post-session, whenever relevant to the session. Based on the SLO results, it doesn't appear that we need to make major changes in the way we teach students about educational planning or course sequencing. Once all SMC program maps are finalized, however, we plan to revisit both SLO#1 (educational planning) and SLO#2 (English and Math placement course sequencing and discuss a new educational planning SLO which will be fully centered on SMC pathways.

Our latest online counseling SLO assessment results (gathered by continual student feedback using survey gizmo) informs us that 79.2% of our students are successfully meeting the standards of the SLO, which asks the student to indicate his/her level of agreement with the following statement: "After utilizing the online counseling, students will understand how to resolve their question/inquiry."

Students have provided feedback, however, that they would appreciate the availability of online counseling in "real time" form. They also indicate that they don't always find the responses to be timely or complete enough. In response to this feedback, we plan to expand our recently adopted video counseling appointment modality by adding a "drop-in" chat counseling feature.

Our third educational planning SLO, which specifically addresses how well the student appears to be learning the components of educational planning after utilizing the SMC online educational planner, MyEdPlan, indicates that about 80% of the students utilizing MyEdPlan are successfully meeting the standards of the educational planning SLO. We recognize that these SLO assessment results are duplicated for some students, since a student can be

assessed twice, once when the student first submits a plan that is incorrect and again after the student receives counselor feedback and submits a corrected plan.

The advent of MyEdPlan has allowed the Counseling Department to completely "scale up" educational planning for all of our students. Since the online educational planner was first launched in Summer 2014, over 180,000 abbreviated plans have been submitted, by both students and counselors- and about 95% (172,796) of these plans were either created by a counselor or approved by counselor, after being created by a student. Finally, SMC holds the impressive record of having the highest number of comprehensive educational plans on file out of all California Community Colleges.

We know, however, that we either need to update/improve the existing MyEdPlan program to incorporate SMC pathways (program maps) as they come online and eventually provide "default" comprehensive educational plans based on student-stated goals. As mentioned earlier, we need to know first how much longer the college will be using WebISIS before we can determine whether we will make enhancement to MyEdPlan, our home-grown educational planner, or purchase an outside product for integration into our S.I.S.

Our Counseling 20 offering is a critical part of student success. We educate over 3500 students per year in this course**.** The "Impact of Counseling by Service Type" Research Brief #725 Jan 2015- Appendix I**,** indicated that successful completion of the Counseling 20 course within the Fall 2013 cohort increased the likelihood of persistence to Fall 2014 **by an astounding 65.8%.** The Counseling 20 curriculum was slightly modified as of Summer 2018, to more comprehensively focus on major and career selection, as a result of the guided pathways redesign.

The course outline has been modified to reflect the greater college redesign efforts and provide students with guided career exploration in their first year of college. Moving forward, Counseling 20 courses will continue to have a career services presentation as part of the class and the career counseling appointment will be required. As more of the college redesign is implemented, Counseling 20 instructors will also continue to meet and discuss ways the course can be modified to meet the needs of our students.

Both the Transfer Counseling Center and the Career Services Center also introduced a new video counseling option, so that online Counseling 20 students could fulfill mandatory course assignments with a one-hour career counseling appointment and an educational plan review appointment online. This new counseling modality was very well received and is also available to exclusively distance education students. Our most current Counseling 20 course SLO focuses on career exploration and major selection, measuring student understanding of how career exploration relates/leads to major choices. Fall 2018 course SLO assessments demonstrate the 94% of the Counseling 20 students are effectively mastering this SLO.

The department also continually finds ways to innovatively serve at-risk students, such as those who are placed on academic and or progress probation, as well as academic and/or progress disqualification. Based on research findings that tell us that probationary students who attend Back-to-Success sessions are more likely to return to a good academic standing than those who do not, we recently expanded the availability of very successful Back-to-Success probationary student counseling sessions, added an online version, added a probationary and disqualified status "alert" to Corsair Connect which notifies students that they must attend a session and have added a career counselor presentation at the end of the BTS session. We've also completely converted the reinstatement process for disqualified students to an online process.

As previously referenced in this report, we know that the efficacy of our Back-To-Success program is proven, so part of our goal is to increase participation of our most disproportionately impacted students. Similarly, 2/3 of the Disqualified student population who see a counselor for reinstatement either improve their academic standing to

probation or return to good standing by the subsequent term.

Knowing our interventions have a proven positive impact, we experimented with a counselor phone-calling initiative in Summer 2018, and a text messaging campaign in Winter 2019, to our most disproportionately impacted probationary students, trying to reinforce the importance of seeing a counselor. Thus far, these efforts have not significantly increased participation, but we also learned that this winter, the "probationary status" alert was not placed in Corsair Connect until the end of the Winter term, as opposed to right after fall grades were received, so we can't accurately determine if the text campaign was effective.

Institutional research has provided data that demonstrates the efficacy of counseling services time and time again. In addition to all previously cited studies in this report, several key findings of The Impact of Counseling Contact by Service Type summarize these impacts the best:

- Special program participation, general counseling and Counseling 20 all positively and independently predicted fall-to-spring and fall-to-fall persistence, each counseling type increases student chances for persisting to subsequent terms by 30% or more.

- On average, students who had contact with a counselor before/and/or during their initial term completed and retained their courses at statistically significant higher rates than students who had no contact with a counselors

- After controlling for the effects of enrollment in Counseling 20 on student outcomes, the number of counseling sessions was found to positively predict course completion, course retention and persistence.

Given this strong evidence, the counseling department plans to engage in additional inquiry to ensure that all students (particularly those who need it the most) have access to and use quality counseling services. The Department is currently working with institutional research on a student to develop a model that identified first-time students who are at-risk of dropping out that counselors can then use to proactively reach out to these at-risk students to engage them in more personalized counseling services.

We could certainly improve our services by providing more "high touch" outreach at critical interventions, so we are working diligently towards establishing a team of "success coaches", (initially peer navigators, but in the future, perhaps classified professionals) who would regularly track our students and connect them not only with counselors but also other critical resources on campus.

If the district moves forward with purchasing "Starfish", a digital student success system, this will allow both counselors and instructors to provide more proactive and intentional support to our students, increasing our intervention and retention efforts. We are also in the midst of a comprehensive redesign of our services, to encompass specialized guidance within "Area of Interests" and program pathways, and will be piloting a student care team model involving "Area of Interest" counselors focused on the STEM Area of Interest as of Fall 2019.

D2: Coming year's Objectives (Moving Forward)

Objective #1
Objective:

Implement "Area of Interest" focused counseling services, infusing this specific counseling approach throughout the department, so that students can receive Area of Interest and pathway program counseling <u>anywhere</u> within department. Our services must remain fluid and comprehensive, **no matter how a student accesses counseling.** Examine "theming" to the extent possible, for our Career Counseling course, Couns.12, around the seven areas of interest.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Other Factors
SMC's own Pathways Redesign

Timeline and activities to accomplish the objective: By Fall 2019, we will have "Counseling Clusters" (groupings of counselors representing programs and counseling locations across campus) established for every Area of Interest. These Counselor clusters will be part of the larger "Student Care Teams", which will involve peer navigators/coaches, discipline faculty, financial aid experts, career counselors.

Describe how objective will be assessed/measured: We will work with Institutional Research on student surveys for year one.

Comments: It will take the 2019-20 year to fully implement Area of Interest student care teams. Training for counselor involved in each area of interest will need to take place during the year.

Objective #2
Objective:

Improve our existing online counseling services by executing the addition of self-serve appointment scheduling capability to our counseling appointment program as well as adding a "real time" counseling chat feature to our video counseling modality for drop-in students.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: By Fall 2019, students will be able to book their own counseling appointments in most areas and locations of Counseling. By the end of Spring 2020, we hope to have "drop-in" video counseling and/or chat rooms available to students.

Describe how objective will be assessed/measured: We will evaluate the number of counseling programs and locations that have implemented online appointment scheduling at the end of Fall 2019. Drop-in video counseling and/or chat rooms will depend on staffing resources and available programming time from MIS.

Comments: These goals depend on support and availability of MIS programmers.

Objective #3
Objective:

Switch all Counseling 20 sections to Online Education Resources instead of the customized textbook by Fall 2020, in order to mitigate textbook costs for our students.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: We plan to have all Counseling 20 instructors using OER by Fall 2020

Describe how objective will be assessed/measured: By confirming that all sections are utilizing OER.

Comments: This objective is already underway and being piloted.

E. Curriculum Review

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at (click here for dates and deadlines). The Program Review annual report will note whether course outlines are up to date.

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.**

Instructors regularly meet to discuss course curriculum and course SLO's. The Counseling curriculum is generally coordinated by three main areas: The Transfer Counseling Center (main counseling), the Career Services Center and the Center for Students with Disabilities. The Transfer Counseling Center has oversight for Couns.1, 20, and 88A, B and C. The Career Services Center maintains responsibility for Couns.12, 15, 16 and 90A, B, C and D. The Center for Students with Disabilities manages all courses offered for this student population.

Occasionally, Couns.13 (Personal and Social Awareness) and Couns.19 (Orientation Seminar) are offered in our feeder high schools, and our outreach division maintains responsibility for updating the course syllabi and SLO's when these courses are taught. Most recently, the Counseling Department introduced two new non-credit courses, Couns.901 and 902. These courses, which are coordinated through our Non-Credit team, provide non-credit students with concentrated support for transition to college (credit-level curriculum) and Career and Workforce Readiness. Upon completion of both courses, students will earn a "Transition to College and Career Certificate". These courses are

being piloted for the first time ever in Spring 2019.

Any time a new course, along with accompanying student learning outcomes, is proposed within the counseling department, all members of the department (contract and adjunct), and are invited to vote. The voting takes place after department members read the proposal and attend a meeting where the proposal is presented and discussed. Important feedback is often received, which sometimes results in changes to actual proposal.

Smaller groups of instructors will meet periodically to review course SLO's, assessment results and determine whether SLO's should be changed (and they often are), added to or modified. Sometimes the assessment itself is changed. Counseling 20 faculty routinely several times a year to review and discuss course SLO's and assessments as well as other key curriculum issues. For example, the current topic for Counseling 20 is the adoption of OER in all sections. Contract and adjunct faculty participate in all curriculum decisions. Another key current topic for both the Career instructors and Counseling 20 instructors is how our emerging seven "Areas of Interest" may be included in the course curriculum for both of these offerings. It seems fairly certain that our "Career Development" course (Counseling 12) will include theming of the Career Exploration assignment, according to Area of Interests in the future.

Finally, when a new instructor is brought on board to teach in the department, they are always provided with required training that includes review of the official course outline of record, as well as sample syllabi from experienced instructors and are informed that they must incorporate key elements of the course outline of record. Additionally, when an instructor is evaluated, he/she receives a copy of the course outline of record, so that the instructor can ensure that his/her course syllabus (i) aligns with the official COOR.

G. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

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 four 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. A Counseling faculty member currently serves as the Academic Senate Treasurer; another counseling faculty member chairs the Academic Senate Student Affairs committee.

Counseling faculty are part of many different campus-wide committees and task-forces, including but not limited to: Several different Pathways Redesign teams, The Care and Prevention team, The Student Affairs Committee, Personnel Policies committee, The CTE committee, the Distance Education committee, The Campus-wide FT faculty ranking 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 IxD Bachelor's degree program, etc. Most recently, our faculty leader of the Black Collegians program was appointed as one of the three institutional faculty leaders for the Pathways Redesign, representing student services and student equity.

For the past two years, counseling faculty members have been engaged "en masse" in the Guided Pathways redesign. There are many counseling faculty members serving on various pathways inquiry teams, including but not limited to: The Student Care Team, the Mapping team, the High Impact Practice Team, The Career Counseling Team,

The Community Building Team and the student advisory, logistics and communication squads. Most full-time counselors and some adjunct counselors have had the amazing opportunity to serve as the counseling representative on the program degree and certificate "mapping" teams which met over three Fridays in Fall 2018, and on Mar.29th, 2019, to create an entire map to an educational goal with two discipline representatives, an equity representative, a student and a curriculum representative.

   Counseling 20 instructors also regularly meet and establish work groups to develop new SLOs or work on projects. Most recently, several instructors met to create an SLO centered on career and major exploration. When a new SLO is developed, feedback from all instructors is solicited and incorporated. Additionally, a work group has been put together to create an Open Educational Resource (OER) text to replace the current textbook. The workgroup, comprised of adjunct and full-time instructors, will adopt and edit an existing OER packet for the course and will integrate feedback from several instructors who have been teaching in the department for years.

   As previously referenced, during spring 2018, the lead Counseling 20 instructors met with Career Services to brainstorm new ways to expand the existing major and career exploration curriculum. The purpose is to help address one of the pillars of Guided Pathways which is to assist students in clarifying their path. One solution that was adopted was to update the presentation done by Career Services counselors in Counseling 20 classes to include more major exploration activities and ask that instructors require students to schedule a follow-up appointment with Career Services.

   Since summer 2018, there has been an ongoing pilot of instructors requiring a follow-up career counseling appointment to encourage students to further explore their options and develop appropriate next steps with them. Additionally, students were asked to write a reflection about the appointment in their Exploring Majors and Careers project. Students have reported that the appointment is valuable in determining what the right path might be for them, resources, and how to further this exploration process.

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, the national association of college admissions counselors, career development and the statewide faculty association of California Community College counselors. Faculty from counseling occasionally present to the SMC general advisory board. Our campus-wide articulation officer is now the past president of SCIAC, the Southern California Intersegmental Articulation council.

Instructional

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

Student & Instructional Services

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

   Our department makes an ongoing, concentrated effort to include adjunct faculty members in departmental meetings, trainings and flex days. We often have substantial part time faculty member participation at our meetings and flex days since this is the one way that all members of the department can meet and interface with one another. When there is a key training topic that all counselors need to know about, for example, our recently adopted "Student-Counselor Equity Framework", we do our best to provide several different training sessions, on different days and times, so that our many adjunct counselors and instructors can find a date/time that works for them.

   We also have an internal list-serve "ALL_COUNSELORS" which we are able to update as often as needed (without going through our postmaster or human resources) Knowing that many of our adjunct faculty simply cannot attend

scheduled meetings due to other work commitments, we provide regular updates and information via this list-serve. Additionally, we have an online, web-based counselors manual, which includes all our policies and procedures and we have one full time counselor assigned to update and maintain this manual.

For the instructional component, Counseling 20 lead instructors work closely with part-time faculty to develop new curriculum, SLOs and projects that could potentially impact all sections of the course. Part-time faculty are asked to provide feedback, join work groups and encouraged to share what they do in the classroom. T

Typically, new instructors are hired for a fall start date and are provided with a half-day training before the semester begins. The training covers the logistics of the course; the course outline, sample lesson plans, campus resources, and other pertinent information to help them get started. In Canvas, there is a Counseling 20 Homeroom that houses resources such as lesson plans, the course outline, sample syllabi and many other documents that instructors can pull at any time. Upon starting at SMC, all instructors are provided access to the Counseling 20 Homeroom course shell. Instructors are also encouraged to contribute to the course shell. The two full-time instructional leads make themselves accessible to instructors to assist and provide ideas for the classroom.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

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].

- Since Fall 2011, the Counseling department has experienced thirteen retirements of full-time counselors and two additional FT counselors have been reassigned to administration. We have therefore lost **fifteen** FT counselors over a seven year time span, an average of over 2 FT positions per year.

- Even with the multiple hires of new counselors during the same time period, we will still be operating with an unrealistic and unsustainable FT/PT FTE ratio of 37.17FT/62.83PT, as of Fall 2019, excluding our categorically funded Psychologists and DSPS faculty.

- Although the department received five new hires for Fall 2017, the exact same number of full-time counselors retired as of December 2017!

- Full Time Faculty are the key to **providing innovation, leadership and support** for the current SEAP (Student Equity and Achievement Program) and SSSP mandates that we have been subject to since 2012, including educational planning support activities, preliminary transcript evaluation services, probationary student intervention programs, etc.

- The Guided Pathways Redesign should be a wake-up call for the **entire institution**. Counseling cannot do all the "great" things expected without a sufficient amount of FULL-TIME counselors. For example, counselors must now develop additional expertise in "Areas of Interest" and provide "A.I." specific counseling, in addition to all of our existing responsibilities.

- Full Time Counseling faculty are the mentors, trainers and evaluators of the extraordinary number of adjunct

counselors, (119 adjunct counselors!) which the department has needed to hire since 2012, due to all of the various SEAP/SSSP initiatives and requirements.

- The Counseling department has been asking for a dedicated student services programmer for several years. We cannot make significant improvements in many of our services without consistent, dedicated support from a programmer/developer.

- In order to provide more proactive and consistent outreach and intervention to students, we will need customizable technology, such as the starfish student success system, and we will need funding to provide several counselors with release time or stipends, in order to assist our MIS team with integration of this product.

2. If applicable, list additional capital resources (facilities, technology, and 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].

- The Counseling Department is looking forward to all being unified under one building. More space will be needed, however, to support the new Student Care Team model. The building apparently has "no room to grow" available.
- As an example, Peer Navigators (highly trained student workers) will be selected and trained to support Student Care Teams as of Fall 2019. We will need a place to house these peer navigators.
- We will need use of the new 300 person auditorium in the New Student Services building to host prospective students who are brought on campus via our Outreach team.
- In order to keep pace with changing technology, we will have to continue to rely on SEAP funds for upgrading of counselor computers, printers, camera/speaker devices for video counseling etc.

3. If applicable, list additional human resources (staffing, professional development, and 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].

Again, having a department comprised of almost 2/3 part time counselors is truly unacceptable, especially for a department like Counseling, which serves virtually every student on campus and is expected be part of every new initiative and program that is created on campus. The Counseling department is undoubtedly the largest department on campus, but that is because we have had no choice but to continually hire **adjunct** counselors in order to fulfill all the new responsibilities of the Student Success Act of 2012, the Student Equity and Achievement Program and the Pathways Redesign, since full time positions are so difficult to obtain.

Moreover, about 50% of our counselors are funded by "soft-money" (categorical sources) as opposed to district-committed funds. Some of these funds can be reduced at any time. Losing fifteen of our full-time counselors during the period of Fall 2011-Fall 2017 was not only a significant reduction of Full Time faculty for our department, but also **essential leadership** in programs and initiatives around the campus. The Student Success Act of 2012, the Student Equity and Achievement Program and the Guided Pathways redesign all require that full time counselors not just counsel students, but also provide innovation, leadership and direction for a variety of new and innovative services, interventions and strategies for increasing student success.

We must also continue to expand services so that distance education students have "equal access" to counseling services. Regular review, accountability and reporting of the efficacy of all counseling services is now required. The level of accountability that Counseling is now held to must be maintained **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. The answer is not additional adjunct positions, so that we have 130 adjunct counselors instead of 119. The answer is unequivocally **multiple** new Full Time Counselors.

4. List all current positions assigned to the program.

<u>Spring 2019- COUNSELING DEPARTMENT</u>

Administrator: Brenda Benson, Senior Administrative Dean, Counseling, Retention and Student Wellness

Chairperson- Laurie Guglielmo, Chairperson, Counseling Department

<u>**Contract Counseling Faculty Members**</u>

General Instructors/Counselors: There are 33 full time general counselors assigned within 25 special programs, and several of these contract counselors also teach as the majority or part of their contract load.

 Contract DSPS Counselors and Specialists: 9 full time faculty- There is one full time Coordinator, three full time DSPS counselors, one full time Acquired Brain Injury Specialist, two full time high tech specialists and two full time learning disabilities specialists in our Disabled Students Program

 Contract Psychologists: 2 full time Psychologists- There is one Coordinator for the Center for Wellness and Well-Being, and one full time Psychologist who is currently a long-term substitute.

<u>**Adjunct Counseling Faculty Members**</u>

Adjunct General Counselors -There are 119 adjunct counselors assigned within 25 special programs

Adjunct Counseling 20 Instructors- There are presently six adjunct Counseling 20 instructors, who do not have a counseling assignment as part of their load. There are another ten adjunct Counseling 20 instructors who do not counsel but assist with teaching during the Fall term.

Adjunct DSPS Counselors and Specialists - There are six adjunct high tech, learning disability, ABI and living skills specialists and three adjunct counselors

 Adjunct Psychologists: There are four adjunct psychologists total, located within DSPS, The Center for Wellness and Well-Being, the Latino Center/Black Collegians program and the Guardian Scholar's program.

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

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?

   By far, the biggest changes in our department will be dictated by the Pathways Redesign at the college. In the next five years, we anticipate that we will have fully implemented "Area of Interest" counseling, in conjunction with Student Care teams comprised of Area of Interest coaches/peer navigators, discipline experts, designated financial aid technicians and career counselors. We expect that this will allow us to serve students more intentionally and

proactively and ultimately result in greater student success outcomes.

We also envision the adoption of new technology, more specifically, the Starfish Student Success System, which will provide us with a much more comprehensive network for counselors, coaches/peer navigators, instructors and staff members to interact and communicate more collaboratively and regularly about students. The Starfish system will also provide us with predictive analytics which allow us to be more intentional in our outreach to students.

We must also keep "closing the student equity achievement gap" at the center of everything we do, focusing on our most disproportionately impacted students in mind as we design, update and add counseling services. Follow-up research on service additions and enhancements must be focused on the measurable results for our disproportionately impacted students in particular, with an eye to how we can assist in improving the overall persistence and success of our most disproportionately impacted students.

The campus-wide move towards Open Educational Resources (OER) and the replacement of traditional textbooks has motivated our Counseling 20 instructional team towards embracing OER for Counseling 20. Counseling 20 instructors have started to adapt and edit an existing OER, College Success, from College of the Canyons. Offering the OER option to students completely eliminates the cost of the current text if they choose the online OER option and significantly reduces the amount to less than $20 if they elect to purchase a printed copy.

The work group will have a draft of this OER ready during Summer 2019 and a substantial group of instructors will be piloting the OER as of Fall 2019. By Fall 2020, all Counseling 20 sections will be using the customized OER. Using OER allows instructors to add their experience and knowledge to the text and customized with resources specific to SMC students.

As the college moves towards the redesign, Counseling courses, such as Couns.12 and 20, will adapt accordingly to student needs. We plan to explore ways to infuse the Couns.12 and 20 curriculum with elements of the Guided Pathways redesign, for example, highlighting career and major exploration in Counseling 20 and requiring "Area of Interest" themed career exploration assignments in Counseling 12.

Additionally, by June 2019, the vast majority of counseling services will finally all be under one roof. We anticipate that this will have a huge impact on our service delivery to students and will allow us to work much more closely and collaboratively with one another. It is important that we find ways to make our services as understandable and accessible to students as possible. We must ensure that campus publications and messaging clearly articulates our available services and locations.

At present, we are asking for ten full time counselor positions for 2020-21. This may seem unrealistic at first glance, but with an anticipated Fall 2019 full-time/part-time FTE ratio of 37.17FT/62.83PT, we must continue to ask for what we truly need in order to meet all the great expectations that are held for SMC Counseling. We also anticipate a fairly large number of retirements in the next five years, we have many full time faculty members who are presently 55 years old or more.

2. If applicable, list additional capital resources (facilities, technology, and 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].

- Space is an ongoing issue. As we add more counselor positions and/or classified positions to assist in the provision of services mandated by SSSP and the Guided Pathways redesign, we need adequate private office spaces with a computer, printer and phone for every counselor to work in. Unfortunately, the new student services building was apparently designed for only current staffing needs, so there is really no room for staff expansion.

- In order for counselors to do their jobs and facilitate successful enrollment for students, we need adequate computers, printers, and now, cameras/w speakers for video counseling so that we can expand this effort in all programs that support counseling transactions.

- So far, "SSSP (now SEAP) funds" have adequately provided for the necessary technological support each year. But we are concerned about how this need will be supported in the event that SEAP 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) 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].

SMC has the largest Counseling staff of any community college in California".... but the second part of that proclamation should be "and almost **2/3** of the total counseling hours available are provided by adjunct counselors.

Moreover, our "unparalleled" counselor/student ratio includes all adjunct counseling hours as well as all counseling course enrollments. Counseling course enrollments, while invaluable, obviously do not provide one-on-one counseling contacts with students. A FTE ratio of 37.17% FT hours to 62.83% PT hours is truly unacceptable, especially for a department like Counseling, which is called upon to be part of virtually every new initiative and program that is created on campus. At a minimum, we need to add ten FT counselors to our currently Counseling staff, if we are going to make any major movements towards all the changes desired of Counseling in the Pathways Redesign.

Additionally, about 50% of our counselors are funded by "soft-money" (categorical sources) as opposed to district-committed funds. Some of these funds can be reduced at any time. Losing fifteen of our full-time counselors during the period of Fall 2011-Fall 2017 was a significant reduction of not only Full Time faculty for our department, but also **essential leadership** in programs and initiatives around the campus. The Student Success Act of 2012, the SMC Equity Initiative and the Guided Pathways movement all require that full time counselors not just counsel students, but also provide leadership and direction for a variety of "new and innovative" services and strategies for increasing student success.

The California Community College Online Education Initiative states that distance education students must have the same kind of access to counseling services as on-ground students. Consequently, we are also under much pressure to expand services so that distance education students have "equal access" to counseling services. Regular accountability and reporting of the efficacy of all counseling services is now required.

The level of service innovation and accountability that is required of our department is initiated and maintained **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.

Finally, The Counseling Department truly needs some kind of a dedicated technical liaison position which could provide a "bridge" between student services and the IT department. As we explore new educational planning tools, early alert tools and other online ways to assist students and provide them with more targeted support, we need dedicated support to help us vet these tools and determine how they will best integrate with our internal network. We will also need dedicated, ongoing support for implementation.

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

As previously referenced, the Counseling Department relies heavily upon SEAP (Student Equity and Achievement Program- previously called SSSP) funding, to the tune of about 50% of our adjunct counseling budget. We also

currently fund seven full time counselor positions from SEAP funds. Each year, there appears to be much discussion about how to develop a standardized funding request process, but for the past year and a half, we have been allowed to retain the same SEAP allocation as the previous term(s).

This is essential because to suddenly cut any of these funds would mean that several services would also have to be eliminated or reduced, since many of our relatively new initiatives and strategies are counselor-reliant. You can have the best counseling approaches/strategies in the world, but if you don't have the counselors available to deliver the actual services and strategies, then you cannot expect the same outcomes. We have other strategies and ideas we would like to pilot to try to improve outcomes for students even more, but a more transparent and standardized SEAP funding request needs to be put in place, so that everyone understands how to request additional SEAP funds and what the timelines are.

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

- The Counseling Department needs district-wide support, including the support of senior staff and the college superintendent/president, for a large number of new full time hires.

- We need a decision to be made very soon regarding whether the college will be moving forward with a new S.I.S. (Student Information System) or whether we will continue with WebISIS, so we can more clearly evaluate the integration process with potential outside products.

- The Counseling Department will need to continue to have regular meetings/discussions with all faculty members regarding the infusion and adaption of "Area of Interest" Counseling Clusters" into the department.

- The Counseling Department will need to clearly define and provide support for the Counseling role in the new Student Care Team model that will be piloted in Fall 2019 for the STEM Area of Interest.

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

Despite our many immediate needs, we 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 infusion of SEAP funds, 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.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

I find the six-year program review process to be very helpful, as it provides for a meaningful, in-depth review of all that has been accomplished and all that still remains to be done within a department and/or program. Although very time-consuming and labor-intensive, I believe the six-year review process also forces department/program leaders to take the time to create and implement evaluation processes and envision solutions to ongoing problems.

The six-year program review also calls for a thorough, complete review of all available institutional data, so that areas of improvement can be readily identified and hopefully lead to future action plans. Additionally, areas of success are made evident, so that departments/programs can determine how to best prioritize existing resources. Finally, I especially appreciate the obvious tie-in with full time hiring, as the program review now requires a complete listing of all full time and part time faculty in a department which naturally leads to an examination of the FT/PT FTE ratios.

Executive Summary
These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.
Narrative
Program Evaluation
Commendations
Recommendations for Program Strengthening
Recommendations for Institutional Support

Attached File Upload	
Attached Files	
Counseling Department 6 Year Review Appendices	