

Student Services Program Review 2019/20 UPDATE

Counseling

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General Information (Student Services Program Review 2019/20 UPDATE)

2019/20 Student Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Lead Writer: Leroy Johnson

Liaison: Leticia Diaz

Dept. Chair: Leroy Johnson

Manager: Ailene Crakes

Faculty Update: In July of 2019, Marisa Alioto joined the Counseling Dept. as our Online Counselor. This assignment is 50% General Counseling and 50% Online Counseling.

Staff Update: In September, our Counseling Supervisor, Barbara Plandor retired, and was replaced by our new Counseling Supervisor, Andrew Tanjuaquio.

Strengths: The Counseling Department's strength continues to be its people. Our counselor's work closely together to create a positive environment for our students, and they succeed in this endeavor.

Challenges: The biggest challenge for the department is simply the 655:1 student to counselor ratio. At certain times of the year, this can result in wait times that are up to 2 hours long.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

File Attachments:

1. **Outcomes Assessment Schedule.pdf** (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Student Services Program Analysis Section

PROGRAM GOALS (REQUIRED)

2018/2019 Goals for Counseling

SS Goal #1

Utilize intellectual growth in decision making to develop personal, educational, and career goals

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

SS Goal #2

Justify major and career choices based on accumulated information or data

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

SS Goal #3

Adopt behaviors of satisfying and productive lifestyles and communicate the effects of these behaviors on goal accomplishment

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 4.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

SS Goal #4

Display enhanced self-respect, positive self-image, and effective self-advocacy

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 2.1, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/2019 Goals for Counseling

Goal

Goal: SS Goal #1

Utilize intellectual growth in decision making to develop personal, educational, and career goals

Action: Write Personal and Educational Goals.

Describe the actions needed to achieve this objective:

Writes their personal and educational goals

Completes a post-orientation and assessment first semester plan

Accurately completes a GE checklist or ed plan form

Develops a resume

Navigates assist.org and includes major preparation in their plan

Creates a budget for financing their education

Composes a list of challenges that could impede their personal and educational goals

Lists student support services available for assistance

Completes a transfer application

Writes their own letter of recommendation

Selects from multiple AA options prior to transfer

Determines most appropriate GE pattern

Chooses appropriate transfer institution(s)

Decides on PT or FT timeline

Prioritizes university or major if mutually exclusive

Eliminates TAG options per limits

Chooses particular emphasis in a major

Decides between AA and BA as appropriate for career choice

Other demonstrations per the student's whole and human complexities

Who will be responsible for overseeing the completion of this objective:

Counseling Faculty

Provide a timeline for the actions:

One Year

Describe the assessment plan you will use to know if

When 80% of students assessed fall within competent or highly competent

the objective was achieved and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Supporting Attachments:

[2019 SSO Student Survey results.pdf \(Adobe Acrobat Document\)](#)

Goal: SS Goal #2

Justify major and career choices based on accumulated information or data

Action: Justify Career Choices based on accumulated information or data.

Describe the actions needed to achieve this objective:

Cites occupational data (job outlook, salary, education, training)
Relates experiences of an internship or informational interview
Differentiates between selecting a career based upon passion versus other data
Completes assessment or exploration and initiates follow-up with counselor
Articulates level of education to meet goals
Owns and accepts timeline to reach objective
Distills the elements that lead to major and career satisfaction (personality, values, interests, skills)
Works with discipline faculty to explore potential majors
Negotiates parental and societal pressure concerns
Other demonstrations per the student's whole and human complexities

Who will be responsible for overseeing the completion of this objective:

Counseling Faculty

Provide a timeline for the actions:

One year


Describe the assessment plan you will use to know if the objective was achieved and effective:

When 80% of students assessed fall within competent or highly competent

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software,

Facilities, Classified Staff, Faculty, Other):

Supporting Attachments:

 2019 SSO Student Survey results.pdf (Adobe Acrobat Document)

Goal: SS Goal #3

Adopt behaviors of satisfying and productive lifestyles and communicate the effects of these behaviors on goal accomplishment

Action: Relate the effects of Healthy Behavior on goal accomplishment.

Describe the actions needed to achieve this objective:	<ul style="list-style-type: none"> Discusses how a healthy diet and/or exercise affects success Produces a schedule which prioritizes spiritual practices Creates a balanced schedule Relates positive outcomes of reduced alcohol/drug consumption Places high value on support from family and friends Names or demonstrates stress management techniques Justifies value of EXSC course enrollment Creates a logical argument in an appeal process Articulates their reasoning for choosing their major, career, or transfer institution Formulates reasonable solutions for academic standing concerns Knows their needs and asks for help Other demonstrations per the student's whole and human complexities Creates a life plan with goals Makes a commitment to follow through Creates a balanced schedule for school, job, family, and social life Describes the benefits of completing actions from a student academic contract Discusses lifestyle choices that have been productive or regressive Chooses to seek support in Student Health Services upon learning of the services Other demonstrations per the student's whole and human complexities
Who will be responsible for overseeing the completion of this objective:	Counseling Faculty
Provide a timeline for the actions:	One year
Describe the assessment plan you will use to know if the objective was achieved and effective:	When 80% of students assessed fall within competent or highly competent
List resources needed to achieve this objective and associated costs (Supplies,	

Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):

Supporting Attachments:

2019 SSO Student Survey results.pdf (Adobe Acrobat Document)

Goal: SS Goal #4

Display enhanced self-respect, positive self-image, and effective self-advocacy

Action: Display Enhanced Self-Respect and positive self-image.

**Describe the actions
needed to achieve this
objective:**

- Open to feedback
- Open to options
- Able to persist on stated goal
- Is complimentary about self
- Communicates positive racial, ethnic, or cultural identification
- Exhibits pride in a personal achievement, skill, or character trait
- Takes appropriate actions to stand up for their rights
- Demonstrates an attitude of assertiveness towards their well being
- Creates a logical argument in an appeal process
- Articulates their reasoning for choosing their major, career, or transfer institution
- Formulates reasonable solutions for academic standing concerns
- Knows their needs and asks for help
- Other demonstrations per the student's whole and human complexities

**Who will be responsible for
overseeing the completion
of this objective:**

Counseling Faculty

**Provide a timeline for the
actions:**

One year

**Describe the assessment
plan you will use to know if
the objective was achieved
and effective:**

When 80% of students assessed fall within competent or highly competent

**List resources needed to
achieve this objective and
associated costs (Supplies,
Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):**

Supporting Attachments:

[2019 SSO Student Survey results.pdf \(Adobe Acrobat Document\)](#)

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/2019 Goals for Counseling

Goal

Goal: SS Goal #1

Utilize intellectual growth in decision making to develop personal, educational, and career goals

Action: Write Personal and Educational Goals.

**Describe the actions
needed to achieve this
objective:**

- Writes their personal and educational goals
- Completes a post-orientation and assessment first semester plan
- Accurately completes a GE checklist or ed plan form
- Develops a resume
- Navigates assist.org and includes major preparation in their plan
- Creates a budget for financing their education
- Composes a list of challenges that could impede their personal and educational goals
- Lists student support services available for assistance
- Completes a transfer application
- Writes their own letter of recommendation
- Selects from multiple AA options prior to transfer
- Determines most appropriate GE pattern

Chooses appropriate transfer institution(s)
Decides on PT or FT timeline
Prioritizes university or major if mutually exclusive
Eliminates TAG options per limits
Chooses particular emphasis in a major
Decides between AA and BA as appropriate for career choice
Other demonstrations per the student's whole and human complexities

Who will be responsible for overseeing the completion of this objective:

Counseling Faculty

Provide a timeline for the actions:


One Year

Describe the assessment plan you will use to know if the objective was achieved and effective:

When 80% of students assessed fall within competent or highly competent

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Supporting Attachments:

 2019 SSO Student Survey results.pdf (Adobe Acrobat Document)

Status for Write Personal and Educational Goals.

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was

This Fall 2019, the Counseling Department is addressing department

not marked Completed, what are the implications and next steps:

recommended variables, revealed during our Spring outcomes assessment process. After addressing these factors, the department will proceed with its progressive changes during the Spring of 2020, followed by a subsequent assessment.

Substantiating Evidence:

 2019 SSO Work Group Worksheets_.pdf (Adobe Acrobat Document)

Goal: SS Goal #2

Justify major and career choices based on accumulated information or data

Action: Justify Career Choices based on accumulated information or data.

Describe the actions needed to achieve this objective:

Cites occupational data (job outlook, salary, education, training)
Relates experiences of an internship or informational interview
Differentiates between selecting a career based upon passion versus other data
Completes assessment or exploration and initiates follow-up with counselor
Articulates level of education to meet goals
Owns and accepts timeline to reach objective
Distills the elements that lead to major and career satisfaction (personality, values, interests, skills)
Works with discipline faculty to explore potential majors
Negotiates parental and societal pressure concerns
Other demonstrations per the student's whole and human complexities

Who will be responsible for overseeing the completion of this objective:

Counseling Faculty

Provide a timeline for the actions:


One year

Describe the assessment plan you will use to know if the objective was achieved and effective:

When 80% of students assessed fall within competent or highly competent

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Supporting Attachments:

 2019 SSO Student Survey results.pdf (Adobe Acrobat Document)

Status for Justify Career Choices based on accumulated information or data.

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: This Fall 2019, the Counseling Department is addressing department recommended variables, revealed during our Spring outcomes assessment process. After addressing these factors, the department will proceed with its progressive changes during the Spring of 2020, followed by a subsequent assessment.

Substantiating Evidence:

 2019 SSO Work Group Worksheets_.pdf (Adobe Acrobat Document)

Goal: SS Goal #3

Adopt behaviors of satisfying and productive lifestyles and communicate the effects of these behaviors on goal accomplishment

Action: Relate the effects of Healthy Behavior on goal accomplishment.

Describe the actions needed to achieve this objective:

- Discusses how a healthy diet and/or exercise affects success
- Produces a schedule which prioritizes spiritual practices
- Creates a balanced schedule
- Relates positive outcomes of reduced alcohol/drug consumption
- Places high value on support from family and friends
- Names or demonstrates stress management techniques
- Justifies value of EXSC course enrollment
- Creates a logical argument in an appeal process
- Articulates their reasoning for choosing their major, career, or transfer institution
- Formulates reasonable solutions for academic standing concerns
- Knows their needs and asks for help
- Other demonstrations per the student's whole and human complexities
- Creates a life plan with goals
- Makes a commitment to follow through
- Creates a balanced schedule for school, job, family, and social life
- Describes the benefits of completing actions from a student academic contract
- Discusses lifestyle choices that have been productive or regressive
- Chooses to seek support in Student Health
- Services upon learning of the services
- Other demonstrations per the student's whole and human complexities

Who will be responsible for Counseling Faculty

overseeing the completion of this objective:

Provide a timeline for the actions: One year

Describe the assessment plan you will use to know if the objective was achieved and effective: When 80% of students assessed fall within competent or highly competent

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Supporting Attachments:

[2019 SSO Student Survey results.pdf \(Adobe Acrobat Document\)](#)

Status for Relate the effects of Healthy Behavior on goal accomplishment.

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: This Fall 2019, the Counseling Department is addressing department recommended variables, revealed during our Spring outcomes assessment process. After addressing these factors, the department will proceed with its progressive changes during the Spring of 2020, followed by a subsequent assessment.

Substantiating Evidence:

[2019 SSO Work Group Worksheets_.pdf \(Adobe Acrobat Document\)](#)

Goal: SS Goal #4

Display enhanced self-respect, positive self-image, and effective self-advocacy

Action: Display Enhanced Self-Respect and positive self-image.

Describe the actions Open to feedback

needed to achieve this objective:

- Open to options
- Able to persist on stated goal
- Is complimentary about self
- Communicates positive racial, ethnic, or cultural identification
- Exhibits pride in a personal achievement, skill, or character trait
- Takes appropriate actions to stand up for their rights
- Demonstrates an attitude of assertiveness towards their well being
- Creates a logical argument in an appeal process
- Articulates their reasoning for choosing their major, career, or transfer institution
- Formulates reasonable solutions for academic standing concerns
- Knows their needs and asks for help
- Other demonstrations per the student's whole and human complexities

Who will be responsible for overseeing the completion of this objective: Counseling Faculty

Provide a timeline for the actions: One year

Describe the assessment plan you will use to know if the objective was achieved and effective: When 80% of students assessed fall within competent or highly competent

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Supporting Attachments:

[2019 SSO Student Survey results.pdf \(Adobe Acrobat Document\)](#)

Status for Display Enhanced Self-Respect and positive self-image.

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: This Fall 2019, the Counseling Department is addressing department recommended variables, revealed during our Spring outcomes assessment process. After addressing these factors, the department will proceed with its progressive changes during the Spring of 2020, followed by a subsequent

assessment.

Substantiating Evidence:

 2019 SSO Work Group Worksheets_.pdf (Adobe Acrobat Document)

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Student Services Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Student Services Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **Outcomes Assessment Schedule.pdf** (Adobe Acrobat Document)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Counseling

(REQUIRED) Program name

General Counseling

(REQUIRED) Are you on target with your assessment schedule?

Yes, the Counseling Department is on target with its assessment schedule.

The Counseling Department follows an annual and ongoing outcomes assessment schedule, as follows:

Fall:

- Review prior year findings
- Implement prior year recommendations
- Develop new assessment tools if needed

Spring:

- Assess and evaluate outcomes
- Identify and plan interventions for the next year

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The Counseling Department is multidimensional in its services; therefore, the department evaluates outcomes in the following diverse capacities: Course Learning Outcomes (CLO), Student Service Program Outcomes (SSPO), and Student Service Outcomes (SSO). The Counseling Department CLO's are developed by our faculty in the Personal Growth (PERG) Curriculum workgroup. Outcomes for each course are assessed, evaluated, and tracked in the curricular workspace allotted to each course in the Counseling section of Taskstream. The Counseling Department SSPO's are assessed for each of the following Counseling Student Service Programs: First Year Experience, International Students Program, Mesa Academics and Athletics Program, Mesa Academy/Umoja, and Puente. Outcomes and status for these programs are identified, assessed, and tracked in their respective individual program reviews. Specific progress and status on outcomes assessment are tracked in the Outcomes and Assessment sections in Taskstream. Department SSO, CLO, and SSPO assessment processes are all on target. The annual and ongoing assessment process of SSO's, CLO's, and SSPO's has fostered a counseling department culture for professional development and increased student learning. For example, recent noteworthy SSO findings include:

SSO #1: Highly competent learning for this SSO increased by 15%

SSO #2: Highly competent learning for this SSO increased by 4%

SSO #3: Highly competent learning for this SSO increased by 8%

SSO #4: (reflects learning across 3 domains and is measured separately for each) Highly competent learning for this SSO increased by 9%, 11%, and 6% for each respective domain.

As scheduled, the next assessment and evaluation of SSO's, CLO's, and SSPO's will occur in Spring. Ongoing assessment affirms our outcomes in reference to the department mission statement, as well as the mission of the college.

(REQUIRED) Based on your assessments, what resource needs have you identified?

The Counseling Department has all of the needed resources to continue to make improvements in SSO's based on our assessment cycle.

Please provide any other comments.

n/a

Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: Counseling

Program Name

(REQUIRED) Type your program/ service area name.

General Counseling

Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

When we look at the completion of a comprehensive education plan, we see that even though the percent of African American students who have completed these plans has increased from 12% to 14% from 2017 to 2018, we still have experienced a 6% decrease in the percentage of African American students who have completed the comprehensive plans by the start of their second year. This is a problem, in that this is the time that students will be applying for transfer and graduation. Having the education plans are critical at this point in time.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

It appears that this equity gap is increasing. The data provided only goes back one year, but the numbers are still significant. In 2017 we had accommodated 30% of our African American students seeking education plans. Now we are meeting the needs of only 24% of this disproportionately impacted population.

(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?

We are not sure what the factors contributing to this decrease in the percentage of completed education plans may be.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

I believe this is an opportunity to focus on African American students in their second year at San Diego Mesa College. The Counseling Department can make an effort to contact African American students who are in their second year at our school. We can then work with those who have not completed a comprehensive education plan by the start of their second year at our campus. By reaching out to this group we can influence this equity gap.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

The Counseling Department contributes to the college's identity of being an HSI through the actions and support for events such as the Raza Grad. This campus wide event that is driven by a coalition of Mesa's Chicano Studies Department and the Counseling Department. We have five of our counselors who are very devoted to this vents success. This will be the third year that the event has taken place.

(REQUIRED) A6. Have you identified resource needs?

We will need to be able to identify the African American students who have not yet completed their education plans. We should be able to do this with the help of our campus research office.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Our Program Goal #1 would need a subset of the goal that focuses on reaching out to the African American student population in their second year at Mesa to create comprehensive education plans.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

From last years Program Review, 'One major area of emphasis for the Counseling Dept. is that we are focusing on assisting the campus in the transition to the Mesa Pathways'

Developed Focus?: We've developed this focus by assisting in program mapping events. Counseling liaisons have also helped with Mesa Mixers events and have contributed to the dialogue of cooperation around the school.

Results: I believe the results are taking place with movement from many faculty and staff towards an acceptance of mapping, and eventually, Meta Majors.

Next Steps?: Our next steps are to continue working with instructional faculty in completing the program mapping for all programs.