

# Counseling Program Review Reflection Questions (2019-20)

## Reflection Questions

1. Overview: Assess program, services, division during the 2019-20 year. Describe accomplishments, challenges and how challenges were addressed. Include evidence that illustrates accomplishments and challenges.

### **Accomplishments:**

Counseling Division took on the challenge of working remotely and effectively assisted a student population that was at times coping with loss, uncertainty, anxiety and isolation, as well as regular counseling needs such as academic, career and transfer counseling.

### **Counseling Services:**

- Shift in student learning with CNSL and HUMA courses including synchronous and asynchronous modalities.
- Counseling instructors quickly learned and became certified in Canvas and uploaded all course materials into Canvas.
- Utilize various technologies and tools to serve our students – including Zoom, Jabber, Canvas, Adobe Sign form, Jamboard, Discord, etc.
- Integrated SARS and Zoom for counseling/advising appointments and drop-ins.
- An increase in email and phone responses to students' individual requests.
- Widely use Zoom for student appointments, drop-in, workshops, meetings (Division, Department and In-service), counseling courses, trainings, attendance reporting and host other Division activities including end of the year celebration and holiday celebration
- Filled a full-time Academic Advisor position.
- Filled a full-time Senior Administrative Assistant position.
- The data shows a decline in no-shows for appointments. It's unclear if this decline is due to implementation of SARS text reminders regarding their appointments or virtual appointments
- When students do not show-up for their appointments, counselors/advisers contact them within 5 minutes and follow-up via email and phone call.

### **Retention Support Services:**

Retention Support Services was established in August of 2019 to address the high number of students on academic and progress probation at De Anza. Retention Support Services began implementing its services in winter of 2020

- Redesigned academic and progress probation by shifting the negative and punitive connotation associated with probation to a supportive service focusing on:
  - A Growth Mindset

- Relational Student Interactions
  - The Ethics of Care & Compassion
- Retention Support Services has been working closely with Admissions & Records, ETS, and Institutional Research & Planning, to strengthen existing reports, and create new reports for effective identification and follow-up of students on probation
  - Note: Prior to Retention Support Services, there was no data collection for students on probation
  - Establish initial baselines to capture future trends
  - Recognize equity gaps
  - Develop a student profile
- Hired a Retention Counselor in January 2020

#### **Transfer Center:**

- Successfully transitioned to remote counseling and advising services and continued to support the students who were facing many challenges. Made all workshops and campus rep visits available in an online platform.
- Improved appointment and workshop attendance rate since we transitioned to remote counseling services.
- Assigned counselor to assist Dean with coordination of TC events and activities.

#### **Challenges:**

##### **Counseling Services:**

- Equity concerns-Increased personal and crisis counseling and anxiety due to racial injustices which take a toll on students i.e., Black and Asian students, staff, faculty and the college.
- Uncertainty as to when we will be back to campus and the coordination it will take to accomplish that (PPE, protective barriers in office, vaccinations, etc.)
- Confusion as to new students starting in Counseling vs. in Outreach.
- Supporting more high school dual enrollment students grades 9-12
- Last minute requests to support ISP students with foreign evaluation transcripts, unit limitations, and academics with basic F-1 regulations and policy knowledge.
- Increase of one quarter students from other institutions with course/transcript evaluation.
- College website is still difficult to navigate and find important resources and documents for Counselors, staff, and students
- CNSL and HUMA class cancellations due to lower enrollment.
- Lack of the number of Counselors to serve the high demand of counseling related issues such as probation, Financial aid Extension, Personal Counseling, Career counseling, Crisis situations and academics.
- A shift from in person to online remote interactions with students, counseling colleagues, and the campus community

- Providing up-to-date communication with students through a virtual only setting.

#### **Transfer Center:**

- Technology issues, not all students have access to tech, pandemic, loss, job loss, childcare issues for our students.
- Outreach to students who are not aware of transfer services.
- Having 2 full-time counselors and 1-1.5 advisors was challenging to manage the ratio of students to counselor volume.
- Transfer counseling hours were further reduced due to COVID-19, because our part-time Transfer Counselor was unable to shift to online counseling.
- Assist.org continues to remain a hurdle for students navigating the transfer process.
- Virtual Transfer Fair resulted in lower numbers in attendance.

#### **How Challenges Were Addressed:**

##### **Counseling Services:**

- With the Counseling Division website – changes were made to make the site more fluid, relatable, easier to navigate and easier to understand.
- Boosting morale for the CNSL Division - activities to unite the group virtually – remote contests with prizes, Zoom end of the quarter celebrations, individual check-ins, etc.
- Offered many modalities for students to contact the General Counseling and Advising Center/Transfer Center- direct phone calls, email, and online advising.
- Opened more appointments as needed during peak times through counselors' overload hours.
- Supported ISP students as needed during peak times.

##### **Transfer Center**

- Connect students to funding and resources through Cares Act.
- Used Social Media, attended Welcome Days, Club Days, as well as other events to promote transfer services.
- Referred new students to Outreach and collaborated with other programs on campus to provide services. Also, offered more workshop to meet with larger quantities of students at a time.
- Referred students to the Articulation website Assist News, campus and C-ID websites.

2. Describe how program plans were met, including evidence that illustrate how these program plans were met.

**Counseling Services:**

- A navigation roadmap on how to serve/refer based on student's needs - redesigned website to more concise and direct
- Continued/expanded campus wide collaboration to serve students with resources – liaison with departments on campus
- Alignment with other areas to increase consistency of how we serve students and deliver information- Trained new counselors/academic advisor from different areas, provided in-service training, created CANVAS shell for counselors and advisor as a resource bank, increased email communication
- Professional development for faculty and classified staff with up to-date skills and knowledge- attended conferences and workshops pertaining to transfer updated, equity related issues,
- Create different modalities to deliver information to student- redeveloped e-advising, workshops for campus wide events such as open house, opening day, and student services day,
- Increase degree/certificate attainment
- Create an equity plan- ongoing process
- Counseling Division served a total of 19,834 unduplicated students through various services focused on student success. We served 23,403 duplicated students during the same time frame of 2019-2020.

**Retention Support Services:**

- 24% of students on Academic Probation return to Good Standing during winter 2020 and spring 2020 terms (317 students moved off academic probation)
- The student success rate increased to 61% - a 49% increase for students on academic probation
- There was a 52% drop, in the number of students on academic probation from fall 2019 to winter 2020
- Re-enrollment trends:
  - 718 students on academic probation did not re-enroll for winter in 2019, compared to 620 students on academic probation, who did not re-enroll for winter of 2020, and
  - 556 students on academic probation, did not re-enroll for spring in 2019, compared to only 1 student, on academic probation who did not re-enroll for spring of 2020

**Transfer Center:**

- Successful completion of Transfer Day (Fall 2019) with approximately 66 universities that participated and approximately 700 students in attendance.
- Transfer Center continued serving students with a total of 6,824 duplicated contacts and 5,957 unduplicated student contacts.
- Counselor was designated to assist coordination of ADT's

- Provided hands-on UC/CSU application clinics leading up to the application deadline to support students with their application.
  - Staff participated in several outreach events to promote transfer services
3. Describe your experience related to transition of remote work, including online services, instruction, and supporting students offsite during the pandemic.

**Counseling Services:**

As stated above, Counseling programs have effectively adapted to counseling (transfer, personal, career and retention) and instruction to an online format. In addition, the Counseling Division has worked to deliver online the same equitable and high-quality services that were offered in person with counseling, advising and instruction to ensure continued student success.

Students were able to connect with Counselors and Academic Advisors via Zoom, Online Advising platform, direct email, and phone through Jabber. Counselors and Advisors were still able to screen-share their information with students and show them their transcripts, Degree Works educational plans and audits, ASSIST.org, and other information.

Overall, students perhaps found it less costly to not have to take public transportation, drive their own car, or spend the time to commute in traffic to come onto campus for an appointment. This was especially essential for the majority of our students who do not live near the campus or take part-time classes and have to take a special trip in to see a Counselor or Academic Advisor. In addition, students tended to be more on time for their appointments and in some cases better prepared to meet with a Counselor or Academic Counselor.

**Retention Support Services:**

- Moved Retention Support Services to an online platform within 3 days of campus closure.
- Established student Virtual Drop-in sessions for Just-in-Time student service
- Developed the Probation and Retention website for students to access online support services.
- Integrated Zoom into SARs appointment feature.
- Converted Probation forms to fillable forms

**Transfer Center:**

- We have found ways to continue to support students, including via phone (Jabber), email, Zoom, and online advising. Students can submit applications and petitions online and through MyPortal Adobe Work Flow which has streamlined the process for both counselors and students.

- All ADT forms were converted from paper to PDF files. Utilized online communication channels for student follow up by sending transfer documents and links to students.
  - Students seem receptive to online counseling services and appreciate the convenience of meeting with counselors and attending workshops from home.
  - Students benefit from sharing their screens to show us where they were stuck on their application and review transfer requirements and their educational plan.
  - Students were feeling overwhelmed and miss the peer-to-peer connection of having in person classes but having the support of a counselor or advisor to guide them through the transfer process made them feel better.
  - Students expressed difficulty enrolling in some classes and taking courses with labs online.
  - There were more opportunities for counselors to attend professional development webinars and events and stay current on admission requirements and best practices.
  - Update webpage to include additional transfer events and resources for students:
    - Added Updates and Opportunities webpage
    - Added transfer events to the college's events calendar to reach larger population of students.
4. Describe how Student Equity goals were met and any improvements that were made. Include evidence that illustrate how goals were met using institutional data.

Student Equity goals were represented across all Counseling services. Given the equity data from the Office of Institutional Research and Planning (see data for academic year 2019-2020).

Counseling services support the College's equity goals by offering equitable access by:

- Provided students with in-person and videoconferencing appointments
- Provided flexible hours until 7PM twice a week for working students.
- Operational during winter and spring break.

**Retention Support Services:**

- As stated above, Retention Support Services has been working closely with Admissions & Records, ETS, and Institutional Research & Planning, to strengthen existing reports, and create new reports for effective identification and follow-up of students on probation
  - Note: Prior to Retention Support Services, there was no data collection for students on probation

- Thru the Program Review Tool, we are able to formulate a student profile for students on probation, and better align our services to this specific student population.
  - A majority of our students on probation are Latinx males between the ages of 20-24.
  - 78% are Continuing Students
  - 36% are First Generation Students
  - 37% are Low-Income Students
  - 68% of students on academic probation are part-time students and
  - 89%, of students on probation may not be associated with a student support program (such as EOPS, PUENTE or UMOJA)

### **Transfer Center**

- Data shows that there was a decline in number of students that transferred to UC in 2020, and this could be due to pandemic impacts.
- We targeted outreach to underrepresented populations including HEFAS, Umoja, & Men of Color through workshops and presentations.
- Provided TAG workshops specifically for EOPS students.
- Made our transfer services and website more accessible to students utilizing online services, increased drop-in hours, added transfer events to the College calendar, and updated our website with alerts and opportunities to promote student engagement.
- Collaborated with EAC and updated the Equity Plan to address transfer goals.

5. Describe the impact of the 2020 pandemic and all of the associated events have had on the students served by the program. Share what the program review data reveals about the corresponding impacts of the current circumstances.

### **Counseling Services:**

Even though it seems that working remotely in a pandemic tended to benefit students, faculty, and staff, the need for us all to relate in person is vital. The camaraderie shared within the Counseling Division cannot be understated.

Likewise, with students struggling with being alone, having limited access at times to technology, being stressed, losing a loved one, facing financial challenges etc., being in-person with their Counselor or Advisor is crucial in determining nuances that are difficult to pick up being online.

Students are experiencing issues navigating the website. Due to counseling's availability, students contact us as the initial contact when looking for information about other departments. Counseling serves as an important referral to other areas of the college.

**Retention Support Services:**

- Many students who we spoke with stated that they were not comfortable with online learning and decided to sit out the term.
- Some students needed laptops
- These events resulted in the following:
  - A Partnership with Financial Aid, to provide students on probation a De Anza Book Voucher for their textbooks, and
  - Workshops introducing student services, such as Financial Aid, the Food Pantry and the MPS Program

**Transfer Center**

- Students seemed stressed as they prepared to apply to the universities over the summer. Many students struggled in their classes and had to resort to requesting a P/NP or EW and repeating requirements or deferring their admission to another start date for financial reasons.
- Students were frustrated they had to wait 2 weeks or more for an appointment with a counselor which sometimes caused delays in registering for classes and applying for transfer.
- Keeping students informed of all the changes in policy and constantly evolving admission requirements during the pandemic and deadline extensions was a challenge.

6. Describe resource needs based on current programs and services to effectively and efficiently serve students.

**Counseling Services:**

- Provide more funds for book vouchers for students in the Counseling and Transfer Center who do not necessarily qualify for financial aid but may need additional financial support.
- Updated information for low-income housing referrals and resources for students
- Hire full-time counselor in the area of Transfer and/or Early Alert
- Prefer to have all counselors under one division for networking and to share area expertise. As well as hold more trainings for all counselors. Access to consistent information for all counselors.
- Continue with Zoom appointments as well as offer in person counseling and online advising.
- Improve adequate Wi-Fi and internet service in order to use tablets and devices outside of office for events such as Opening Day or other outreach activities.
- More materials and office supplies for office such as paper, toner, and equipment.



### **Retention Support Services**

- Hire additional classified employees and counselors specifically for Retention Support Services
- Early Alert communication software
- Allocated funding for retention workshops
- Scholarships for students on probation
- Laptops and internet for students

### **Transfer Center**

- Need another Counselor, Advisor, and time for Transfer Coordination (50%).
- Need to create and post more transfer videos and multimedia for students.
- Need to continue to update transfer information through website and Canvas course.
- Need to hire a student volunteer or work-study assistant to help with promoting events and make sure we are targeting our audience effectively.
- Need an adequate transfer space that is conducive to workshops and transfer events, meetings, and student friendly workstation.

## 7. Other Relevant Information, including future anticipated goals.

### **Retention Support Services**

- An Early Alert Initiative expanding our student contact
  - Intentional and pro-active student contacts to prevent them from being on probation status
  - Collaborating with Faculty to increase student success
  - Referring students to Campus Resources
- Strengthening our partnerships with current campus resources and services
  - Developing referral process – follow-up with students and make sure they get from point A to point B
  - Expanding Workshops – informing students of resources and how to access them
- Promoting opportunities for student engagement & community
  - Create opportunities for engagement, especially part-time and underrepresented students
- Preventative measures keeping students off probation
  - Hire an Early Alert Counselor

### **Transfer Center**

- Need to send targeted communications to underrepresented student populations (African American, Latinx, Filipinx, LGBTQ+) to increase participation in transfer services.

- The implementation of guided pathways will help students who are undecided about their major and career goal find their path as well as align curriculum closer to the University admission requirements.
- Continue to build more of a transfer culture on campus, increase visibility of the TC to our marginalized populations, and increase transfer rate of underrepresented students.
- Connect students to more professional development and mental health resources to support their wellness and growth.
- Collaborate with on and off-campus constituents to promote and enhance our transfer services!

**Data Summary:**

<b>Summer 2019 – Spring 2020</b>	<b>Unduplicated (appointments, drop-in &amp; workshops)</b>	<b>Duplicated (appointments, drop-in &amp; workshops)</b>	<b>No-show</b>
	Counseling: 12,193 Transfer: 5957 Retention: 1,684	Counseling: 14,174 Transfer: 6824 Retention: 2,405	Counseling: 3,280 Transfer: 821 Retention: 114
<b>Total:</b>	<b>19,834</b>	<b>23,403</b>	<b>4,215</b>

**Total number of Online Advising tickets (Sum19 – Spr20) - 2,356**

<b>SARS Unduplicated Appointments, Drop-in and Workshops</b>							
Summer 2019	Summer 2020	Fall 2019	Fall 2020	Winter 2020	Winter 2021	Spring 2020	Spring 2021
3920	4418	5183	4827	5100	5160	4510	N/A
<b>SARS Duplicated Appointments, Drop-in and Workshops</b>							
Summer 2019	Summer 2020	Fall 2019	Fall 2020	Winter 2020	Winter 2021	Spring 2020	Spring 2021
4268	5639	6166	6439	5967	6838	5840	N/A
<b>SARS No show</b>							
Summer 2019	Summer 2020	Fall 2019	Fall 2020	Winter 2020	Winter 2021	Spring 2020	Spring 2021
956	538	1181	864	1459	774	619	N/A