

General Counseling Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members.

We addressed the feedback from the RAPP members by addressing the following questions/feedback:

- First generation was the focus highlighted. This population is ideal, but we serve many underrepresented students who do not qualify for Embedded Counseling (EC) programs.
- Are the percentages from the unduplicated amount or another number?
 - We serve all students who are unable to join an EC program since 65% or more of our student population are part-time, and do not qualify for ECs unless they are full time.
- Are the outreach office counselors included in GCAC?
 - No, they are not. No EC areas are included in our data since they are completely separate programs and we do not see EC students in General Counseling (GC).

2. Describe any changes or updates that have occurred since you last submitted program review.

- Resignation of one tenured General Counselor in 2024.
- Hired one Student Success Specialist.
- Hired one Program Coordinator, Transfer Center.

3. Provide a summary of the progress you have made on the goals identified in your last program review.

- The goal to continue to offer online counseling appointments was determined via a student survey that students prefer (by 67%) online counseling appointments. The trend remains that many students do not want to drive across town to attend a ½ counseling appt. and risk being late due to traffic, or even have to pay for additional gas money to get to campus, this tends to be a barrier for many students.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

- A General Counselor is still needed to serve the general population of 70% of students (those not affiliated with a Learning Community or Program) and a Transfer Counselor who knows the intricacies of the transfer process including Transfer Admission Agreements (TAAs), Transfer Admission Guarantees (TAGs), and transfer applications to maintain our status as one of the top transfer institutions in the state.
- Further rationale is that over the past decade in GC, when General Counselors retired they have not been replaced with new General Counselors. Positions have been given to other disciplines/areas, and thus GC has been short Counselors for years.

- Another goal is to increase the satisfaction rate of General Counseling services by 25%. We intend to do this by finding out what our current students' needs are and identifying additional ways in which to serve the students (incorporating AI for example, to share session notes in real time with students). We have also We have also implemented basic trauma and personal counseling training in in-services, so that Counselors would feel more equipped to handle student personal issues and concerns that impede student success in college.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

- General Counselor data is listed below (Transfer, AAP & CONNECT were not included since they have their own program review and data):

FY 2023-2024

- Appointments - 6524
- Attended Drop-ins - 3802
- Total: 10,3236 (unduplicated count)

FY 2022-2023

- Appointments - 7560
- Drop-ins - 4053
- Total: 11,613 (unduplicated count)

The average number of students to Counselors is approx. 1,100 student contacts to one Counselor. However, according to the Academic Senate for California Community Colleges, the recommended counselor to student ratio for California community colleges is 1:370.

- The impact is such that if we are down even one General Counselor, it limits the number of students General Counselors can serve. A lack General Counselors can negatively impact college student success, leading to lower retention rates, course success rates, and decreased graduation rates, since students struggle to navigate identify academic majors, courses to take, educational plans, and handle stressors without the appropriate counseling support. General Counselors help students to stay on track and achieve their academic and transfer goals.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

- General Counseling is experiencing an increasing number of new (not identified as College Promise) students (including reverse transfers, transfer counseling requests, academic probation concerns, etc.) and additional Counselors are needed to help manage this growing demand, especially with DI students:
 - Age - Most of the students who saw a General Counselor in 2023-24 and enrolled in at least one term that year were ages 20 to 24 (47%), followed by 19 or under (27%).
 - Gender - Their gender was evenly split female and male.
 - Ethnicity - Most of the students were Asian (41%), followed by Latinx (28%).
 - In terms of representation, General Counseling saw a higher proportion of Latinx students than their proportion at the College (28% vs. 24%), and a smaller proportion of white students (15% vs. 20%).
 - Student Characteristics / Special Populations - The proportion of first-

- generation college students who saw a General Counselor was comparable to the College, 28% vs. 27%.
 - The proportion of low-income-household students (\$50,000 or less) who saw a General Counselor was higher than the College, 48% vs. 43%.
 - The proportion of students who saw a General Counselor and were also served by EOPS, DSPS, CalWORKs, Foster Youth or Veteran services was comparable to the College. In terms of headcounts, no more than 25% of students from these special student population groups were served by General Counseling.
7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>). In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity.

Table 1. Reflection on Learning Outcomes

Learning Outcome	The General Counseling SSLO includes a focus on ensuring students are able to plan their educational goal.
Method of Assessment (please elaborate)	Building an educational plan in DegreeWorks for students with their input during counseling sessions and tracking the number of completed educational plans. Assessment is through the Ed Plan reason codes in DegreeWorks that depicts the number of educational plans that are done in partnership with student and Counselor.
Summary of Assessment Results	<p>Counselors in COUN location selected Ed Plan reason codes a total of 2,070 times during FY23-24, including both counseling appointments and drop-in sessions. The following shows the number of educational plans (related to the reason codes that were utilized by General Counselors at the COUN location):</p> <ul style="list-style-type: none"> • Abbreviated Ed Plan (30 minutes appointment) – 685 • Ed Plan Comp (30 minutes appointment) – 591 • Ed Plan Fin Aid (1 hour appointment) – 184 • Ed Plan Update (30 minutes appointment) – 610 • Total - 2,070 <p><i>Note: this is only a reflection of Ed Plans in GC only, and Counselors do more in appts. than just Ed Plans.</i></p>
Reflection on Results	<p>How do we encapsulate and connect with more students to formulate educational plans to a timely goal for graduation/transfer?</p> <p>The lack of General Counselors available to help students with educational planning and transfer goals exacerbates the problem of students not being able to graduate and/or transfer in a timely manner. This places an undue burden on the student to try and navigate on their own, without consistent success, especially for underrepresented and marginalized groups. For example, first generation college students are less likely to have the knowledge and support they need from their families to help them</p>

	interpret the application, registration, and educational planning processes.
Strategies (aka: Enhancements) Implemented or Plan to be Implemented	<ol style="list-style-type: none"> 1. Create and market educational pathways and incorporate educational plans that focused on student's area of study. 2. Improve technologies to automate educational planning (AI) 3. Continue with student satisfaction surveys, encapsulate workshop data, and counseling session attendance to gain valuable insights into its services.

OKRs

Objective 1:

A continuation of training in trauma counseling to ensure counselors are providing the best possible care to students struggling with any trauma issues.

Key Results:

- Identify, develop, and implement professional development opportunities for all staff & faculty in recognizing and addressing trauma in students and making the appropriate referral to mental health counseling, etc.

Activities:

- Suicide Prevention Resource Center (SPRC): Have Counselors take free online training to develop suicide prevention awareness.
- Trauma Informed California: Have Counselors utilize free training on trauma and PTSD help work with individuals at risk for suicide or self-harm.

People Involved:

- Counselors, staff as needed

Timeline:

- Ongoing, or as needed