

Cañada College
Program Review for Matriculation
(Counseling, Assessment, Orientation, Transfer,
Outreach, Career, Articulation, CalWORKS)
2007/2008



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Section I: The Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The mission of the Canada College Counseling Department is to guide and support students in achieving their educational, career, and personal goals and in becoming proactive participants in our diverse society.

To facilitate the Mission, the Counseling Department will:

- Provide academic, career, and personal counseling and advising
- Create a safe, trusting, accessible, and student-oriented environment to support students in achieving their goals
- Advocate in the best interest of students and encourage them to empower themselves and explore their potentials
- Be proactive, respectful, and professional in responding to the needs, interests, and concerns of a diverse student community
- Provide students with relevant courses to prepare them for an increasingly competitive local and global job market
- Inform students of transfer, certificate, and degree requirements and processes
- Assist students with access to resources, retention strategies, scholarship opportunities, and career planning
- Maintain confidentiality in accordance with professional standards and state statutes
- Collaborate with both faculty and staff to promote student success
- Strengthen and further develop partnerships with four-year colleges and universities and with local high schools
- Seek opportunities for professional development
- Evaluate the effectiveness of the Counseling Department on an ongoing basis

As one of the primary support systems of Cañada College, the Counseling Department links its mission directly to the mission, vision, and values of the College itself.

B. Historical Background and Unique Characteristics of the Program

Six years ago the Counseling Office was physically separate from the Testing Center and the Transfer Center. EOPS (Equal Opportunity Programs and Services), and Enrollment Services were also in other locations. Counseling was primarily staffed by full-time counselors with few Spanish speakers and few adjunct counselors. The head of the department did not hold a dean's position; rather, the position was that of Director of Matriculation and Enrollment Services. Counselors' notes on student contacts were handwritten and filed individually for each student in a general student file accessed by each counselor. The student population was predominately Caucasian and English-speaking, whereas currently our Caucasian population is a minority and the largest ethnic group is Latino.

C. Progress since the Last Program Review

The last Program Review was completed in 1993-94. Since that time, there have been numerous changes in the Counseling Department:

- Implementation of a "One-Stop" Counseling Center for counseling, career services, placement testing, and transfer services
- Implementation of a computerized student tracking system for both counselor notes and student appointments (SARS)
- Implementation of a computerized placement testing system (COMPASS)
- Updates to Banner, the SMCCCD system-wide computer program for student tracking, transcripts, and personal information
- Development of cohort programs linking academic courses and counselor-taught career courses (First-Year Experience)
- Creation of the TRiO Program, a federally-funded student support program to promote academic success
- Increased counselor involvement in articulation and in the students' process of transfer to four-year Universities (in coordination with the Transfer Coordinator), including Transfer Admission Agreements
- Improvement and streamlining of the matriculation and registration process for students
- Further development of articulation with the CSU, the UC, and private colleges and universities

- Staffing primarily by adjunct counselors, plus one new full-time counselor and another position allocated in Fall '07
- Increase in number of Spanish bilingual counselors to serve the increased number of students whose primary language is Spanish
- Improved interaction and relationships between counselors and instructional staff, including informational department presentations and updates at regular counseling meetings

D. Current Strengths, Opportunities, and Challenges

Counseling services have been combined into one location (a “One-Stop” Counseling Center) to improve delivery to students. The offices of the Counselors, Transfer Coordinator, Coordinator of Matriculation and Career Services, and Placement Testing Center are within one area.

The creation of the Dean position in Fall 2004 brought validity to the Counseling department as a whole. The Dean has unified the department, provided leadership, and increased respect for counseling services within the College community.

All counselors participate in staff development, attending three or more conferences each year, and returning to disseminate information to colleagues and students.

There is a significant sense of collegiality and a willingness to share information among the counseling staff, which is then reciprocated by the students of Cañada. Most of the counselors teach sections of career courses, some stand-alone, some cohort (FYE), which affords them the opportunity to get to know the students on more than one level and to empathize with other instructional staff.

The use of SARS as a note taking system has provided accountability, simplified paperwork and allows the counselors to have a comprehensive overview of the issues affecting each student they see.

During peak registration periods (beginning and end of semesters), students are afforded more access to counselors through an increase of drop-in counseling hours.

There is a significant need for more full-time counseling positions to remediate the current lack of continuity that arises from having a predominately adjunct counseling staff.

There is a need for more time to be allotted (including evenings and weekends) in assessment, orientation, career, transfer, and outreach.

Section II: Review Report

A. Programs and Services

In accordance to the college mission statement, the Counseling Department mission is to guide and support students in achieving their educational, career , and personal goals and in becoming proactive participants in our society. To carry out the mission and to improve students' satisfaction of the counseling program and services, the Counseling Department reviews its own services using Student Learning Outcomes (SLO), faculty and staff input and student surveys. The Counseling Department provides the following Programs and Services:

Matriculation
Orientation
Assessment (Placement Testing)
Counseling (educational, career, and personal)
Career Services
Transfer Services
Articulation
Career Classes
CalWORKS
Outreach
Retention

Matriculation is a process that describes a partnership between the College and student for the purpose of realizing the student's educational goal and enhances student access to the college programs and services. The goals of matriculation are to guide students through each of its components, admissions, orientation, assessment and testing, counseling, to reach their educational goal by completing their courses successfully, and make progress to the next term. The matriculation components under the Counseling Department are: orientation, assessment and testing, and counseling that will provide on-line orientation services, assessment, counseling, development of student educational plans and referral and follow-up services.

Strengths/Opportunities: Provides a process for all students to successfully enroll in a classes and coursework which meets their individual goals.

Challenges/Needs: Follow-up counseling appointments to assess student progress if they are not in a First-Year-Experience or other support program.

Orientation is designed to provide information about student services, academic options, registration procedures, college policies, academic expectations, and student activities. Students will learn about the financial aid services, on-line registration, academic policies, course sequential, pre-requisite courses, Associate degree and certificate requirements, transfer option and available services, and academic support services. The orientation will increase the students'

understanding of the education system and the available services at Cañada College that will impact the students' retention and success in achieving their educational goals.

Strengths/Opportunities: The strengths of the current orientation are that it is available on-line and accessible at any time for all English-reading students, and it includes comprehensive information. To meet the need for in-person orientation the counseling department:

1) re-implemented in-person group orientation for senior high school graduates by offering a one day orientation (PEP, formerly PASS); 2) provided in-person orientation by instructors and/or counselors in programs such as EOPS, ESL (English as a Second Language), and the International Student Program.

Challenges/Needs: The on-line orientation is very dated and difficult to read. It needs to be updated and made more professional, interesting, and user-friendly. It needs to be bi-lingual, Spanish and English. The orientation can be improved by changing the format of the on-line orientation to an interactive program and creating an automated system to record students who complete it. In addition to the on-line orientation, in-person options should also be available to students in both English and Spanish. The in-person orientation may be designed in two formats, one for first time students, and the other for transfer and returning students. A video orientation should also be made available in cases where students cannot attend the in-person sessions. Resources are extremely limited both for personnel and supplies to ensure offerings of a comprehensive orientation program.

Assessment (Placement Testing) is a state mandated process to assess the students' skills and place them in the appropriate level of English and math courses. Placement Testing is also used as a measure for the "Ability to Benefit" requirement for students who are non-high school graduates and wish to qualify for Federal Financial Aid.

Placement testing provides students with guidance in taking the appropriate and necessary pre-requisite courses, and evaluates student eligibility for financial aid. Placing students in the appropriate level of courses, some of which may be remedial, will strengthen their skills, and increase the students' success in achieving their educational goals.

In the spring of 2006 with faculty consultation, the ACT COMPASS software was chosen as the college's new placement test. This online computerized test is available at any time during the year by appointment in addition to the scheduled testing prior to the beginning of each semester. It also allows students to take the test at their own pace which creates a relaxed environment for students and consequently provides better results. The placement software, ACT COMPASS, also has the ability to provide varied reports and data such as self reported English grades in high school verses placement scores. The data collected can improve the curriculum and course offerings to meet the needs of the community as well as validate the instrument itself. This software also has a Window version that can be used as a fall back in the event that the online service is unavailable. Also, since the COMPASS testing system is internet based, it can be used at remote sites to test incoming students. Currently, Cañada has one remote site located at Half Moon Bay. However, it is difficult to expand the off-site availability due to insufficient staffing for monitoring the programs and trouble shooting. Validity studies are done each year through surveys of the students and faculty to ensure the test is accurately placing students.

In the summer of 2007, the Matriculation Office moved to a new building with a larger lab that increased the number of testing spaces available at any one time. In addition, this permanent space allows matriculation to expand its hours of operation and provide testing services on a daily basis. Further, an online registration solution has been implemented as of Spring 2008 to provide easy access for students to schedule an appointment that is convenient for them. As such, additional staffing will be required to increase the hours of service, conduct validation studies on the new ACT COMPASS placement, and adjust cut-scores as necessary. The multiple-measures need to be reviewed on a regular basis with faculty and new criteria established if necessary in coordination with the Dean of Counseling and Enrollment Services, the Matriculation and Career Services Coordinator, the College Researcher, the Dean of Humanities, the Dean of Science and Technology and math, English and ESL faculty. Additional tests to accommodate the departments such as Chemistry, Spanish, and Nursing/Biology are under discussion.

Strengths/Opportunities:

- New ACT-COMPASS placement testing.
- New facilities with expanded lab space for student testing.
- Extended hours to accommodate all students' testing needs, both day and evening students.
- On-line registration for students to self-schedule placement testing day and time.
- Validity of testing assessed regularly and reviewed and adjusted as needed with all academic departments as well as Student Services.

Challenges/Needs:

- Maintaining off-campus testing sites.
- Provide more hours compatible for evening students.
- Need additional staffing for evening and off-campus testing needs.

Counseling Services is designed to provide students with educational, career, and personal counseling and guidance. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. Counseling services include: instruction via a variety of career classes which teach study skills, college success strategies, career and life planning, and scholarship search.

The First-Year Experience (FYE) Program is an innovative approach to traditional course offerings. First-Year Experience (FYE) provides learning communities by linking an English, reading, math, or ESL course taught by instructional faculty with counselor-taught college success/ career exploration classes. Through the linked courses, students receive personalized attention and support from both instructors which enables them to strengthen their academic skills while experiencing an interactive and collaborative approach to learning. In FYE, instructors work as a team coordinating assignments, exams, and other class activities. Students also become a team by joining together in a "cohort" or group. Students in this environment are better able to connect, feel at home on the campus, and transfer these learned success skills to

other courses as they continue with their education. Data shows that participation in the FYE program contributes to improved student success and retention.

The Counseling Department provides personal and academic support so students can make informed decisions by learning about college policies, certificates, degrees, and transfer requirements. Additionally students are able to discuss their personal matters in a safe and trusting environment.

The Counseling Department faculty and staff are sensitive and understanding of their students' ethnicities and social backgrounds. The staff work as a team and collaborate within and with other departments to ensure they are offering a strong and meaningful program. All counselors, including adjunct assume additional responsibilities and work with other departments and programs to integrate counseling as needed in all instructional programs. Some of the activities they participate regularly in are institutional committees such as Strategic Planning, Academic Senate, Curriculum and hiring committees.

The department relies heavily on adjunct counselors which limits productivity due to hours restricted by district union contract. It also presents a communication problem within the department. Despite twice monthly staff meetings, exchange of information can be difficult, especially for a staff such as Cañada's which strives to be constantly on the cutting edge and who enjoy working as a professional team. Compared to other community colleges in the Bay Area with the same population, Cañada College has the lowest number of full-time and adjunct counselors per student ratio.

Strengths/Opportunities:

- First-Year Experience Program
- Staff works collaboratively towards student success.
- Counselors teach college success classes each semester.
- Counselors team with instructional faculty in FYE courses.
- Continuing staff development by having twice monthly staff meetings.
- Annual Retreat with the entire Student Services staff to coordinate programs and foster rapport within Student Services.
- Continuing education by attending CSU and UC conferences.
- Professional development grants enable counselors to update skills.
- Student Satisfaction Survey provides student evaluation of counseling services received.

Challenges/Needs:

- Increase the number of full time counselors.
- Use Student Satisfaction Survey more extensively to evaluate effectiveness of the program.
- Develop a webpage that will organize pertinent information for counselors and students.
- Enable students to use available websites to make services more accessible, such as on-line educational plans, WEBSMART, SARS Track, ASSIST and EUREKA.
- Create e-Counseling services.

Career Services is designed to provide job descriptions, salary studies, future career trends and emerging occupations, assist students to develop and carry out both short- and long-term employment and career goals. Services provided include 1) advising; 2) a resource library of career exploration and job hunting books detailing preparatory education and training and labor market trends for career areas; 3) EUREKA, a computer based California career information system that includes the self assessment test, career information, salary schedule, and the required education level for a specific field; and 4) access to career related websites. The Career Center sponsors a variety of career orientated workshops, as well as a job and career fair once a year in the spring. Students will have the opportunity to learn and explore their career options and find information related to job opportunities as well as the opportunity to establish career networks with local industry.

Career Services and Counseling collaboratively work together in assisting students to understand the process of establishing a career by discussing the relationship between a major field of study and future careers, job hunting, resume writing and interview techniques. The shortfall is limited budget and staffing that only permit updates to the resource library once a year as opposed to periodic updates.

Strengths/Opportunities:

- New building provides a center for these services.
- New building has many bulletin boards which enable posting of career/job services and upcoming pertinent events.
- New computer lab near Career Center enables students to take advantage of Web-based career assessment tools, like EUREKA.

Challenges/Needs:

- New Career Services Center needs to be advertised to students and staff regarding location and services.
- Career Services needs to develop a website to offer easy access to information and related links.
- Collaboration with departments such as Early Childhood Education and Cooperative education will strengthen the Career Services by building networks with local business and creating job opportunities for students.
- Additional staffing is needed to carry out functions of Career Services.

Transfer Services and Programs primary goals are to provide resources and activities to help students select and prepare for transfer to a wide variety of universities, including the California State University, University of California, and Independent Colleges. Transfer support services include transfer counseling, financial aid and application workshops, university tours, visits with university representatives, a yearly Transfer Day, and extensive transfer information and articulation resources. The Transfer Center also coordinates guaranteed transfer programs with selected universities, including UC Davis, SJSU, CSU East Bay, UC Merced, UC Santa Cruz, UC Riverside, UC Santa Barbara, Santa Clara University, and Notre Dame de Namur University.

Transfer services offer students interested in transferring to a four-year college or university assistance in researching universities, majors, academic requirements, college costs and other

transfer issues. Resources include college catalogs, college directories, articulation information, and access to PROJECT ASSIST, as self-guided site that provides general education, major, and course equivalency information.

The students who are using the Transfer services will make informative decisions in the selection of transfer schools as they learn about the admission requirements, the cost, location, financial aid and scholarship availability, and other offerings of the four-year institution. The students will receive an individual transfer educational plan that may comply with the requirements of the three education systems: CSU, UC and private schools. This will allow students to be well prepared for transferring to a four-year institution. In accordance to the college mission of increasing the number of transfer students, the Transfer Center informs and encourages students to explore their option of transferring, and provides students with the means to succeed.

The Transfer Center has a strong relationship with the counseling department which collaboratively brings information to students. It also created many flyers that describe the transfer GPA and other admission requirements, expenses chart, and instruction for the ASSIST PROJECT. Other flyers created also bring information concerning updates from the four-year universities and any open-house availabilities. The Transfer Center also networks with other community colleges as well as four-year institutions to maintain and update its resources to ensure students receive appropriate credits toward their transfer program. However, there are areas that need improvement, such as increasing the number of field trips and increasing the number of visits by the transfer representatives from various schools.

The following are the strategies used to improve the Transfer Program and its Services:

1. Presentations at local high schools, campus tours, and English as a Second Language Program at Cañada.
2. Workshops on the admission application for four year university in collaboration with the Learning Center and MESA.
3. Creating flyers to inform students about the available services, as well as instructional flyers such as instruction to use the ASSIST Project.
4. Acknowledge the students' transfer achievements.
5. Collaborate with instructional programs of the counseling departments such as FYE.
6. Campus field trips to local universities.
7. Inviting the representatives of colleges and universities to campus two to three times a semester to speak with students on an individual basis in order for students to obtain information on specific program requirements and develop a network.
8. Host an annual Transfer Day so that the representatives from in-state and out-of-state institutions can present their programs.
9. Announce the events via email, flyers, and posting on the Transfer Center information Board.
10. Attending the conferences and workshops provided by other schools to maintain and keep updated on information.

Strengths/Opportunities:

- Strong relationship and collaborative work with the Counseling Department.
- Networks with other community colleges, 4-year colleges and business community to provide best services for our students.
- Development of Transfer Admission Guarantees with 4-year schools, both public and private.
- Transfer Student Celebration held annually to honor all students transferring to 4-year colleges.
- College Night provides community outreach to local high school students and parents to meet college representatives, both California and out-of-state institutions.
- Transfer Day provides Cañada students with the opportunity to meet representatives from a wide variety of colleges and universities.
- Weekly visits from college representatives are widely advertised and well attended by students.

Challenges/Needs:

- Improve current web-page into a detailed and comprehensive site for Transfer information.
- Collect data and evaluate it to continually improve the Transfer program.
- Additional staff and increased budget is needed in order to implement these needs.

Articulation is a process that reviews courses, develops and implements articulation agreements with the California State University, University of California, and private universities. The articulation agreement provides more course options for students at Cañada before transferring. This allows students to become more competitive and pursue their higher degree in a cost-effective manner. The articulation is in accordance with the college mission statement to assure quality of instruction in transfer and general education courses by offering equivalent courses offered at the university level.

The articulation implementation is the result of the dedication of the articulation officers, who attend to this program on a part-time basis. Despite the time and staff restrictions, the college remains compliant with state requirements and makes its best effort to increase the articulation agreements with four-year universities. There is a need for more staff time or a full-time officer to improve and increase the articulation agreements and comply with the college mission statement. Most institutions have a full-time counselor who has a percentage of their load dedicated to articulation. In the past, Cañada had a full-time counselor where 40% of her time was dedicated to the articulation agreements and attending meetings such as curriculum committees. Currently these tasks have been divided between two people on part-time basis that may not be as effective as they both have other primary responsibilities.

The evaluation is based on the increase in articulation agreements, complying with the CSU and UC requirements and the curriculum committee's review of the articulated courses.

To have a more productive increase in articulation agreements, it is important to increase staff and more collaboration between instructional divisions in identifying the courses needed to be articulated with four-year institutions.

Strengths/Opportunities:

- Articulation implementation is done by dedicated staff on a part-time basis.
- Articulation staff keeps current by attending articulation conferences and meetings on a regular basis.

Challenges/Needs:

- Need for a 50% staffing counselor to attend to all articulation needs.

CalWORKs, (California Work Opportunities and Responsibility to Kids) is a program to assist and support AFDC/TANF students to stay in school and meet the current welfare reform requirements. To comply with the mission of the college, this program assists students in overcoming obstacles by offering the services to foster students' personal and career development and academic success. This also increases the retention of students and has a positive impact on the enrollment of the college.

The staff overseeing the program is committed to the CalWORKs students to guarantee they receive services needed. Staff meets with each student at least three times a semester to develop educational and career plans, and follow up on their progress. The staff also maintains the currency and accuracy of the students records to comply with federal requirements.

As this program is federally funded, it is audited by the District and State agencies once a year.

Strengths/Opportunities:

- Centralized record-keeping system created to follow students in a timely manner.
- Brochures and flyers created to inform college and community of available services.
- Provide childcare payments so parents can attend the college.
- Offer federal work-study where AFDC/TANF students are able to work on-campus to meet the forty hour for work and school-related activities.
- Provide student counseling to develop Student Educational Plans (SEP) and career plans in order for students to obtain the training needed to find skillful employment in high demand areas.
- Provide book vouchers and school supplies.
- Liaison with the County Welfare Office.

Challenges/Needs:

- Develop visibility to increase the number of students in the program through campus and community outreach.
- Contact students personally and by email to increase student use of program.
- Collaborate with Career Services for student job placement.

- Additional staff to dedicate time for program coordination. Perhaps utilize federal CalWORKS students' time to assist in program coordination.
- Certify students each term to ensure compliance with federal policies and regulations.

Outreach develops and coordinates outreach services for the high schools and community. The goal of outreach is to inform the community about educational, vocational and transfer programs, and to facilitate the application process at Cañada College. Cañada College's outreach and recruitment efforts utilize faculty and staff, current students, and alumni to increase the College's accessibility to potential students.

The Outreach program provides the following services that make the community aware of the personalized services and extensive program offerings, and increase the enrollment:

- Presentations to high school students, parents, and community groups on admissions procedures, academic programs and student services.
- Application and financial aid workshops.
- Schedule weekly visits at the high schools to meet with students on a one-on-one basis.
- Attend College/Educational Fairs at the high schools and businesses.
- Campus tours: individual, as well as, large groups.
- Offer Priority Enrollment Program (formerly Priority Admission for Senior Students PASS) to encourage graduating high school students to attend college; this program provides students with a college orientation, and placement test, financial aid information, and a counseling appointment all in one day and the student will receive a priority registration date.

The outreach program heavily targets high school students in order to meet the college's mission of increasing the number of high school graduates.

This program has established a strong relationship with the community and individual high schools within the local high school districts such as Sequoia High School District and San Mateo High School District. Campus Ambassadors are a great liaison to bring the information to high schools and community and bring their requests and needs to campus. The outreach presentations at the college fairs and campus tours are well organized and very informative regarding available programs and services.

Student surveys and campus tour evaluations are the means of on-going evaluation of this program.

This program heavily collaborates with divisions and counseling departments to bring up-to-date information to high schools and the community as well as individual academic counseling. In collaboration with the counseling department, counselors will conduct brief orientation and program information. Another avenue to bring the information to students is through Student Ambassadors who meet with students on a weekly basis in the high schools and bring the information to parents at evening high school events. In spring 2007, the Priority Admission for

Senior Students (PASS) re-generated to encourage high school graduates for early enrollment. The 55 students who participated were satisfied with the services and information provided.

Strengths/Opportunities:

- Active involvement with local high schools. Presentations made at all local high schools on a year-round basis.
- Meet with high school counseling staff to schedule college interview visits for students.
- Attend local high school career/college fairs.
- Train campus ambassadors in leadership and public relations skills.
- College application and financial aid workshops at high schools.
- Tours of the college campus for K-12 local students.

Challenges/Needs:

- Limited funding restricts program development.
- Create a web-page highlighting events and programs with links to other college website and resources.
- Build stronger relationships with instructional divisions and community businesses and organizations.
- Team up with the college data /marketing researcher to utilize demographic and economic trends to better design outreach programs.
- Increase personnel resources to the outreach office, both voluntary and paid.

Retention efforts are collaborated through the Counseling and Enrollment Services Division to ensure that students complete courses successfully and progress to the next level. This program is intended to monitor student's academic status and progress, make the necessary intervention for student success, and collaborate with other departments to provide essential services that will improve student retention. These services are: Financial Aid, EOPS, tutoring, DSPS, the Learning Center, and the Early Alert System. The purpose is also to assist students in understanding academic practices (e.g. knowing the deadline for degree application or how to drop a class) that reduces their stress level.

Through the First Year Experience (FYE) program, as discussed in the Counseling section, is designed to increase retention rates for first year college students. The 5-step Matriculation process is also designed to ensure student retention. Through placement test level requirements for English and Math courses students are blocked from enrolling in courses for which they have not met the prerequisite requirements. This protects them from taking a class for which they are not prepared, and also from taking a class for which they are over-qualified.

An electronic Early Alert System was implemented in the Fall 2007 semester. Previously, a paper "mid-term deficiency form" was available for Faculty, but because they had to hand write the information and deliver it the Admissions and Record's Office before it finally got to a Counselor; it was ineffective. The new system allows Faculty to click on a link from their course roster in WebSMART and an email to the student is sent out each day. The Counseling staff then will follow-up with the student individually to help with whatever difficulties they may be facing.

Strengths/Opportunities:

- Notify students by letter and e-mail when they are in academic danger and need to meet with a counselor to problem-solve.
- Use the electronic Early Alert System where instructors can electronically notify students of their unsatisfactory progress. Follow-up is then conducted by a Counselor.
- In-person orientation for categorical programs such as EOPS students, and high school students who attended an orientation program.

Challenges/Needs:

- Update college on-line orientation.
- Promote the Counseling Department's services to divisions and faculty.
- Offer additional in-person orientation.
- Create a mandatory career class emphasizing academic policies, study skills, time management, and support services, and other services for those students who are on probation or dismissal status.
- Team up with financial aid and EOPS to offer workshops on FAFSA and/or Board of Governor Fee waiver.

B. Staffing and Organizational Structure

The organizational structure of the Counseling Department is led by the Dean of Counseling and Enrollment Services. This position oversees all reporting relationships in these departments.

The Division Assistant reports directly to the Dean of Counseling and Enrollment Services and is a key position in directing the flow of communication from both inside and outside the departments. Additionally, the Division Assistant maintains budgetary records through tracking purchases, doing research and compiling data. This position also prepares statistical and financial reports for standard accountability practices. The Division Assistant is also responsible for the hiring and supervision of the Campus Ambassadors and Student Assistants which are an important part of accomplishing the daily workflow of these departments.

The Counseling Department is comprised of three full-time counselors and ten adjunct counselors all of whom report directly to the Dean of Counseling and Enrollment Services. Additionally, there are two full-time EOPS Counselors that report both to the Dean of Counseling and Enrollment and to the Director of EOPS. The distribution of responsibilities of the counselors is additionally broken down into two main areas; student advisement and development, and instruction. The counselors assist students in all aspects of their development so they are successful in their goals. Counselors help students establish both immediate and long term goals and provide information about courses and programs that transfer to four-year colleges and universities. Counselors also assist students in developing an individual student educational plan (SEP), which is their guide to achieving their goals. Further, many of the counselors teach First-Year Experience and Career courses which are important to the overall retention efforts at the College.

Another position is that of the Outreach, Retention and Transfer Coordinator which reports directly to the Dean of Counseling and Enrollment Services. This position is responsible for coordinating retention efforts and ensuring successful implementation of retention strategies. Further, the position also coordinates and is responsible for all areas of the transfer process from the initial educational plan for transfer, to programs such as Transfer day, and College Night. Additionally, the position coordinates college and university representative visits, workshops on the transfer process, and transfer agreements. Finally, the position is also responsible for overseeing the Outreach Department which is itself staffed by the College Recruiter.

The College Recruiter position reports directly to the Dean of Counseling and Enrollment Services. Responsibilities of this position are to develop and coordinate outreach services for the high schools and the community. The primary goal of the position is to inform the community about educational, vocational and transfer programs and to facilitate the application process at Cañada College.

The position of Matriculation and Career Services Coordinator reports directly to the Dean of Counseling and Enrollment Services. The responsibilities of this position are twofold. First, to coordinate the state mandated process of assessment testing and college orientation. Second, this position provides career services such as job descriptions, salary studies, future career trends and emerging occupation information. It also assists students to develop and carry out both short and long term employment and career goals. Career Services and Counseling collaboratively work together in assisting students to understand the process of establishing a career by discussing the relationship between a major field of study and future careers.

Formal lines of communication within the counseling department are established with Division meetings held twice a month. Informal lines of communication consist of email, verbal, and carrier pigeon.

The diversity within the Counseling Office can be described as: One female, Caucasian Dean of Counseling and Enrollment Services; one female, African American Division Assistant; one male, Caucasian Transfer Center Coordinator; and one female, Caucasian Program Supervisor. Of the sixteen counselors, eleven are female and five are male. Ten are Caucasian, five are Latino/a, and one is African American.

The qualifications required for the various position categories follow in the Table below.

POSITION TYPE	DIVERSITY/FTE	
Dean of Counseling and Enrollment Services	1 female Caucasian	1.0 FTE
Division Assistant	1 female African American	1.0 FTE
Program Services Coordinator- Matriculation and Career Services	1 male Caucasian	1.0 FTE

Program Supervisor- Student Outreach, Retention and Transfer	1 female Caucasian	1.0 FTE
Full-time Counselor	2 female Caucasian; 1 male Latino	3.0 FTE
Full-time EOPS Counselor	1 female African American; 1 male Latino	2.0 FTE
Adjunct Counselor	5 female, Caucasian; 2 female Latina; 2 male Caucasian; 1 male Latino	6.76 FTE

The Counseling Department staff and Faculty are involved in several areas of committee work. They include: hiring committees, Academic Senate Governing Committee, Classified Senate, College Council, Strategic Planning, Accreditation, Tenure Review Committee, and off-campus committees such as Notre Dame De Namur Campus Life Community Advisory Committee, and the Regional Learning Communities Consortium. In addition, counseling faculty is involved in professional associations including the National Career Development Association and the American Association of Hispanics in Higher Education.

The following articles have been published by counseling faculty: “Can Education Play a Role in the Prevention of Youth Gangs in Indian Country: One Tribes Approach”, Eric Educational Digest; “A Different Healing: Gang Youth Within A Tribal Circle”, Rehabilitation Psychology Journal; “Interaction of Psychological Type and Anxiety Sensitivity on Academic Achievement”, Perceptual and Motor Skills; “Examining the Role of Social Capital in Access to College for Latinas”, Journal of Hispanic Higher Education; “Latinas: The New Latino Majority in College”, Addressing the Unique Needs of Latino American Students. The work of one faculty counselor has been published in a book titled “Peace in the Streets: Breaking the Cycle of Gang Violence”, Child Welfare League of America, 1998.

C. Student/Constituency Satisfaction

Student Services began developing Student Learning Outcomes in fall 2005 after participation in three different training segments, two District-wide and one at the summer Student Services Retreat in 2006. Each Student Services department—Admissions and Records, Counseling, Assessment, Transfer, DSPP, EOPS, TRiO Student Support Services, Learning Center, Library, Upward Bound, Financial Aid, Health Services, and Student Activities—drafted Student Learning Outcomes and Service Area Outcomes for which data will be compiled by the College Researcher to determine their validity.

The continuation of the work on Student Learning Outcomes was completed in the spring of 2008 where each program identified at least one SLO and created an instrument to assess it. The assessment data will be compiled and reviewed in the summer.

Matriculation:

Theme:

SLO: Students who take a placement test will understand the matriculation process and their placement results.

Counseling

Theme: Communication/Technology

SLO: Effectively using Technology- student will become proficient in using Assist.org to explore majors and colleges and find the courses necessary for transfer.

Transfer Center

Theme: Personal / Community Responsibility

SLO: Transfer students who meet with a counselor will be able to describe the resources available in the Transfer Center services.

Career Services:

Theme:

SLO: Students who are enrolled in the FYE courses will identify resources and utilize them in their career search.

With the implementation of assessing the SLOs, point of service surveys will be conducted in each area. The first round of analyses will be available during the summer, 2008. The program determines students'/other constituencies' satisfaction or dissatisfaction with its performance by conducting point of services surveys. Students are asked to complete a satisfaction survey upon completion of an individual counseling session.

The results can be found in the following table.

	1	2	3	4	5
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
	%	%	%	%	%
1. Was helpful and seemed to understand my questions and concerns.	75	25			
2. Provided me with helpful advice regarding course selection.	79	13	4	4	
3. Provided responses to my questions which were informative and relevant.	75	25			

4. Reviewed my previous course work and/or placement test information prior to advising me on course selection.	63	29	4	4	
5. Assisted me in interpreting math, reading, and/or English placement test results and in selecting courses, when appropriate.	52	17	4	26	
6. Was well organized.	71	25	4		
7. Was courteous and professional.	75	21	4		
8. Was available during scheduled hours.	79	21			
9. Presented information in a clear and understandable manner.	79	17	4		
10. Provided useful information regarding academic and career planning.	75	20			4
11. Was well informed about the content of course offerings.	75	17			8
12. Helped me understand course prerequisites (if applicable).	79	21			
13. Assisted me in understanding requirements for graduation, transfer, or certificate programs.	78	17			4
14. Helped me in plannein my educational program in a manner that is consistent with my personal objectives.	75	21			4
15. Referred me to other on- or-off campus support services, for additional assistance, when appropriate.	78	13			9
16. Was supportive and encouraging, and showed genuine interest in assisting me.	83	13		4	
	Yes	No			
17. Do you feel that you were unfairly treated by the counselor/advisor because of your race, gender, culture, age, or sexual orientation?	4	96			
18. Would you be happy to return to this counselor/advisor for assistance in the future?	92	8			

Students also provided the following written comments:

In what specific ways was this counselor/advisor most helpful
She gave me an opportunity.
Give me the best advice and helped me to determine my prerequisites.
Was very informative about the nursing program and other medical field options.
Helped me to clearly understand the pre-requisites.
Answered all my questions and concerns, gave me all the information I needed, her was genuine, showed great concern and he wanted me to achieve my goals. Overall, perfect counselor and advisor.
She explained to me some transfer information.
Encouraged me that I can meet my requirements and advised me on the amount of units to take.
Understood my problem and assisted accordingly.
Was wonderfully pragmatic; no need to improve, he's wonderful and very helpful.
Helping to choose which class for the next semester (good for me)
Answered my questions very straight forwardly. He was honest, yet made me feel good about applying to schools. He's helping me with my personal statement and has great sense of humor
He helps me with anything that I need in person, online, and over the phone.
He was helpful with transferring to UC's and medical schools. Really helps in setting goals. Knows what he is talking about and understands other schools.
Guides me and helps me decide which path is better.
Showed me the way to start school and helped me by answering my questions.
She was well informed and helpful while helping me apply for UC and CSU.
Expanding my options. My major is nursing and is highly competitive, so we looked at places other than the Bay Area to meet my educational goals. We looked at our state, Nor-Cal & So-Cal anything to get me into nursing. school
He helped me schedule my class and the things that were most important for my profession.
He helped me figure out what to do to get started in classes.
What specific things might this counselor/advisor do to improve his/her counseling/advising?
They are very professional and to improve her would be to give her some roses for a job well done on assisting a lost student.
Wouldn't change a thing
Was good at explaining.
No improvements needed. Just keep up the good work.
She could have looked more into my major requirements or asked me what I was taking this semester.
All was fine.

In my personal opinion, he is doing well, he directed me to all the resources I needed after next semester.
He doesn't need to change anything. He's really great.
I think nothing.
Nothing. He is wonderful.
Keep up the good work Arturo!
He's a kind person that he could give me confidence that when I needed to talk to him, he was available.

After each semester, the Counseling department along with Admissions and Records and Financial Aid conducts a registration critique. Faculty and staff discuss what went well during the process and what needed improvement. The suggestions are then incorporated into the next registration cycle.

With the opening of the new Library and Student Resource Center that has created more of a one-stop shop, all of the Counseling department programs are more visible. Counselors and staff have increased efforts to create awareness of the programs and services. Counselors and outreach staff make presentations to classrooms upon the request of Faculty and workshops are conducted in cooperation with the Learning Center, MESA, EOPS and TRiO.

In spring 2008, the Counseling department hosted a Counseling Awareness Day where information tables were set up in the quad area with music, flyers and other information about services. Students entered a raffle after scheduling an appointment to see a Counselor.

D. Facilities, Technical Infrastructure, and Resources

Facilities: Canada College's Mission Statement includes a goal, which seeks to “create a safe, trusting, accessible, and student-oriented environment to support students in achieving their goals.” The Counseling Department has recently moved into a new facility that adequately provides space, and confidentiality needed to work with students. The new facility has a computerized testing lab, career center, transfer center and information counter for easy access by students.

Technical Infrastructure: The technology most pertinent to counselor use is SARS. This software allows for making student appointments and record keeping. Anyone, with access, can make an appointment, as well as be aware of an individual's activity- schedule. Moreover, SARS is a great tool for record keeping. A counselor can confirm appointment attendance, and create notes about each meeting. Any counselor can view the number of meetings, and the content. As well, it certainly makes it easier to read. For example, if one counselor has seen John Smith in January 2006 and John Smith later returns to see a different counselor, that counselor can click on the notes portion and read over all the notes from previous counseling appointments. Subsequently, they will be able to follow a student's history and update any

needed information. Hence, the student can be better served- to meet their academic goal. For management use, this information can generate reports about work related activity, which is an excellent tool to measure the counseling activity.

Banner is important software utilized by Counselors. In particular, for counselors use, this program provides current student overview. Information about residence, placement test results, major, registration and support services can be found here. Banner can also provide up to date class status: classes filled and open for further enrollment. WebExtender allows a counselor to access a scanned copy of students' Student Educational Plan (SEP), transcripts from other schools, and other pertinent data.

There is an effort to create a degree auditing program whereby a student can enter and know: what courses have been completed, which courses meet content areas, and what still needs to be completed. This access provides more accessibility to course graduation requirements. At present, these requirements are hand recorded on a counseling form.

Counselors teach college success and/or career courses. The college success courses help students become familiar with academic survival skills, as well as the system of education. Certainly, this information buttresses the one to one exchange in counseling meetings. On the other hand, helping a student identify a career is actually setting an educational goal. In this process, counselors become familiar with Career Inventories. The inventories entertain skills, interest, and character- which aid students toward selecting a field of study.

Other counseling resources include EUREKA. This vast software explores careers; describes job practices and projections; outlines educational programs and institutions that offer those programs; and includes an inventory assessment. EUREKA can be a tool to teach students about a resource, but as important, it can serve to foster a counseling relationship. Moreover, it is accessible to students, independently. They can set-up an account and navigate the system for information.

Another online resource is ASSIST. This resource provides course-to-course articulation agreements between 2-year and 4-year colleges. Students and counselors are able to identify lower division core courses- in a major. This information assures and facilitates transfer.

As to improvement of services there is a need to increase student contact. Perhaps the counseling center should consider practicing the EOPS Model; requiring contact and more personal follow-up by an individual counselor. There is also discussion of requiring in-person orientations. Due to staffing, the orientations shifted to an online presentation. Unfortunately, there is no way to monitor completion and/or understanding of the online orientation. In essence, the validity of the online orientation is in question. Some of these required orientations may focus on certain counseling areas. For example, there may be courses that emphasize: the college system, college survival skills, and career inventories.

Furthermore, it is recognized that counselors must be more visible on and off campus. This visibility includes an increase in recruitment activity, and possibly more presence in the classrooms. For example, counselors can make classroom presentations. Lastly, there has been

mention of creating a handbook for counseling services. This handbook would outline the services, as well as reinforce the importance of using such services.

Another area of concern is the delivery of services during peak periods. Particularly during registration and the first week of the semester, there is a backlog of students needing counseling assistance. One idea for improvement is a triage approach whereby students, with quick questions can be addressed immediately and those students requiring a longer session can proceed with an actual meeting.

At present, with counselors' input, there has been a change to include meetings for counselors to discuss best practices. The change came about due to a voiced concern for the need of counselor-to-counselor discussions. In particular, there is a need to organize a general agreement of counseling practices and sharing of information and resources, thus a more uniformed delivery of information.

Resources: The two main funding sources for these programs are fund 1 (institutional) and fund 3 (matriculation). Part-time counselors have been funded from several different sources, the primary source being matriculation. Other sources have included Title V, BFAP, EOPS, MESA, CalWORKS, Articulation, Basic Skills, and Growth funds. Institutional funds have not been readily available to fill the void from the reduction of full-time counselors, thus making it difficult to know where the funds to pay for hourly counselors will come from. For this reason, it is difficult to plan on the availability of part-time counselors. As indicated in many of the needs sections, staffing is not sufficient to carry out the desired goals of the programs.

E. Outreach and Collaboration

The Counseling Department works collaboratively with many constituencies. Some examples include the First-Year Experience Program (FYE), East Palo Alto Academy, Half Moon Bay Coastside Program, Sequoia Union High School District, college fairs, recruitment fairs, transfer day, department and classroom presentations, and other support programs such as DSPPS, EOPS, the Learning Center and TRiO Student Support Services.

The Counseling Department is effective with the communication of information that flows personally among the department and to places where presentations are made. However, this is casual and not formally organized.

Section III: Needs Assessment

The **Needs Assessment** is a brief summary of the needs of the program as outlined in the Review Report above. It should include the following subsections:

Human Resources: Personnel are needed in many areas in order to implement many of the goals and provide extended services to students during evening and weekend hours and off-campus. This includes orientation, assessment, career, transfer, articulation, CalWORKS and Outreach. Full-time counselors are also desperately needed. In a recent survey of counselor to student ratio at seven local community colleges, the ratio ranged from 1:560 at Cabrillo to 1:1187 at Foothill. In order to achieve a ratio of 1:1000, Cañada would require a minimum of six full-time counselors. If the goal is more liberal at 1:600, then a total of eleven full-time counselors would be required.

Instructional/Service Needs: For the counselors who teach classes, joint planning time is needed to coordinate and share ideas. Other needs include a centralized and accessible location for teaching resources, all syllabi available via the website, and new faculty orientation and assistance with logistics such as ordering textbooks and other materials.

Research Needs: Data collection in all areas is needed.

Technical, Equipment and Other Resource Needs: Laptops are needed for counselors who are teaching and for off-site counseling and registration.

Facilities Needs: Facility needs are adequate. Classroom space, however, is limited and because there is only one classroom assigned to the Dean of Counseling and Enrollment, it is sometimes difficult to schedule classes during the desired times.

Marketing and Outreach Needs: In addition to personnel needs, a budget for marketing and outreach supplies is desired in order to be competitive with other local community colleges.

Section IV: Appendices

Each Program Review must include the following appendices:

- A. Unit Organizational Chart
- B. Five-Year Program Staffing Profile
- C. Supporting Data/Research Information

Additional appendices can be included and should be listed in the Table of Contents.

Appendix A: Program Organizational Chart

An Organizational Chart must be created for the program. This can be created in any format and should clearly show how this program fits within the larger divisional and/or Student Services structure.

Appendix B: Five-Year Program Staffing Profile

Each program should create a table, using the template below, which shows the staffing levels in each category (administration, full-time classified staff, part-time classified staff, student workers, full-time faculty, and part-time faculty) for the previous five years, and the percentage change over that period of time.

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2004	2005	2006	2007	2008	
Administration	1	1	1	1	1	0
Bargaining Classified Staff FT	3	4	4	5	5	66
Bargaining Classified Staff PT	0	0	0	0	0	0
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	0	0	0	0	0	0
Student Workers						
Faculty FT*	1	2	2	3	3	200
Faculty PT						

*does not include two full-time EOPS Counselors

Appendix C: Supporting Data

Each program should collect any key performance indicators, such as annual operating budget, expenditures, number of service recipients, etc., in order to confirm its observations regarding its activities, accomplishments, needs, etc.

- 1. Counseling Attendance Report**
- 2. Full-Time/Part-Time Ratio**
- 3. Student to Counselor Ratio Surveys**

Cañada College 2007 Counseling Attendance Report

Duplicated headcount

	Appointments		Drop-In		Total		% Change
	2006	2007	2006	2007	2006	2007	
Spring	3816	3555	1499	1813	5315	5368	
Fall	2804	4364	1905	1317	5009	5838	
Total Annual	6620	7919	3404	3130	10324	11206	8.5

Unduplicated headcount

	Appointments		Drop-In		Total		% Change
	2006	2007	2006	2007	2006	2007	
Spring	2085	2152	1289	1520	3052	3253	
Fall	1850	2598	1527	1122	2906	3250	
Total Annual	3340	4003	2634	2480	5025	5482	9.0

Spring duplicated headcount

	Appointments		Drop-In		Total		% Change
	2006	2007	2006	2007	2006	2007	
January	580	480	742	862	1322	1342	
February	718	572	12	227	730	799	
March	901	918	1	1	902	919	
April	694	593	4	4	698	597	
May	663	692	342	270	1005	962	
June	260	300	398	449	658	749	
Total Spring	3816	3555	1499	1813	5315	5368	1.0

Fall duplicated headcount

	Appointments		Drop-In		Total		% Change
	2006	2007	2006	2007	2006	2007	
July	331	288	6	184	337	644	
August	467	515	1259	1019	1726	1534	
September	557	816	74	66	631	867	
October	754	930	0	2	754	932	
November	754	1078	344	23	1098	1101	
December	241	737	222	23	463	760	
Total Fall	2804	4364	1905	1317	5009	5838	16.5

January	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	70	71	42	173	104	104	243	175	146	
2 nd week	94	127	117	185	240	266	279	367	383	
3 rd week	73	133	164	299	227	228	372	360	392	
4 th week	156	249	160	161	171	264	317	420	424	
Total	393	580	480	818	742	862	1211	1322	1342	1.5

January

February	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	134	235	155	101	4	139	235	239	294	
2 nd week	143	172	119	31	1	85	174	173	204	
3 rd week	132	172	152	0	2	3	132	174	155	
4 th week	119	139	146	0	5	0	119	144	146	
Total	528	718	572	132	12	227	660	730	799	9.4

February

March	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	212	216	210	0	1	1	212	217	211	
2 nd week	158	171	209	0	0	0	158	171	209	
3 rd week	136	158	184	0	0	0	136	158	184	
4 th week	0	147	170	0	0	0	0	147	170	
5 th week	127	209	145	5	0	0	132	209	145	
Total	633	901	918	5	1	1	638	902	919	1.9

March

April	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	169	190	0	0	0	0	169	190	0	
2 nd week	160	0	162	0	0	0	160	0	162	
3 rd week	193	220	195	0	1	2	193	221	197	
4 th week	179	284	236	0	3	2	179	287	238	
Total	701	694	593	0	4	4	701	698	597	-14.5

April

May	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	192	213	231	7	14	4	199	227	235	
2 nd week	210	207	180	25	79	2	235	286	182	
3 rd week	197	127	166	8	102	133	205	229	299	
4 th week	210	116	115	18	147	131	228	263	246	
Total May	809	663	692	58	342	270	867	1005	962	-4.3

June	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	68	53	49	15	27	69	83	79	118	
2 nd week	90	42	10	28	67	7	118	109	17	
3 rd week	56	62	73	77	98	114	133	160	167	
4 th week	68	59	87	115	154	158	183	213	245	
5 th week	38	44	81	65	52	101	103	96	182	
Total June	320	260	300	300	398	449	620	658	749	13.8

July	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	42	44	61	23	3	8	65	47	69	
2 nd week	57	72	81	42	0	2	99	72	83	
3 rd week	72	113	68	40	0	63	112	113	131	
4 th week	71	102	78	52	3	111	123	105	177	
Total July	242	331	288	157	6	184	399	337	644	

August	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	83	92	82	175	136	90	258	228	172	
2 nd week	71	75	92	246	224	125	317	299	217	
3 rd week	70	69	104	367	365	249	437	434	353	
4 th week	137	109	81	252	310	307	389	419	388	
5 th week	264	122	156	10	224	248	274	346	404	
Total August	625	467	515	1050	1259	1019	1675	1726	1534	

September	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	129	82	144	4	72	66	133	154	195	
2 nd week	180	184	232	1	1	0	181	185	232	
3 rd week	197	156	223	2	1	0	199	157	223	
4 th week	174	135	217	0	0	0	174	135	217	
Total	680	557	816	7	74	66	687	631	867	

September

October	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	145	182	247	0	0	1	145	182	248	
2 nd week	217	172	227	0	0	1	217	172	228	
3 rd week	177	222	235	5	0	0	182	222	235	
4 th week	208	178	221	15	0	0	223	178	221	
Total	747	754	930	20	0	2	767	754	932	

October

November	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	176	210	271	45	25	2	221	235	273	
2 nd week	213	185	189	5	68	2	218	253	191	
3 rd week	210	148	188	31	88	8	241	236	196	
4 th week	113	91	162	14	67	6	127	158	168	
5 th week	175	120	268	40	96	5	215	216	273	
Total	887	754	1078	135	344	23	1022	1098	1101	

November

December	Appointments			Drop-In			Total			% Change
	2005	2006	2007	2005	2006	2007	2005	2006	2007	
1 st week	182	125	301	51	130	4	233	255	305	
2 nd week	148	116	232	47	92	9	195	208	241	
3 rd week	0	0	204	0	0	10	0	0	214	
4 th week	0	0	0	0	0	0	0	0	0	
Total	330	241	737	98	222	23	428	463	760	

December

Full-Time/Part-Time Ratio

	<i>Fall 2005</i>		<i>Spring 2006</i>		<i>Fall 2006</i>		<i>Spring 2007</i>		<i>Fall 2007</i>	
	Instr	Couns	Instr	Couns	Instr	Couns	Instr	Couns	Instr	Couns
<i>Full-time</i>	0.46	1.53	0.46	1.43	0.52	1.46	0.20	0.80	0.72	2.28
<i>Part-time</i>	0.24	2.70	0.44	3.56	0.66	3.10	0.82	4.44	0.53	3.76
<i>Total</i>	0.70	4.23	0.90	4.99	1.18	4.56	1.02	5.24	1.25	6.04
<i>Ratio of FT</i>	66%	36%	51%	29%	44%	32%	20%	15%	58%	38%

*Spring 2007, 1 FT Counselor was on professional development leave

*Spring 2007 2 adjunct Counselors hired with Growth and Basic Skills dollars

Student to Counselor Ratio Surveys

