

## STUDENT SERVICES FULL PROGRAM REVIEW

Program Name: Counseling

Academic Year: 2015-2016

### I. Program Overview

#### 1. What is the mission of the program?

Within the College of Marin community, the Counseling Department promotes and supports a diverse student population in becoming an integral part of our educational community and society. Our services foster student success by providing counseling, instruction, and resources necessary for students to make informed educational, career and personal decisions.

#### 2. What are the goals of the program?

- To provide access to counseling services to all students equally proportionate to the adult population in the community.
- To increase the number of students with active educational plans thereby decreasing the time to achieve educational goals (degree attainment or transfer).
- To support efforts of the Outreach office to engage high school students at COM.
- To provide specific services to special populations such as athletes, international students, and veterans.
- To provide mental health counseling to students as needed.
- To support the matriculation process by providing online and in person orientations and student educational plans.
- To support other student services including financial aid, transfer and career planning, student accessibility services.
- To teach counseling classes in college success and career planning, and collaborate in learning communities, Summer Bridge and satellite course offerings in local high schools.
- To support the efforts of the Office of Student Advocacy and Enrollment Services.
- To provide intentional services to at risk populations such as undocumented students, First Generation college students, students of color, low-income students and students on academic probation or financial aid warning.

#### 3. How does the program mission tie in to the Student Services' and institution's mission?

The counseling department directly supports all aspects of the College mission.

Counseling faculty develop educational plans for all students including transfer, degree and certificate seeking, basic skills, ESL students, and students interested in lifelong learning. Counselors host workshops and classroom visits to assist in the transfer process. Counseling appointments are one-on-one and highly personalized to meet the unique needs of each student.

Counselors offer classroom presentations to ESL credit and noncredit classes. Counseling faculty teach college success and career planning courses to guide students towards being successful at COM and in developing educational and career goals. The department has a designated counselor at IVC who supports the CTE programs primarily located there. The department has taken the lead in developing new learning communities that target basic skills English students. Additionally, counseling faculty are represented on college governance and planning committees such as PRAC, Student Access and Success, Curriculum Committee, Distance Education and many others.

**4. Briefly describe the program and the services it provides in order to achieve its goals and SLOs.**

The Counseling Department provides counseling services to support students' academic success and collaborates with Student Services and academic departments in the implementation of the Student Success Act of 2012. These support services include:

- Assisting students in developing abbreviated and comprehensive SEPs to support students in reaching their goals of earning a degree, career technical certificates, transfer or career advancement
- Providing follow up services, especially to at risk student populations
- Assisting students in completing the matriculation steps of orientation, assessment and counseling.

**5. Describe barriers that student might have in accessing your services.**

Counseling appointments are available five days per week on all days that the College is open. Most times, students can easily schedule an appointment within a few days of making the request. However, students frequently wait until close to the commencement of the semester to meet with a counselor. As a result, the counselors get booked and students have difficulty getting an appointment. The Counseling Department has implemented different strategies, such as, online advising and phone appointments when appropriate. The department also utilizes same day appointments and ten minute "drop-in" appointments to increase access during peak times and throughout the year. Still, the volume of students requesting to see a counselor during these peak times exceeds the department's availability resulting in longer wait times and sometimes frustration for students.

Online counseling at College of Marin is available to all students. This service, called "Ask a Counselor", is provided to students as a resource to ask general counseling questions that pertain to reaching their educational goals at College of Marin. This important online service also allows distance education students to access academic counseling.

In an effort to encourage students to register earlier, Counseling aligned with Outreach & School Relations and Enrollment Services to offer Saturday Services one week earlier (a full week before the start of the semester) in Spring 2016. These areas agreed to host Saturday Services one week earlier in Fall 2016 as well. Also, in conjunction with

Enrollment Services, students are encouraged through Constant Contact and portal notifications to see a counselor early and earn priority registration. The department is also considering offering part-time counseling units to counselors in the temporary pool during the peak periods to increase availability.

An additional barrier students report encountering is difficulty reaching the counseling department front desk to schedule an appointment. In Fall 2013, we addressed this by activating E-SARS online scheduling which allows students to schedule an appointment independently through their student portal. In the future, we would like to have a computer in the reception area that allows students to check in for their appointment without waiting at the reception window.

The counseling department at the KTD campus does not have sufficient office space to accommodate all counselors and as result, confidentiality is compromised. The lack of private office space is an additional issue for adjunct counseling faculty and visiting advisors from transfer universities such as UC Berkeley and SFSU.

Another issue with confidentiality is the lack of desktop printers in many of the counselor offices. Counselors work closely with student records and other confidential material. These materials often need to be printed and without a desktop printer, counselors have to send the print jobs to a public printer located in a shared office space. They have to leave the student in their office while they go to the printer to retrieve documents. If they have to enter a code or wait for several print jobs to complete (which happens frequently due to the high volume of use for the shared printer) valuable time with students is wasted.

**6. Describe retention/intervention strategies that you use to increase student success:**

The Counseling Department provides counseling services to support students' academic success and collaborates with Student Services and academic departments to implement the Student Success Act of 2012. Specifically, the Counseling faculty:

1. Provide individual counseling to develop student educational plans at both the Kentfield and Indian Valley campuses. Evening hours until 7:00 are offered at both campuses.
2. Provide career and personal counseling as needed to support the attainment of educational goals.
3. Refer students to campus services as appropriate such as tutoring, Student Accessibility Services, Extended Opportunity Programs and Services, Veteran's Services, Financial Aid and the Transfer and Career Center.
4. Support community outreach efforts including high school orientations, annual high school counselor luncheon and high school information sessions.
5. Provide support to the COMCare early alert program.
6. Conduct workshops in the areas of transfer preparation and career planning.

7. Teach face to face college support courses on topics such as transition to college life, career exploration, effective academic preparation and transfer preparation.
8. Teach counseling courses in the Puente, Umoja and First Year Experience learning communities.
9. Coordinate and collaborate with other teaching faculty to build, maintain and grow the learning communities.
10. Host social and cultural events in support of the learning communities to provide a strong sense of belonging.
12. Coordinate a mentorship program within the Puente Program.
13. Maintain the content of the online orientation.
14. Conduct face to face orientations for ESL, International, and Intensive English program students.
15. Teach the counseling component of Summer Bridge.
16. Conduct orientations during College Success Saturday.

**7. Is the program required to meet special regulations/ standards? Describe.**  
For special populations that are not categorically funded:

- Competitive Athletics (maintains NCAA eligibility academically)
- College Credit Program for High School students (as per Ed. Code)
- Dismissal/Probation (as per Title 5)
- Financial Aid disqualification (as per Federal and State regulations)
- International (maintain legal F-1 student status as per Federal immigration requirements)
- Puente (must be eligible for English 120 or English 150)
- Veterans (must meet regulations to receive G Bill benefits)

**8. List all staff members in the program. Include their names, titles, classification, FTE equivalents, qualifications, and funding source.**

**Full Time Faculty Members**

Name	
Shaila Arbona	General counseling
Luz Briceno- Moreno	General counseling/Puente
William Coley	General counseling
Gina Cullen	General counseling/ Department Chair
Dawn Danz	Psychologist
Rinetta Early	EOPS
Caitlin Escobar	General counseling/FYE

Luna Finlayson	SAS
Bruce Furuya	General counseling/Athletes
Alexandra Magallanes-Rivera	General counseling/International
Kristin Perrone	General counseling
Byron Ramey	General counseling/Veterans
Karen Robinson	General counseling/Veterans/ International
Javier Urena	EOPS
Toni Yoshioka	SAS

**Part Time Faculty Members**

Name	
Brett Sklove	General counseling/Veterans
Keith Schoon	General counseling/Transfer
Trevor Smyth	General counseling

**Support Staff**

Name	% FTE	Area of Responsibility
Rose Jacques	100	Counseling, Admin Assist to the
Student hourly		

Description	Counseling
Permanent Academic Salaries	\$ 841,980.00
Permanent Classified Salaries	\$ 48,069.00
Benefits	\$ 364,946.00
Other Outlay (supplies, personal services, Travel, Dues & Membership, Software License, Etc.)	\$ 14,455.00
<b>Total Non-discretionary</b>	<b>\$ 1,269,450.00</b>
Permanent Academic Salaries	\$ 373,132.00
Permanent Classified Salaries	\$ 12,017.00
Classified/Student Hourly	\$ 10,500.00
Benefits	\$ 72,097.00

Other Outlay (outreach, supplies, personal services, Travel, Dues & Membership, Software License, Etc.)	\$ 84,604.00
<b>Total discretionary</b>	<b>\$ 552,350.00</b>
<b>Total by Category</b>	<b>\$ 1,821,800.00</b>

**9. What are the demographics of the students in the program and how do these demographics compare to the overall college population?**

Counselors serve all students at College of Marin.

<b>Gender</b>	<b>COM</b>	<b>KTD</b>	<b>IVC</b>
Male	41.5%	44.7%	39.2%
Female	57.3%	55.1%	60.7%
Unknown	1.2%	1.2%	.5%

<b>Ethnicity*</b>	<b>COM</b>	<b>KTD</b>	<b>IVC</b>
Asian	7.5%	9.2%	6.9%
African American	5.4%	10%	9.9%
Filipino/Pacific Islander	0.2%	3.8%	3.2%
Hispanic	31.2%	29%	34.9%
White	44.3%	58%	58%
American Indian	0.2%	4%	4.8%
Unknown	7%	.8%	.5%

<b>Ages</b>	<b>COM</b>	<b>KTD</b>	<b>IVC</b>
17 and younger	4.5%	3.9%	.9%
18&19	12.8%	13%	8.5%
20-24	24.5%	36%	31.1%
25-29	13.6%	16.4%	22.1%
30-39	15.1%	14%	17.3%
40-49	10.2%	8%	11.2%
50+	19.2%	8.4%	12.8%

\*students are able to select multiple ethnicities

<b>Special Population</b>	<b>Number Students Served 8/1/14-6/30/15</b>
Competing Student Athletes	194
International	42 (SARS appointments)
Veterans	80

**II. Measuring Student Progress**

1. How is student progress tracked within the program? How well are students progressing through the program? Include data to support your assertions, if it is available.

### **Orientation**

In spring 2014, COM implemented its online orientation through COMEVO. Counselors had an integral role in developing the content for the orientation. Counseling faculty have updated the content to reflect policy changes and feedback from students and staff. Additionally, counselors have added new quiz questions to improve comprehension.

Counselors continue to conduct face to face orientations for ESL students. Approximately four ESL orientations are offered each semester. The average attendance is 8 students per orientation session. **In fall 2015, 43 students completed an ESL orientation.**

The Counseling Department has a leadership role in the implementation and development of the Summer Bridge program. As part of the curriculum, counselors provide information on college policies and procedures and student support services. The program served 24 students in 2014 and 50 students in 2015. See *Final Report Summer Bridge 2.0* and *College of Marin Summer Bridge Program Preliminary Summative Findings* for more information on outcomes for the two summer bridge cohorts.

College Success Saturday is an annual event targeted for graduating high school seniors. Counselors have had a critical role in the implementation of the event. The counselors host an interactive orientation and provide support for students to enroll in their classes on this day. See *Are College Success Saturday Students more Successful?* for more information on persistence of CSS students.

### **Student Educational Plans**

Utilizing DegreeWorks, counselors develop initial and comprehensive educational plans to support students in reaching their goals. Initial plans contain at least one semester of course work. Counselors offer ½ hour appointments to meet with students to discuss their educational goals and develop this plan. Veteran and international students have one hour appointments due to the additional paperwork necessary. To increase accessibility to counseling for incoming freshman, counselors meeting with students at two of the local high schools to develop their initial plans. Terra Linda and San Rafael high schools host five to seven COM counselors who meet with students upon the completion of their placement testing.

To maintain priority, students must update their SEP and develop a more comprehensive plan. Counselors meet with student throughout the semester to update their educational plans. Enrollment Services sends Constant Contact emails to students and portal reminders encouraging students to meet with a counselor to update their SEP. Students can view their educational plans in their portal.

From fall 2014 to fall 2015, 42% of credit students had an updated active SEP. In fall 2013 7% of student had an SEP on record and in spring 2014 29% of students had an active SEP.

### **Counseling Courses/Learning Communities**

Counselors have had a leadership role in piloting new learning communities. The counseling courses linked to the English and/or content courses cover all of the topics required by title 5 to be included in an orientation. See information under *Curriculum and Instruction*.

### **Jumpstart/CCP orientations**

In 2014, COM administration agreed to waive the \$46/unit fee for concurrently enrolling high school students. In response, the counseling department began offering CCP orientations to streamline the registration process for concurrently enrolled students. In fall 2014, 38 students at the Kentfield campus and 6 students at the Indian Valley campus attended these orientations. Subsequently, 56 students at Kentfield and 2 students at the Indian Valley campus have completed the Jumpstart orientations.

Counseling faculty also support high school outreach by offering CCP orientations on site at the high schools for the satellite classes. In fall 2015, we conducted a CCP orientation at Novato high school for the Chinese 101 course. In spring 2016, we hosted an orientation for the sociology course at Terra Linda High School.

### **High school outreach**

Counseling faculty support many outreach activities. Besides aforementioned Summer Bridge and College Success Saturday, Counselors present workshops at high school information nights and college information sessions at local high schools.

The COMPASS program was piloted in fall 2015. Gina Cullen has been part of the planning committee and is the instructor for the Terra Linda and San Marin COMPASS pilots which has over 40 students enrolled.

The Counseling Department held two satellite courses at local continuation high schools Madrone and San Andreas in spring 2016. Both courses were Counseling 133: Career Exploration taught by Caitlin Escobar and Rachel Klein.

### **Transfer and Career Center**

The Counseling department supports all activities of the Transfer and Career Center. These areas of support include:

- Counselors conduct application and TAG workshops for transfer students.
- Two counselors developed PowerPoint presentations for Career workshops, to be piloted in fall 2016.
- The Department Chair is a member of the Transfer Advisor Committee.
- Counselors staff a table at Transfer Day.
- Counselors support and attend the Transfer Recognition Reception in May.
- Counselors refer students to the transfer campus tours, the transfer club and to make appointments with visiting university representatives.

See the attached *Institutional Transfer Plan and Outcomes Report*.

### **Counseling Curriculum/Instruction**

#### **(Inserted from Faculty Discipline Template)**

- a. **Have there been any changes in the field that might impact your course offerings or degrees? Please explain**

#### **Piloting Learning communities:**

In the SSFT Final Report of 1/17/2012, the California Community College Student Success Task Force noted that “Community colleges have tested numerous models of supporting under-prepared students, both inside and outside the classroom, through college success courses, first-year experience programs, learning communities, and campus-wide initiatives. These efforts promote critical thinking skills and behaviors, or “habits of mind” essential to college success. Experience within the CCC system and nationally demonstrates the effectiveness of such deliberate interventions in supporting student persistence and success.” (p.29) Recommendation 2.4 of the same report suggests that students who lack basic skills should participate in a learning community such as a first year experience.

Supported by BSI funds, College of Marin piloted a First Year Experience program in Fall 2014. The Counseling, College Skills and English departments piloted two sections of First Year Experience (FYE) learning communities pairing basic skills English courses with counseling courses. The English and counseling instructors coordinated assignments and created a supportive environment to encourage retention. College of Marin’s FYE program is designed to provide support to students during their first few semesters at COM by easing the transition into college and building a sense

of community. In the FYE program, instructors work together visibly in each other's classes to demonstrate collaborative behavior and encourage students to work together as well. The program also informs students of resources that help them succeed.

The end of 2014-2015 program survey results indicated that, overall, students had a very positive experience in the FYE learning community. Therefore, College of Marin offered two FYE learning communities in the 2015-16 academic year. In addition, COM piloted an Umoja learning community which was funded partially with Equity funds. The Puente learning community, which has been well established over the last several years, has continued to be fully enrolled. Both the English and counseling faculty thought that more time with the counseling component would be valuable for students. All four learning communities are offering a three unit Counseling course linked with the English sections instead of the one unit course previously offered. In spring 2016, COM continued with one of the FYE learning communities and linked the English and Counseling course with a Sociology course as well. Additionally, the Umoja learning community linked an Ethnic Studies general education course with the existing Counseling and English courses.

In spring 2013, counseling faculty created a three unit course called Counseling 110: Academic Success Strategies that was approved by the curriculum committee and approved by the CSU and UC system as transferable units. This course was then implemented in fall 2014 as part of the First Year Experience learning community. In fall 2015, Coun 110 was also incorporated into the Puente and Umoja learning communities.

The Counseling department also created and implemented a one unit course called Counseling 116: Transfer Success and Education Planning in fall 2014.

This course was offered with the spring 2015 FYE and Puente cohorts. It was again offered in spring 2016 as a part of both the FYE and Umoja communities.

The department also added a three unit course called Counseling 179: Student development and Transfer. This course was linked with English 150 for the Puente program in spring 2016.

#### Summer Bridge:

Summer Bridge was piloted in 2014 at COM with 24 students. A standout achievement was that 61% of the students ended up placing into a higher math or English level after the intensive tutoring. Specifically, 30% placed higher in math and 42% placed higher in English (through placement test and English instructor's recommendations). In 2015, 68 enrolled, 50 completed the course (74%). 57% of these students improved at least one level in either English or math.

The Summer Bridge program has successfully improved students' English and math assessment scores thereby reducing the number of semesters students must spend in remediation. So far, over 80% of Summer Bridge graduates enrolled full time in college and we are currently tracking persistence.

#### Internship Program:

In response to a growing interest from the Marin County Office of Education (MCOE) to partner with their School to Career Program, the Counseling Department added a .5 unit course called Counseling 135: Effective Job Search Strategies and Counseling 136ABCD : Career Internship. These courses were offered in partnership with MCOE during the summer of 2015 and spring 2016. They will be offered again in summer 2016.

#### Orientation

The department added a .5 unit Counseling 101: Educational Planning and Preparation. This course has not been offered yet, but is being considered as an alternative option for graduating high school seniors who cannot attend Summer Bridge.

#### Support for At Risk Students

The department added a 1.0 unit course called Counseling 105: Achieving Success in College. The course is designed to be offered to students who might be at risk of dismissal or financial aid disqualification. The department has not offered the course yet.

**b. Have you prioritized your courses according to department goals?**

When scheduling counseling courses, the department considers the goals of providing comprehensive orientation (Summer Bridge), high school partnership (Coun 135 and 136; satellite Coun 133 courses, COMPASS), and academic success support courses. These offerings also support the mandates of the Student Success Act.

**c. Have all courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.**

Yes. Counseling 115 and 125L are scheduled to be revised in fall 2016.

**d. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain. NOTE: If you will need additional units in order to offer these courses, please fill out the additional units section of this Program Review.**

The Department will be submitting new curriculum:

- One unit job search class to be offered with the MarinSEL program at Terra Linda High School and will possibly include the COM internship program when developed.
- One unit course specific to Summer Bridge.
- Three unit course to be used for the Get Focused/Stay Focus program with NUSD.
- Possibly a one unit course for students enrolling in the Sonoma State bachelor's program.

**e. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.**

The Counseling department is planning to develop online curriculum for Counseling 135 and Counseling 130.

- f. **Please list materials fees currently in place. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.**

Counseling 130 and 133 have \$25 material fees which are used to purchase career interest assessments. The fees were lowered from \$40 to \$25 in spring 2016.

**Course Level Student Learning Outcomes:**

1. What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment(s) and summarize the results.

We have assessed the Student Learning Outcomes for Counseling 130. Gina Cullen, instructor, has been asking students to evaluate their progress toward meeting the course SLOs for the past several years. In her course evaluation, most students state that they feel “very prepared” or “somewhat prepared” when asked how well prepared they feel to demonstrate the SLO. The second and sixth SLO have tended to be the only two that students will occasionally state they are “a little prepared.” Comments have included: “This is question is hard to answer” and “I don’t understand the question.”

In addition, at the completion of the Spring 2016 semester, the SLOs for Kristin Perrone’s Counseling 130, Counseling 133 and Counseling 125 will also be assessed.

The two Counseling 130 instructors, Gina Cullen and Kristin Perrone, met to discuss the course SLOs. They agreed that six course SLOs is excessive (three to four is the recommended norm). They decided to delete the second and sixth SLO and revise the remaining four as follows:

*Upon completion of this course, students will be able to:*

- 1. Identify specifically their own values, skills and interests in relation to choosing a career path, identifying job titles, educational planning and the selection of relevant College Majors. (Self-Awareness)*
- 2. Demonstrate critical thinking in the analysis of labor market data, personal job fit, researching career pathways, analyze personal and external barriers in pursuing academic and career objectives, and derive conclusions from the research of academic options and related career pathways. (Critical Thinking)*
- 3. Communicate effectively one's own set of values, interests and skills and how they relate to their career decision making process. (Self-Awareness, Communication, Global Awareness/Cultural Sensitivity)*
- 4. Demonstrate the ability to effectively utilize online resources and other technology to support career decision making and effective job search strategies. (Technological Awareness)*

The revised SLOs will be submitted to the Curriculum Committee during the regular review cycle for 2016-17.

2. What specific strategies have you implemented or do you plan to implement in the future based on the results of your SLO assessment?

Counseling faculty state the course learning objectives in the course syllabus. Including an evaluation of the learning objectives at the end of the course was very useful and a practice the department would like to continue and expand.

## Long Term Budget/Unit requests

### I. Additional Teaching Units

Class	Campus	Fall Units	Spring Units	Summer Units	Total Units
Summer Bridge	KTD			4	4
Summer Bridge	IVC			1	1
Coun 135/136	KTD			5	5
Coun 135/136	IVC			2	2

For each request above, please explain how these additional units will address scheduling needs, student access or success, and/or new graduation requirements.

The units provide support for student access and success. Summer bridge is an important part of orientation and assessment and supports the strategic plan **Objective SA5.2: Improve matriculation process through cohesive activities that support strong transitions to COM.**

The career internship course units will support the ongoing positive partnership with Marin County Office of Education School to Careers Program. We anticipating introducing over 100 high school students per summer to College of Marin through this program. This supports strategic plan **Objective SA5.1: Increase dual enrollment of high school students by 15 percentage points per year during the three years of this plan, 2015-16, 2016-17 and 2017-18.**

### III. Planning Agenda

**Based on the information above, what changes or new initiatives should be enacted to improve the program and meet your goals?**

1. Continue to enhance and support mental health services at COM including in-service training for academic counselors and increased mental health counseling.
2. Support the hiring of an Articulation Officer (also recommended in the *Institutional*

*Transfer Plan and Outcomes Report*) to enhance students' transfer options by increasing number and accuracy of articulation agreements on assist.org and with private and out-of-state universities.

3. Support continuing and expanding learning communities at College of Marin.
4. Support outreach to Marin county high schools including teaching satellite counseling courses and participating in the COMPASS program.
5. Support the development of an internship program.
6. Expand counseling services for noncredit and credit ESL students.
7. Improve and expand support for students on probation and/or financial aid warning including direct outreach to them, dedicated workshops and possibly counseling course offerings (Coun 105).
8. Expand outreach to undecided students to better assist them in developing a comprehensive educational plan.
9. Continue to support the activities of the transfer and career center. Expand career planning services to include offering workshops in the Transfer and Career Center.
10. With the Navigate leadership team, collaborate and support the launch of the Navigate platform.

**1. Given the current budget environment, what efficiencies do you see within the service area that could result in reduced costs but improved services?**

- Online check in for appointments
- Improved website
- Improved planning functionality of Navigate to better prepare students for counseling appointments.

**2. Based on recommendations above, what resources will the program save, reallocate or require to accomplish its plan and meet its goals (resources, timelines, partnerships, staffing, equipment, facilities, etc.)?**

1. Full time administrative assistant (1/2 SSSP funded)
2. Articulation Officer
3. Learning Community and Summer Bridge coordinator (units or position)
4. New learning community and activities space.
5. Part-time counseling units to backfill for teaching units for programs such as COMPASS and to support initiatives recommended by FLIT
6. Additional units and/or stipend for part-time mental health counseling

#### **IV. Evaluation**

**1. What changes were made to the program in the last year based on the recommendations made by the last program review? Please describe. Is the program required to meet special regulations/ standards? Describe.**

The Counseling Department has implemented the following changes since 2013-2014:

- Hiring of six new general counselors. Some positions were replacement for retirees. All positions are funded or partially funded by SSSP.
- Increased Mental Health counseling with the hiring of a full time counseling psychologist.
- In conjunction with IT and Enrollment Services, the department launched the DegreeWorks educational planning and degree audit program.
- The department collaborated with the Office of Student Activities and Advocacy to implement the COM Care early alert program.
- Counseling faculty worked closely with the Office of Outreach and School Relations to develop content and launch the online orientation.
- The Counselor department supported the transition of the Transfer Technician position from an 11 month position to a 12 month position. Later the department supported the upgrade of the position from Technician to Coordinator. Counseling faculty continue to collaborate on all aspects of Transfer and Career Center activities.

**2. What if any were the barriers/constraints the program faced when implementing those changes?**

- The educational plans in DegreeWorks proved less than ideal. We discovered issues with the viewing of plans when students changed degree types. Some of the counselors do not like the formatting and style of the plans. In addition, we have had difficulty with saving the plans as initial or comprehensive for MIS data reporting. We hired a consultant to upgrade DegreeWorks with the goal of using an improved plan that had some of the bugs removed. However, we encountered technical difficulties and the program has not been upgraded. The project is temporarily on hold.
- Feedback from faculty and staff had indicated that the online orientation is not sufficient in preparing students to begin at COM. While it provides a useful introduction, we believe that it should be supplemental to a longer commitment to preparing students to succeed which includes College Success Saturday, Summer Bridge, and/or participation in a learning community.
- The Transfer and Career Center merged with Job Placement providing a one stop location for the services. However, the need for increased and improved career services became apparent as students were requesting assistance with resume writing, internship placement and other career planning support and lack of staffing has prevented offering these expanded services.
- In spring 2015, Single Stop was discontinued. The Office of Student Activities and Advocacy absorbed some of the support services. However, many of the resources and community referrals are no longer available. The office provided benefits

screening and help accessing them, tax preparation, financial advising, legal advice, and many local community referrals including food bank information and housing/shelter assistance. The counselors relied on this important resource for students.

**3. Based on data, how effective was the change in improving program performance in student retention, success, and progress?**

The hiring of additional counselors has resulted in an increase in the number of students with updated educational plans. In addition, the department has been able to offer more courses and develop learning communities and summer bridge to support student retention.

Students, faculty and staff fully utilized the College Psychologist Dawn Cureton. Her appointments were fully booked and she was a crucial member of the Behavior Intervention Team. COM Care cases required regular, weekly responses from the College Psychologist.

**4. What was learned from these changes that would facilitate future program improvements?**

Since the need for mental health counseling is apparent, increased appointment availability for students and COM Care response is necessary. Currently, we are hiring a part-time mental health faculty position and researching the possibility of an intern.

Due to consistent volume of student drop-ins and required phone support as well as the increased responsibilities of the Administrative Assistant to the Dean of Student Success, the department needs additional administrative support. This position would also provide support for the Transfer and Career Center.

We need to continue to develop and expand the learning communities and summer bridge. The Basic Skills and Student Outcomes Transformation Grant will support this effort.

The Counseling Department should provide instruction for the expansion of the COMPASS program.

The Counseling Department should continue to support the outreach efforts to the local high schools. This includes offering satellite counseling courses and continuing to offer on-site workshop at the high schools.

The Counseling Department has been collaborating with the Navigate leadership for the pilot of the of the Navigate program scheduled for spring of 2016. Navigate is a simplified and straight-line onboarding platform with the goal of streamlining the registration process for students. The platform is customized for College of Marin and is designed enhance the student's onboarding experience by connecting students to

the campus community, generating schedules that fit with work and life circumstances, proactively nudge students to right resources and supports and provide academic, employment and transfer data. The program does not replace counseling or other student services nor is it a standalone platform.

Name: Gina Cullen

Title: Department Chair, Counseling

Signature \_\_\_\_\_ Date \_\_\_\_\_