



## Student Services Program Review Report Counseling

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Date: May 20, 2019

Date of previous program review: 2015

### Part 1. Satisfaction with Support Services Provided

*Review the results from core items in the Student Services Program Review Survey that are summarized the table below. See Appendix A for complete survey results.*

|                            | % Responded "Excellent" | % Responded "Good" | % Responded "Excellent" or "Good" Combined | % Responded "Excellent" or "Good" Combined in Last Review | % Difference |
|----------------------------|-------------------------|--------------------|--|---|--------------|
| Hours of operation         | 32.0%                   | 39.3%              | 71.3%                                      | 74.0%   | -2.7%        |
| Timeliness of response     | 35.8%                   | 35.0%              | 70.8%                                      | 76.0%   | -5.2%        |
| Clarity of procedures      | 39.2%                   | 31.7%              | 70.8%                                      | 77.0%   | -6.2%        |
| Quality of materials       | 40.2%                   | 34.8%              | 75.0%                                      | 80.0%   | -5.0%        |
| Staff helpfulness          | 45.8%                   | 26.7%              | 72.5%                                      | 78.0%   | -5.5%        |
| Staff knowledge            | 40.8%                   | 32.5%              | 73.3%                                      | 79.0%   | -5.7%        |
| Overall quality of service | 38.1%                   | 37.3%              | 75.4%                                      | 80.0%   | -4.6%        |

### Part 2. Changes since last Program Review and Evaluation of Previous Goals

*Provide a brief summary of the survey results (see Appendix A) and comparative analysis of the survey results with the results from the previous cycle (see table in Part 1). Document any accomplishments or improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results. Additionally, describe whether the*

*goals and objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.*

Summary and Comparative Analysis of Survey Results: While the majority of responses were identified as “Good” and “Excellent”, satisfaction was lower than the last review. While this provides feedback and direct information from students, it is important to point out the survey results represent less than 1% of our student population. Survey questions were changed this time to be more specific to the point of service which helped to understand the data. In the last year and a half it became clear that students were using the Counseling Center for many of their counseling needs and were unaware of the major specific counselor located in the divisions. In Spring 2018 the Counseling Center name was changed to Express Counseling. A greater emphasis was placed on students to see their major specific counselor.

### **Hours of operation**

In an effort to provide services to evening students the Counseling Center was open until 7pm two nights a week from 2016-2018. After looking at the student numbers it was determined that few students were seen after 6pm and hours were modified starting Fall 2018. To enhance customer service and meet the demand of evening students who need to see a counselor in their major, counseling appointments or walk-ins are now available until 6 PM at least once a week in each division office.

### **Clarity of Procedures**

We are in the process of implementing several initiatives including: AB705, Guided Pathways, and Guided Self Placement. To best guide students and provide accessible and accurate information, the division has implemented changes to current procedures which will help provide clarity.

### **Staff Knowledge**

With all of the current initiatives and implementation, it has been a challenge to keep all of the staff and faculty updated on information as fast as changes occur. We have continued to train full-time counselors during monthly Counseling In-service meetings. Adjunct counselors have also participated in training meetings and receive monthly updates of information. Our most recent focus has been on multiple measures and AB 705 requirements. In addition, our staff and student workers are trained on a regular basis.

### **Accomplishments, Improvements, Obstacles, and/or Challenges:**

Accomplishments: We have successfully transitioned to DegreeWorks Plans and to Banner 9. Program maps have been developed for all of the ADT's and CTE programs.

Improvements: We have added counseling information to the Student Handbook listing all of our majors (area of interest) and the assigned counselor(s). We have created a hand out to give to students which lists all of the counselors and where they are located and their email addresses.

Challenges: Keeping up with all the new state initiatives such as Multiple Measures, AB 705, and Guided Pathways has been a challenge to learn and implement.

### **Comments on Previous Goals:**

- I. Goal: **Begin using the Electronic Student Education Plan.** All counselors have been trained to use DegreeWorks Plans and do so on a regular basis limiting the use of paper. Students are instructed how to use DegreeWorks in counseling classes as well as individually in counselors offices.

- II. Goal: **Increase the use of technology in counseling activities.** With the creation of the Mobile App the Counseling Department has been able to communicate with students using push notifications to remind them to make a counseling appointment. Texting students still needs to be explored.

All full-time counselors and many adjunct counselors have been trained to use Cranium Café for on-line real time appointments with students. In addition, QR Codes have also been used to assist students in signing up for workshops and for easy check in. Online counseling services continue to develop.

- III. Goal: **Continue to submit faculty prioritization request to increase full-time tenure counseling faculty to help support SSSP activities and state mandates.** As state initiatives unfolded and the department faculty needs were assessed, the priorities of the department changed. An Enrollment Services Counselor was not hired, however, the Counseling Department has hired a full-time Career Counselor, Transfer Counselor, SEM counselor, and one counselor assigned to Articulation. The Student Services Division was able to hire a fulltime Veterans Counselor. Currently, a full-time CTE counselor is in the process of being hired slated to start July, 2019.

### **Part 3. Mission Statement and Student Services Student Learning Outcomes (SSSLOs)**

*Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.*

Mission Statement:

"Counseling and Student Development is committed to promoting student learning and success by providing academic, career, and personal counseling, classes, and support services to maximize student potential for achieving educational and life success."

SSSLOs:

1. Counseling and Student Development will provide academic, career and personal counseling, classes and support services to maximize student potential for achieving education and life success.
2. Counseling and Student Development will promote student learning by providing appropriate workshops and programs to facilitate student success.

### **Part 4. Student Services Student Learning Outcomes (SSSLO) and Program Student Learning Outcomes (PSLO) Assessment**

*SSSLOs are assessed annually and are mapped to the college's PSLOs and ISLOs. SSSLO assessment provides an opportunity for dialogue regarding best practices and challenges in achieving outcomes. Review and summarize the results of the last two SSSLO cycles. Please include highlights from your SSSLO results and action plans, including best practices and challenges. What changes will be made to your programs and services, and/or the SSSLO process as a result of this assessment?*

SSSLO Assessment Results from 2016-18 (theme: one-stop to non-stop) and 2018-20 (theme: guided pathways):

Changes as a Result of SSSLO Assessment:

One-Stop to non-stop: The Cranium Café marketing plan was not developed in a timely manner and not fully implemented. Therefore, we did not survey the students taking online classes. Since then students taking only on-line classes were made aware of Cranium Café. Currently, we are working on marketing Cranium Café to all students starting Summer 2019 which will allow us to assess student use of online services and gather student feedback.

Guided Pathways: All ADT's have been mapped and we are planning on using the first semester maps during Group Counseling in Summer 2019.

## Part 5. Faculty/Staff Involvement

*Summarize the involvement of faculty/staff in the review process.*

Staff and faculty were emailed the results of the study and input was solicited. The report was briefly discussed at a Counseling In-service meeting. Further discussion will occur as needed.

## Part 6. Connecting Department Goals to Strategic Planning and Major Campus Initiatives.

*Identify general goals and specific, measurable objectives your department/program plans to achieve within the next four years and respond to the related questions for each goal. These goals must directly relate to at least one of our major campus initiatives (see list below). Departments/programs should identify at least one goal per year. If any of your goals require fiscal resources, please complete Part 7.*

Major Plans and Initiatives: SSSLOs, District or College Educational Master Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, District or College Strategic Plan, Distance Education Plan, Technology Plan, Guided Pathways, Promise Program, NOCCCD Pledge, Dual Enrollment, Strong Workforce, College Outcome Assessment and Review Cycle Plan, or another plan or initiative.

*Please modify the number of goals and objectives outlined below as needed.*

### Year 1: Goal 1: Increase training for counselors and staff

Supports plan(s) or campus initiative(s):

Objective 1: Have a least one new mandatory formal training session a semester for adjunct counselors

Person(s) responsible: Department Coordinator, SEA Director, Dean of Counseling and Student Development.

Timeframe: 2019-2020

Objective 2: Update Counseling Resources (delete obsolete information/redundancy, make information easier to find) on Counseling Drive

Person(s) responsible: Department Coordinator, SEA Director, Counseling and Student Development Administrative Assistant,

Timeframe: 2019-2020

*What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?*

Response: Possible funding through SEA to pay adjunct and other faculty for training time.

*What defines overall success for your goal and what metrics will be used for evaluating progress?*

Response: Attendance at training sessions and use of information on Counseling Drive.

*Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):*

|   |  |
|---|--|
| x | Inclusion/Equity/Diversity               |
| x | “One-stop to Non-stop” service           |
| x | Completion (Transfer/Degree/Certificate) |
| x | Retention and/or Persistence             |
|   | Student Engagement                       |
|   | Student Access                           |
|   | Student Support                          |
|   | Student Learning                         |
|   | Student Advocacy                         |
|   | Accessibility/Universal Design           |
|   | Other (please specify):                  |

**Year 2: Goal 1: Guided Pathways**

Supports plan(s) or campus initiative(s):

Objective 1: Develop Templates in DegreeWorks for counselor and student use

Person(s) responsible: Department Coordinator, Major counselors, Counseling and Student Development MIS Analysts

Timeframe: 2020-2021

Objective 2: Have more students use DegreeWorks (repurpose Assessment Center to use for student group SEP development)

Person(s) responsible: Counseling Department Coordinator, Registrar, All Counselors

Timeframe: 2020-2021

*What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?*

Response: DegreeWorks needs to be accessible to students. May require greater bandwidth in classroom for training students. Adding a computer station with two sealing mounted monitors.

*What defines overall success for your goal and what metrics will be used for evaluating progress?*

Response: Development and use of templates by counselors resulting in an increase of comprehensive SEP’s. MIS reports on student use of DegreeWorks.

*Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):*

|  |                            |
|--|----------------------------|
|  | Inclusion/Equity/Diversity |
|--|----------------------------|

|   |  |
|---|--|
| x | “One-stop to Non-stop” service           |
| x | Completion (Transfer/Degree/Certificate) |
| x | Retention and/or Persistence             |
| x | Student Engagement                       |
|   | Student Access                           |
| x | Student Support                          |
| x | Student Learning                         |
|   | Student Advocacy                         |
|   | Accessibility/Universal Design           |
|   | Other (please specify):                  |

**Year 3: Goal 1: Continue to submit faculty prioritization request to increase full-time tenure counseling faculty to help support Equity goals, Vision for Success mandates and Guided Pathway activities.**

Supports plan(s) or campus initiative(s):

Objective 1: Hire One Counselor Faculty: Business

Person(s) responsible: Department Coordinator, SEA Director, Dean of Counseling and Student Development, Full-time Counselors

Timeframe: Annually

Objective 2: Hire Two Counselor Faculty: Promise/Pledge

Person(s) responsible: Department Coordinator, SEA Director, Dean of Counseling and Student Development, Full-time Counselors

Timeframe: Annually

Objective 3: Hire Two Counselor Faculty: Equity and Completion (Puente, Legacy)

Person(s) responsible: Department Coordinator, SEA Director, Dean of Counseling and Student Development, Full-time Counselors

Timeframe: Annually

*What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?*

Response: General Fund and Student Equity budgets as well as collaboration with the English Department to secure a second Puente teacher.

*What defines overall success for your goal and what metrics will be used for evaluating progress?*

Response: Hiring faculty and doubling the size of the Puente Program to help meet Equity goals. Hiring a Business/On-line Counselor to meet our ever growing on-line population and Guided Pathways activities in the Business Division.

*Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):*

|   |  |
|---|--|
| x | Inclusion/Equity/Diversity               |
| x | “One-stop to Non-stop” service           |
| x | Completion (Transfer/Degree/Certificate) |
|   | Retention and/or Persistence             |

|   |                                |
|---|--------------------------------|
|   | Student Engagement             |
| x | Student Access                 |
| x | Student Support                |
|   | Student Learning               |
|   | Student Advocacy               |
|   | Accessibility/Universal Design |
|   | Other (please specify):        |

## Part 7. Student Services Program Review Committee Comments

Reviewer Comments:

# Appendix A: Student Services Program Review Survey Results

## Counseling

A survey was sent to a random sample of Cypress College students and 192 completed the survey. The results are summarized below.

### 1a. Have you seen a counselor at Cypress College within the past year?

|              | Students   |
|--------------|------------|
| Yes          | 122        |
| No           | 80         |
| <b>Total</b> | <b>192</b> |

### 1b. If no, please share why you have not used these services:

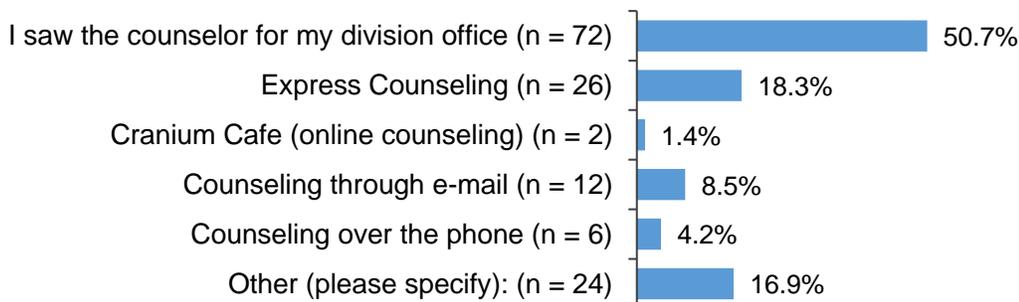
Frequent Comments:

- Haven't needed to (20x)
- Primarily attend Fullerton (11x)
- Don't know how or where (5x)

Other Comments (verbatim):

- Will soon.
- It has not been until this year that the immediate need for the service has arisen for me in particular.
- I plan on it but haven't made an apt yet
- I'm only taking classes for personal growth.
- I am in the STEM program, we are provided STEM counselors as active members in the program.
- Haven't scheduled a meeting with counselor but will in the near future.
- Haven't been able to
- Felt my last visit with one was not very comfortable talking with the individual appointed to me that day so I haven't been back. I feel all the years I've been at Cypress they haven't helped me a 53 year old woman achieve like they do the kids at Cypress!
- I plead the fifth

### 2. What type of counseling service(s) did you use (select all that apply):



### 3. Please rate the following aspects of counseling services based on your experiences.

|                            | Excellent   | Good        | Fair        | Poor        | N/A or I don't know | Total         |
|----------------------------|-------------|-------------|-------------|-------------|---------------------|---------------|
| Hours of operation         | 32.0%<br>39 | 39.3%<br>48 | 23.8%<br>29 | 4.9%<br>6   | 0.0%<br>0           | 100.0%<br>122 |
| Timeliness of response     | 35.8%<br>43 | 35.0%<br>42 | 22.5%<br>27 | 6.7%<br>8   | 0.0%<br>0           | 100.0%<br>120 |
| Clarity of procedures      | 39.2%<br>47 | 31.7%<br>38 | 17.5%<br>21 | 11.7%<br>14 | 0.0%<br>0           | 100.0%<br>120 |
| Quality of materials       | 37.5%<br>45 | 32.5%<br>39 | 20.0%<br>24 | 3.3%<br>4   | 6.7%<br>8           | 100.0%<br>120 |
| Staff courtesy             | 44.9%<br>53 | 27.1%<br>32 | 22.9%<br>27 | 5.1%<br>6   | 0.0%<br>0           | 100.0%<br>118 |
| Staff helpfulness          | 45.8%<br>55 | 26.7%<br>32 | 19.2%<br>23 | 8.3%<br>10  | 0.0%<br>0           | 100.0%<br>120 |
| Staff knowledge            | 40.8%<br>49 | 32.5%<br>39 | 16.7%<br>20 | 10.0%<br>12 | 0.0%<br>0           | 100.0%<br>120 |
| Overall quality of service | 37.5%<br>45 | 36.7%<br>44 | 17.5%<br>21 | 6.7%<br>8   | 1.7%<br>2           | 100.0%<br>120 |

### 4. What services provided by the counselor have been most helpful to you?

Frequent Comments:

- Help with what classes to take (17x)
- The counselors were helpful (10x)

Other Comments (verbatim):

- Transcripts information, graduation information, course substitution.
- The sports counselors have helped to make sure I am on track and able to graduate in two years.
- The (*Counselor*) was very brief and did not seem interested in helping me with my career goals.
- (*Counselor*) is awesome and helped me get back on track and back to a 4 year university.
- Identify a pathway for my field of study
- Honestly, I received a lot of mixed information and it really makes a difference which counselor you see. You'll get a different answer each time.
- None. I went to see a counselor before this semester because I have taken an extended break from school and didn't know the process or what classes I needed. The counselor I went to see basically told me to come back after I had applied and was in a hurry to get me out of their office even though there was no one else waiting and they were still there for couple more hours. She was not friendly at all and gave me the impression I was bothering her or wanting her time. And every time I went back after to see a counselor there was never one available, so I basically had to find out on my own how to go about getting back in school and had to guess at what classes I should take this semester for my major.
- Making sure I am on track for graduation. The counselor I see has been very helpful. I hope and wish all counselors were the same, but they aren't.
- I asked them when the Spring Schedule would be out and they could not give me a date until a couple days before it actually came out.
- Good information and help with my educational plan.
- Being able to meet with my counselor and get the updates necessary for graduation. He helped me with the exact courses that were needed for graduation.
- Automotive, (*Counselor*) is the best, very knowledgeable, and probably or maybe the one that knows a little bit of everything:
- Assistance with application for ultrasound (DMS) program

- Advice on graduation application
- Nothing, they were not helpful and got wrong information
- My DSS counselor was most helpful
- I have only been one time so it is hard to say
- Walk-in counseling was helpful because I was able to get answers to some questions about college.
- Express counseling has been the most helpful
- It was helpful doing my ed plan
- General information about courses and programs

### **5. What else can counselors do to help you be successful?**

Frequent Comments:

- More availability (18x)
- Nothing, they are doing great (9x)

Other Comments (verbatim):

- They need to have a more positive and professional attitude overall. Some counselors don't have much knowledge of the Health Sciences department. Often, I would ask professors instead if I couldn't get help from the counselors.
- Be clearer about how to be a part of a program, aside from just saying what classes are needed.
- The counselor's office front desk(s) kept misdirecting me to the wrong place/person. They need to be better coordinated as I find myself lost wandering about on the second floor.
- Provide more weekend hours.
- Listen to what we are trying to accomplish and help us achieve that instead of telling us what you think we should be doing
- Find counselors who actually care.
- Provide more clarity about what classes I actually need to take
- Be more knowledgeable about the programs on campus
- Need more counselors available more hours of the day! Hopefully they can be somewhat friendly and look like they care a little bit at least! The Asian female counselor I went to see should probably consider a new profession since it seems like she hates talking to students.
- Let me know where I stand academically and what my options are as LVN to RN student
- Keep helping others so that they can succeed in life
- I think every department should have their own counseling
- Have a quick stop counseling desk similar to what they have at GWC
- Creating schedules and knowing what classes to take as back up because classes often get full. So when I go home and need to register the classes are full and I don't know what classes to take
- Counselors sending away students just to know that knowledge of general courses when undecided with their major. That is not ok.
- Know more about what classes transfer. I have received wrong information before and it screwed me.
- Don't rush us through.
- They need to all be on the same page because you get different information based on who you see.
- Continue the service in the summer