

## Student Services Comprehensive Program Review: Counseling Program Review

### Main

---

**Division**

Student Success

**Department**

Counseling and Articulation

Subject

- COUNSART

Overview

**Department/Program Name** Counseling Program Review

**Year of Last Comprehensive Review** Fall 2016

**Year of Last Mini Review, if applicable**

**Preparer's Name** Mena, Andrea

**Area Dean** Victor Garza

### Co-Contributors

---

\*Co-Contributor must be chosen before proposal is launched

- Sapigao, William

### Overview of the Department/Program

---

**With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.**

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- Access
- Curriculum and programs
- Services

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- Increase visibility
- Develop strategic partnerships
- Building campus community

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

The Evergreen Valley College Counseling Department and Counseling courses provide support both personally and academically to its diverse student population. Our program is aligned with the college's guiding principles of equity, opportunity, and social justice and achieves this through academic, career, and personal counseling. The department offers follow-up services, retention, transfer services, and counseling courses. The department offers bilingual services in Spanish and Vietnamese and strives to be culturally sensitive to our population by assessing the needs of the students we serve and providing services and support that demonstrate respect to their life experiences, culture, and economic backgrounds.

#### Articulation

Articulation is the process that connects two educational institutions in order to help students make a smooth transition from the community college to the college or university without having to complete duplicate coursework.

During this process, courses at the community college are identified as being comparable to those in lower division at the university. This allows students to fulfill a lower division university requirement by completing an identified comparable course or "articulated course" at the community college.

"Articulated courses" may be applied toward general education breadth requirements as well as major preparation requirements for the college/university to which a student plans to transfer.

Some "articulated courses" are designated as elective courses only. This means that although these courses transfer, they do not satisfy any general education breadth or major preparation requirements. Students will receive unit credit for the elective courses.

Evergreen Valley College has articulation agreements established with a variety of regionally accredited four-year institutions including the University of California (UC), the California State University (CSU), private and out-of-state colleges/universities.

Articulation agreements between Evergreen Valley College and the different UC and CSU campuses can be found on ASSIST (<https://www.assist.org/>). ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about transferable coursework in California. It is an online tool that shows how course credit earned at one public California college/university can be applied when transferred to another. For directions on how to use ASSIST, watch the video on how to navigate ASSIST (<https://resource.assist.org/Tutorials/Getting-Started-with-the-ASSIST-Website>).

Articulation agreements between Evergreen Valley College and private/out-of-state universities can be found below. If you do not see an articulation agreement for the private/out-of-state university you are interested in, visit our Transfer Center (<https://www.evc.edu/current-students/student-success/transfer-center/out-of-state-universities-appointment-kiosk>) website to see if we have a contact at the university you are interested in.

For over 46 years EVC Counseling has offered counseling courses that are facilitated by full and part-time faculty. These courses are designed to assist students with the following:

- Transitioning from high school to college
- College study success skills
- Exploration and assessment in careers and major
- Research and preparation for transfer to 4-year universities
- Education planning and goal setting
- Resources and referrals

The Counseling department currently offers the following courses, and most have been updated to be offered fully online or in a hybrid option.

Course	Description
COUNS 012: Service-Learning: Personal and Career Development, 3 units	<p>This course provides students with a background in Community Service-Learning and opportunities to serve in the community. Students will receive training in goal setting, self and career exploration. Through learning by doing and critical reflection, students will develop cultural sensitivity, leadership skills, self-awareness, and become civically engaged global citizens.</p> <p>Course offering: Course has been discussed to be offered.</p>

COUNS 013: Career Planning, 3units	<p>This course assists students with career/major selection. Students will identify personal interests, abilities, goals, values, and lifestyle preferences. Students will examine career trends and opportunities, employment outlook and the nature of today's workplace. Students will learn about personal and professional planning as it relates to careers through job search techniques, resume writing, interviewing, career building, and realistic decision-making.</p> <p>Course offering: Fall, Spring, Summer</p>
COUNS 014: College Success, 3 units	<p>This course surveys effective study skills and methods by contrasting ineffective study habits with techniques that maximize learning and memory. Emphasis is on promoting healthy changes in lifestyle that manage stress, improve health and overall well-being. Techniques to change behavior such as setting goals, managing time, increasing concentration, and controlling procrastination are practiced. Lecture topics include effective listening and note-taking skills, textbook reading, marking and vocabulary systems, memory strategies, and research paper methods using library resources. This course orients students to transition to college course expectations and procedures.</p> <p>Course offering: Fall, Spring, Summer</p>
COUNS 015: Blueprint for Success, 1 unit	<p>This course is designed to develop students' personal effectiveness in school and in life. Students will explore and clarify their belief systems, values, and attitudes; identify personal strengths and weaknesses; examine and identify psychological and societal barriers; and overcome obstacles to success through mental strategies and techniques such as time and stress management, study techniques, and goal setting.</p> <p>Last offered: Spring 2019. Counselors decided to deactivate due to lack of offerings and no longer meeting our students' needs.</p>
COUNS 018: Planning an Educational Future: EVC to SJSU, 1 unit	<p>This course is designed to assist students who have applied to San José State with their transition from EVC to San José State University. Students will actively plan the steps for this transition. Students will tour the SJSU campus, become aware of its various academic and non-academic resources, and meet with faculty and staff from SJSU. Students will do basic career/major exploration, learn about California's higher education system, and prepare educational plans. Field trip may be required.</p> <p>Last offered: Spring 2019. Counselors decided to continue offering courses to meet student needs.</p>

COUNS 193: New Student Orientation, .5 unit	<p>Students will acquaint themselves with college and university requirements, educational alternatives, and strategies for academic success. This will include an orientation to college programs, services, policies, and facilities. Students will apply assessment test results, develop an individualized education plan and class schedule, and/or enroll in first-semester classes. This course has the option of a letter grade or pass/no pass.</p> <p>Previously offered Spring 2021. Counselors and Student Success Division are currently working to improve student orientation offerings.</p>
---	---

The Department offered two courses in Summer 2018. The following courses will be inactivated in Spring 2022.

**COUNS 016: Career Self-Assessment, 1 unit - Cancelled: Spring 2018**

**COUNS 050A: First-Year Experience – College Success, 2 units**

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

The Counseling Program Review in 2016 did not have a section on setting goals.

- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

The following accomplishments meet the college's mission and success by offering student support services through different modalities both online and in-person for working students, students with families, and students unable to come to campus for services, therefore preparing students from diverse backgrounds to succeed academically by assisting them to achieve academic and career or personal goals. Providing these services increases the number of students earning a degree, certificate, or transferring to a four-year institution.

### **Technology**

Increasing access to counseling services online, allows students with families, full-time jobs, and other obligations to access counseling services and support either online or through on-campus services, thereby, increasing enrollment rates and increasing the number of students earning a degree, certificate or transfer to four-year universities.

- Revamping and updating our entire Counseling Website, including adding FAQs and inputting Counseling-related FAQs into the "Chatbot".
- Increased the number of Counseling Courses being taught (in person and fully online).
- Link to SARS for online appointment creation.
- Transition to fully online counseling and orientations.
- Creation of online orientation with use of video clips and question and answer activities offered through Canvas course management system.

### **Campus collaboration and Partnerships**

Counseling services increased their partnerships with faculty on campus thereby establishing strong partnerships to increase enrollment and working together to ensure that students are aware of career programs increasing student completion of degrees and certificates.

- Fall 2021 – Implementation of CAP Counselors to continue to support discipline faculty in the revision/creation of Program Maps and continue communication department Counseling and CAP areas.
- Summer 2020 – Counselors collaborated with discipline faculty to create Program Maps.
- Participation in Matriculation Taskforce – collaboration between counseling and Admissions and Records.
- Integrating CAPs in High School Orientations (Spring 2021)
- Participation in AB 705 Taskforce

### Counseling Services

Counseling services increased the efficiency of counseling processes by offering the following services to students, allowing more access to students, and changing the way some services were offered. In addition, counseling offered two new certificates to students, increasing certificate completion for students.

- Processing of Graduation Petitions using degree audit.
- Use of TES to document general education approvals
- Transfer Day transitioned to fully online (many CCC's decided not to have a transfer day due to COVID)
- A Pass/No Pass resolution was passed allowing students to accept a Pass for degree and certificate programs for Spring and Summer 2020 due to COVID state of emergency.
- Creation of CSU GE and IGETC Certificates of Achievement.
- Self-Guided placement on website for English First language and math.
- Counselor resource website and online manual.

### Articulation

- The EVC counseling division has one full-time dedicated counselor, and one full-time dedicated classified Academic Services Analyst to this area.

The mission of the Evergreen Valley College (EVC) Articulation Office is to assist students in transferring to four-year colleges and universities by establishing articulation agreements with four-year institutions. These agreements include specific courses that meet general education requirements, course to course, and major preparation requirements. The Articulation Office updates annually EVC's AA-T, AS-T, AA, and General Education Requirements by working with faculty and administration. EVC's Articulation Office serves all EVC transfer students. Although AS Degrees and Certificates are not transferable, the Articulation Office is still responsible for updating these programs.

In addition, EVC's Articulation Office is a significant resource for all faculty (counseling and instructional), students, and administration by providing up-to-date articulation/transfer information and issues affecting EVC's academic programs and student population.

- The Articulation website is updated annually to increase student and faculty awareness of articulation resources. To ensure information about our educational programs is accurate, the most up-to-date versions of our major sheets and General Education sheets are posted on the Articulation website.
  - Annual update of courses in ASSIST.org. EVC's Articulation Office serves as the ASSIST Manager for our campus. Lower-division courses are electronically entered into the ASSIST.org database. This online database is used to submit courses for basic maintenance of EVC's transferable courses as well as submitting EVC's courses for UC-TCA, CSU-GE Breadth, and IGETC review. If ASSIST is not updated, then EVC courses will not be viewed as transferable and reviewed for articulation which would create an obstacle for our transfer students.
  - Continued communication with local CSUs, UCs, and private institutions by attending Articulation and Curriculum conferences, workshops, and Region IV/AREA B meetings in an effort to increase articulation of courses. These various workshops, conferences, and meetings throughout the year are essential to acquiring current knowledge and skills regarding transfer requirements, articulation updates, and procedures.
  - Degree creation. Since the 2018-2019 Academic Year, the Articulation Office guided faculty in creating 10 Associate Degrees for Transfer (ADTs). The creation of transfer degrees supports streamlining the transfer process for our students interested in the CSU system.
- **4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

#1 Goal: The counseling department can increase enrollment by hiring more Full-time counselors that would address the needs of our diverse population. The following positions were requested through the Academic Senate Faculty Prioritization process. These five positions would address the college mission by addressing students on academic and progress probation and dismissal, providing bilingual counselors in Spanish and Vietnamese, and address African American and multi-race students' experiences by providing counselors that are knowledgeable and familiar with their experiences. Additionally, these faculty would provide more counseling and guidance to students who wish to transfer and finally allow more partnerships with universities. The five positions requested to be hired in the next three years are:

- Student Success Counselor
- General/Enlace (.50 general/.50 Enlace)
- General Counselor (Vietnamese speaking)
- General Counselor (Equity and Diversity Emphasis)
- Transfer Counselor

A general counselor position with a Vietnamese language and cultural emphasis will be hired at the end of the Spring 2022 semester to address the needs of the Vietnamese students at EVC.

Two classified program specialists will be hired at the end of Spring 2022. These positions will support general counseling faculty in assisting students who are in academic and progress, dismissal and probation, in addition to providing additional support to the department on various duties.

#2 Goal- Update and expand online college orientations and workshops in both Spanish and Vietnamese. In addition, offering workshops in resumes, career exploration, and interviewing techniques. This could increase enrollment and provide job and career preparation.

#3 Goal- Explore Hyflex orientations and workshops. Hyflex orientations and workshops are live sessions offered both on campus and remotely with an instructor lecturing to both audiences. This would increase enrollment and access to students by providing multiple teaching modalities.

#4 Goal- Develop a schedule for counseling class offerings that would indicate in the schedule and catalog what semesters each class was offered (e.g., Fall/Spring/Winter/Summer). This would allow students to plan their education plans to meet their goals of attaining a degree, certificate, or transfer in a timely manner.

#5 Goal- Discuss and explore which counseling courses should be offered for Fall, Spring, Winter Intercession, and Summer. This would allow students to plan their education plans to meet their goals of attaining a degree, certificate, or transfer in a timely manner.

#6 Goal- Create an online prerequisite verification form and process (additionally, in-progress verification form, etc.) This would improve the current process making it more efficient for students to clear the prerequisite verification of courses, making enrolling in classes easier, and allowing students to complete their goal of attaining a degree, certificate, or transfer in a timely manner.

### **Articulation**

The goals below will meet the college's mission and strategic initiatives by increasing student enrollment and increasing the number of students earning a degree or certificate, and/or transferring to a four-year university.

#7 Continue to update the articulation website and major sheets and General Education sheets are posted on the Articulation website every year, thereby increasing students' awareness of degrees and certificates and increasing transfer and degree completion.

#8 To continue to update courses in ASSIST.org and EVC's Articulation Office website for both transferrable and UC-TCA, CSU-GE Breadth, and IGETC review. This would allow counselors to assist students in planning their education or career goal.

#9 The Articulation counselor and Academic Services Analyst will attend annual Articulation and Curriculum conferences, workshops, and Region IV/AREA B meetings to increase articulation of courses and to increase knowledge of program and policy changes and to educate and train counselors on changes or updates to courses and or policy changes.

#10 Continue to work with faculty to develop additional Associate Degrees for Transfer and additional degrees and certificates. This would increase enrollment and increase student education and career pathways.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

**Full time faculty** 21

**Part-time faculty** 15

**full time Classified** 5

**Part-time Classified (permanent)** 0

**Part-time Classified (hourly)** 0

**Administrators 1****Student workers 2****Program Quality**

---

- **1. Describe the impact of the program's service offerings to the students and the campus.**

Counseling Services: The Counseling Department at Evergreen Valley College (EVC) provides students with the opportunity to obtain guidance in developing their academic and personal goals. Students receive essential information and support regarding transfer requirements, developing educational plans, career options, adjusting to college life and time management. EVC Counselors are professional, credentialed faculty who are committed to supporting students' individual needs. The Counseling Department offers many resources and services to assist students in declaring an academic major and/or career goal and in developing an educational plan for major/and or degree completion. In accordance with Assembly Bill 705 (AB 705), students entering college must complete transfer-level coursework in English and math within a one-year timeframe. Counselors play a pivotal role in this process and utilize multiple measures, such as high school transcripts, to help provide recommendations to students regarding English and math coursework. Additionally, the counseling department offers the following available counseling services:

- Academic Renewal
- Academic Probation & Dismissal
- Career Exploration
- Class Concerns (Add/Drop, study skills)
- Course Repeat Petition
- Degrees and Certificates Petition
- Educational Plans (Comprehensive and Abbreviated)
- Excess Units Petition (Only for Fall and Spring semesters)
- Exemption Criteria Waiver
- Financial Aid Appeal
- Personal counseling focused on issues that could interfere with student success.
- Prerequisite Clearance
- Transfer Planning
- Transcript Discussion

The following topics can be addressed during 30-minute drop-in counseling services (Remote services as of March 2020-Present):

- Class problems
- Class schedule for First Time College Students
- Course Repeat 2nd and 3rd repeat attempts

- EVC College Policies & Procedures
- English / Math Placement (in accordance with AB705)
- In-Progress Verification
- Prerequisite Verification

Online Scheduling System: The EVC Counseling Department provides comprehensive counseling services through one-hour appointments and 30-minute drop-in counseling sessions. Students can now schedule their own individual appointments using SARS, an online scheduling system.

Counseling Courses: EVC students can enroll in counseling courses including Service-Learning and Career Development, Career Planning, College Success, Blueprint for Success, Planning an Educational Future: EVC to SJSU, and New Student Orientation. Courses can serve to benefit students in enhancing academic, career and life skills, community engagement, as well as to fulfill degree and/or certificate requirements.

Remote counseling services: EVC Counseling offers online (remote) counseling services. Online services can serve to reach students who enroll at EVC to accommodate for distance and flexibility needs. Remote counseling services are initiated using the Zoom program platform.

Wiemail (Counselor Email Account): Students can also contact EVC Counseling for quick general questions about college procedures, academic policies, course prerequisites, programs and services using [mycounselor@evc.edu](mailto:mycounselor@evc.edu). Students must include information including their name and EVC Student ID number. Questions are answered in the order they are received. The Wiemail account is utilized by all counselors and serves to provide students with an additional form of contact throughout the academic year. Students can reach counselors remotely by utilizing the counselor's designated email account: [mycounselor@evc.edu](mailto:mycounselor@evc.edu).

### Early Alert

1. Intervention Services: A major Counseling Department priority is to provide intervention and assistance to students who are struggling academically as soon as possible. The following intervention services are offered.
2. The goal of the Early Alert program is to support students' academic success. The Early Alert program is a collaboration among instructors, counselors, support staff, and the District ITSS. Early Alerts are sent out to students in three distinct cycles to help them realize that support may be needed to achieve academic success, and to refer them to the appropriate services on campus. Although all Early Alerts accomplish the same objective, the first and second cycles of Early Alert are strictly English and Math related alerts, and are generated during the second and third week of the semester respectively. The third and last cycle of Early Alert occurs during the sixth week of the semester. At that time, instructors from all disciplines are encouraged to participate in the Early Alert program. Throughout the cycles of Early Alert, EVC's professors have the opportunity to notify the Student Success Center of any students in their class(es) who may need extra support. Professors prepare the notifications based on classroom performance. The early alert counselors along with Student Success staff contact these students to inform them of the additional support courses, services, and workshops available to students. This early intervention strategy is designed to assist at-risk students by connecting them to the appropriate support services early on in their academic career. Every student who attends EVC is important to us and we want to ensure that all students have the

tools and support they need to be academically successful. This program is not designed to be punitive or judgmental; it does not appear on the students' transcripts and does not affect financial aid or GPA.

3. Probation/Dismissal: The probation procedure notifies students that their academic performance is below minimum college standards. It is intended to encourage students to take the necessary action to be successful. The process may include a reassessment of educational, vocational, and personal goals. It is essential that students on probation/dismissal meet with a counselor. The Student Success team coordinates student follow-up along with special programs and General Counseling.

#### 4. Probation & Dismissal Definitions:

- Academic Probation & Academic Dismissal : After attempting 12 units of letter-grade courses, a student with a cumulative grade point average (GPA) below 2.0 is placed on Academic Probation 1.
- If the student's cumulative GPA stays below 2.0 after a second semester, the student is placed on Academic Probation 2 (Continuing Academic Probation).
- If the student's cumulative GPA stays below 2.0 after the third semester, the student will be dismissed (placed on Academic Dismissal).

#### Progress Probation & Progress Dismissal

- After attempting 12 units, a student who earns marks of "NP," "W," & "I" for 50% or more of all attempted units is placed on Progress Probation 1.
- If this cumulative, non-completion percentage of attempted units remains at 50% or more after a second semester, the student is placed on Progress Probation 2 (Continuing Progress Probation).
- If this cumulative non-completion percentage remains at 50% or more after a third semester, the student will be dismissed (placed on Progress Dismissal).
- Students on Dismissal: To stay in/take EVC classes for the current (or next) semester, students on Dismissal must have met minimum standards during their last semester of attendance—by achieving a 2.0 GPA during that last semester and by successfully completing over half of their attempted units during that last semester without marks of D, F, FW, NP, W, or I).
- Students on Dismissal who did not meet Minimum Standards during their last semester of attendance (including students on Probation 2 who moved to Dismissal status after the posting of their grades/marks for their last semester of attendance) are not allowed to take any regular EVC courses for the current semester (and will be dis-enrolled from any EVC courses before the start of the semester). Instead, these students must take the dismissal version of Counseling 15 (Blueprint for Success) as their only EVC class during the current semester for possible reinstatement for the following semester.
- Once students on Dismissal have passed the dismissal version of COUNS 015, they can only continue at EVC (while still on Dismissal status) by achieving Minimum Standards during each subsequent semester. Students who do not do this will be dismissed from college for a minimum of two years.

- Reinstatement after Dismissal: Students who have been dismissed from the college may later petition for reinstatement (after the minimum two-year dismissal period) upon presentation of evidence that they are now capable of succeeding in college (e.g., a transcript demonstrating success at another college after attending EVC).
- Priority Registration for each semester:
  1. There is no impact on Probation 1 students' priority registration date.
  2. Students on Probation 2 lose their priority registration date for the following semester and are only able to register once new and returning student registration dates become live. Recent changes to the CA Promise Grant added to the consequences of being on probation for two consecutive semesters. That is, as of Fall 2016, Probation 2 students lose priority registration and eligibility for the CA Promise Grant. There is an appeal process in place for students to reinstate CA Promise Grant status.
  3. Loss of Priority Registration: Per Title 5, section 58108, students shall lose their priority registration status when placed on Academic or Progress Probation or any combination thereof for two consecutive primary semesters, or have completed 100 or more degree-applicable semester units within the SJECCD. The loss of priority registration shall remain in effect until the student is no longer on probation or the student has successfully appealed their loss of priority registration status.
  4. Loss of BOG Fee Waiver: Per Title 5, section 58621, beginning Fall 2016, students shall lose their BOG Fee Waiver eligibility when placed on Academic or Progress Probation or any combination thereof for two consecutive primary semesters. The loss of BOG Fee Waiver eligibility shall remain in effect until the student is no longer on probation or the student has successfully appealed their loss of BOG Fee Waiver eligibility.
  5. Online Orientation: Students new to EVC can enroll in an online student orientation through Canvas. Canvas is an online course management system that supports online learning. The New Student Orientation will provide students with information about the following: transfer and degree requirements, vocational programs, student services, academic expectations and requirements and available resources.
  6. Counseling Instructional Videos: The Counseling Department and Articulation developed and utilizes videos designed to help students successfully navigate their educational journey. Videos include an explanation of the General Education pattern for the California State University (CSU) and University of California (UC) systems. The information will assist students in transfer preparation.

"Articulated courses" may be applied toward general education breadth requirements as well as major preparation requirements for the college/university to which a student plans to transfer.

Some "articulated courses" are designated as elective courses only. This means that although these courses transfer, they do not satisfy any general education breadth or major preparation requirements. Students will receive unit credit for the elective courses.

Evergreen Valley College has articulation agreements established with a variety of regionally accredited four-year institutions including the University of California (UC), the California State University (CSU), private and out-of-state colleges/universities.

7. Counseling Frequently Asked Questions (FAQs): The Counseling Department has created FAQs to provide answers to questions that students may ask. These can include general counseling questions, application and registration, counseling and advice, and transfer.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**
  - Assembly Bill 705 (State): AB 705 is a bill signed that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of student into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.
  - The bill also authorizes the Board of Governors to establish regulations governing the use of measures, instruments and placement models to ensure that these measures, instruments and placement models achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and Math.
  - Multiple Measures: A growing body of evidence indicates that standardized placement tests tend to underestimate students' likelihood of succeeding in college-level coursework, leading to students being misplaced in developmental coursework, slowing their academic progress and increasing their likelihood of dropping out of college. Multiple measures mean that colleges incorporate two more criteria for assessment and placement. Under a multiple measures approach, standardized testing is no longer the primary means of assessing if a student is prepared for college-level coursework. Examples of Multiple Measures include the following:
    - High school or college transcripts
    - Highest level of coursework completed in a subject area and corresponding course grade
    - Attitude surveys
    - Vocational or career aptitude interest inventories
    - Specialized certificates or licenses
    - Education and employment histories
    - Military training and experience
    - Interviews
    - Holistic scoring processes
  - It is important to note that this list may be refined after the AB 705 Implementation Committee concludes its work. Under AB 705, the California Community Colleges Board of Governors will approve the assessment measures that can be used as part of a multiple measures approach.
  - Research has shown that high school GPA is the best predictor of how students will do in their college success. Students are 2-3 times more likely to complete transfer-level courses with AB 705 implementation. The amount of time students should take to complete their English and

Math courses is 1 year. The amount of time ESL students should take to complete their transfer-level courses is 3 years.

- Additionally, a remedial student's high school GPA does not have adequate predictive validity to identify whether they will or will not pass ENGL 001A in their first semester.
- Remedial students who enrolled first in a pre-transfer English course gain an opportunity to develop their skills and prepare for the demands of college coursework. However, follow-up efforts and incentives must be in place to assure that these students continue directly to ENGL 001A.
- Implementation: Under the legislature of AB 705, Evergreen Valley College Counseling department took on the guiding principles of multiple measures, as stated above, as well as formed practices utilizing high school transcripts and other measures to provide English and Math recommendations for incoming and new college students.
- In 2016, the Counseling Department referred to resources and guidelines regarding the following:
  - High School GPA Decision Rules (Cut Scores)
  - Math (STEM Directed Courses)
  - Math (Non-STEM Directed Courses)
  - Reading
  - English
  - English as a Second Language (ESL)
  - Student's Self-reported high school GPA and other information
  - English, Spanish and Vietnamese version.
  - The EVC Counseling Department has also worked collaboratively with the EVC First Stop Center regarding resources and topics for self-guided placement options.

### Guided Pathways

- Guided pathways/Career & Academic Pathways (CAPS) (State): In 2017-18, the California State Budget provided \$150 million in one-time grants to seed the expansion of the Guided Pathways framework across the California Community Colleges over the next five years. These funds will complement and augment existing financial support provided by various statewide initiatives such as the Student Success and Support Programs (SSS), Student Equity Planning, the Basic Skills Initiative, and the Strong Workforce Program.
- Participating colleges will integrate recent state investments and redesign academic pathways in was that promote better course-taking decisions, minimize achievement gaps, and increase the number of students who earn a certificate or degree.
- Guided Pathways at EVC is a reformed student-centered approach to helping students meet their career and educational pathway goals as best as possible. Guided Pathways at EVC, are noted as Career & Academic Pathways (CAPS). There are six CAPS:
  - Arts and Media
  - Behavioral Sciences and Humanities
  - Business
  - Health/ Human Services
  - Industrial Technology and Transportation
  - STEM (Science, Technology, Engineering and Math).

- Each one provides a program map that represents one possible pathway to complete a degree or certificate. Program maps are a semester-by-semester path from entry to completion. The courses listed may or may not fit with your individual goals. Students are encouraged to meet with an EVC Counselor to create an Educational Plan that is customized to meet their needs. Program maps are not a guarantee of course availability each semester.
- CAPS and Early Admissions Program: During the Spring 2021 Regular Semester, CAPS (Guided Pathways), was integrated in the Early Admissions Program (EAP). Assigned CAPs counselors were tasked to facilitate an online virtual orientation for graduating high school seniors planning to enroll into EVC. EAP is a collaboration between mainly the Counseling Department, Admissions and Records, and Outreach and Recruitment. Students from 11 top-feeder local high schools in the Eastside Union High School District of San Jose were identified and assigned to participate in the online orientation as part of the enrollment process. Students were divided into different virtual orientations based on the CAPs:
  - Arts and Media
  - Behavioral Sciences and Humanities
  - Business
  - Health/ Human Services
  - Industrial Technology and Transportation
  - STEM (Science, Technology, Engineering and Math).
- Once students completed orientation, they then met with a counselor to form an abbreviated educational plan and to discuss first and second semester courses for English and math as well as their CAPs program map.
- Early Admissions Program or “Days at the Green” (Fall 2017-Spring 2019): Since the last program review, EVC Counseling utilized an outreach model to assist with meeting the requirements of the Student Success Act of 2012 (SSSP). The model was known as “Days at the Green (DATG),” and has since taken been continuously evaluated and improved.
- From Fall 2017- Spring 2019, DATG took on the approach of inviting students from more than 11 top feeder local high schools and having them meet the steps of SSSP. Students completed the application and orientation components at their local high school. An outreach program specialist from Evergreen Valley College visited high schools to conduct an orientation to college presentation. Students then setup counseling appointments with the outreach representative and assigned team to visit EVC.
- DATG took place in many different forms, including inviting students to visit the campus on a weekend and to meet their assigned counselor to understand their interests and goals as well as to create an abbreviated educational plan for their first and second semester at EVC. DATG also was then expanded and took the course of a two-week period (weekdays only) in which students would visit EVC to meet with their assigned counselor to discuss their educational and career interests as well as to develop an abbreviated educational plan for the first two semesters of college. With this model, each high school student would be assigned a specific date and time to meet with the counselors. Students who participated in the DATG (Early Admissions Program) and successfully completed the mandates outlined by (SSSP) would benefit by getting a head start in receiving priority registration and choosing classes earlier than non-DATG students.

- Early Admissions Program (Spring 2020 –Present): As of Spring 2020, Days at the Green (DATG) was altered to be known solely as the Early Admissions Program (EAP). EAP is a collaborative effort between EVC Admissions and Records, the Counseling Department and Outreach and Recruitment. The model was transformed and took on a different approach to outreach to students from local high schools in the East Side Union High School District as well as surrounding high schools. EVC Counselors visited these high schools to conduct college orientation presentations. Following the presentations, counselors would meet with the students individually to craft an abbreviated educational plan.
  - While this approach marked a successful transition and achievement for EAP, it was abruptly halted due to the shelter-in-place order brought on by the COVID-19 pandemic. Outreach services were then moved to virtual online services and counselors conducted EAP college presentations remotely.
  - As of Spring 2021, Counselors assigned to EAP were still tasked with presenting college orientation information, including General Education and the transition from high school to college, virtually. During this semester, the EVC Counseling Department integrated Career and Academic Pathways (CAPs) or otherwise known as guided pathways, into the EAP college presentations. Students were assigned to a different CAPs group of their interest and were presented information by their CAPs counselor. Students met individually with counselors to develop abbreviated educational plans for their first two semesters of college at EVC.
- Promise program, students coming from high school eligible (state)
  - Summer Bridge
    - COUNS 050A
    - ENGL 104
    - MATH 013
    - COUNS 014
    - Tutoring services/ EVC student tutors: 2 Math tutors; 3 English tutors
- SJECCD CA Promise Grant Information: SJECCD's proposed California College Promise Innovation Grant project was instrumental in supporting a newly launched initiative that provided a written plan that served as a blueprint for the implementation for critical high school and college components of the inter-segmental initiative. The project addressed challenges in three important and interrelated areas: 1) College Readiness; 2) College Success and 3) College Completion. The San Jose Promise, a city-wide educational initiative launched in February 2017 in partnership with the San Jose Mayor's office, is designed to prepare San Jose Students for college and careers. The original intention of San Jose Promise was to create a comprehensive framework for delivering educational services in San Jose, from pre-school to college completion and transfer.
- Students who participated in the EVC Promise program were initially given a Pre and Post Survey.
- EVC Promise Counseling Services
  - Counseling services for Promise Program students included meeting the following requirements: 3 counseling appointments throughout the semester, an educational plan

and completion of 12 units per semester.

- As was prior to the Implementation of AB 705, students were enrolled in remedial / nontransferable courses.
- Program Benefits: EVC Promise provided the following benefits for students:
  - Priority Registration
  - Cost of all education including books and supplies, fully covered for 2 years.
  - Students held to completing 12 units per semester
  - Access to Drop-In Counseling exclusive to Promise students
- The Counseling Department and Articulation worked to provide information regarding transfer planning with new students, using online tools such as ASSIST. Articulation agreements between Evergreen Valley College and the different UC and CSU campuses can be found on ASSIST (<https://www.assist.org/>). ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about transferable coursework in California. It is an online tool that shows how course credit earned at one public California college/university can be applied when transferred to another. For directions on how to use ASSIST, watch the video on how to navigate ASSIST (<https://resource.assist.org/Tutorials/Getting-Started-with-the-ASSIST-Website>).
- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

Multiple Measures: A growing body of evidence indicates that standardized placement tests tend to underestimate students' likelihood of succeeding in college-level coursework, leading to students being misplaced in developmental coursework, slowing their academic progress and increasing their likelihood of dropping out of college. Multiple measures mean that colleges incorporate two more criteria for assessment and placement. Under a multiple measures approach, standardized testing is no longer the primary means of assessing if a student is prepared for college-level coursework.

Examples of Multiple Measures:

- High school or college transcripts
- Highest level of coursework completed in a subject area and corresponding course grade
- Attitude surveys
- Vocational or career aptitude interest inventories
- Specialized certificates or licenses
- Education and employment histories
- Military training and experience
- Interviews
- Holistic scoring processes

It is important to note that this list may be refined after the AB 705 Implementation Committee concludes its work. Under AB 705, the California Community Colleges Board of Governors will approve the assessment measures that can be used as part of a multiple measures approach.

Research has shown that high school GPA is the best predictor of how students will do in their college success. Students are 2-3 times more likely to complete transfer-level courses with AB705 implementation. The amount of time students should take to complete their English and Math courses is 1 year. The amount of time ESL students should take to complete their transfer-level courses is 3 years.

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**
  - The Counseling Department measures success through tracking and improvement in the number of educational plans completed for students. Students schedule counseling appointments to develop either a comprehensive educational plan: a 2-3-year map of planned courses to reach degree/certificate completion and/or transfer. Counselors work collaboratively with Articulation to obtain updates regarding degree/certificates and transfer. Students can also develop an abbreviated educational plan: usually a 1-2 semester map of planned courses. EVC Counseling provided services in 20,327 appointments from Fall 2017 to Fall 2020, an average of 2,904 students per academic year.
  - Additionally, the Counseling Department measures success through the number of counseling appointments made through SARS, self-scheduling system for students to make appointments, along with educational plans, participation in workshops and online video orientations and orientations administered through CANVAS. The number of orientations and workshops attended totaled 1,450 from Fall 2017 to Fall 2020.
  - Enrollment in counseling classes is also an alternate measure of success within the Counseling Department. Students can enroll in the following courses throughout the academic year:
    - COUNS 012, 013, 014, 015, 018, and 193, all of which are currently active.
  - Another means in which the Counseling Department measures success involves degree/certificate and transfer completion. Students must schedule a one-hour appointment with EVC Counselor to file a graduation petition to obtain their degree/certificate. Students can also schedule appointments to meet with Counselors regarding progress toward applying to transfer to a four-year university.
- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

The EVC Counseling Department website is currently up to date and is continuously updated by the Counseling Advisory Committee (CAC) members. Counselors assigned to updating the website are responsible for sharing pertinent information regarding counseling services, steps to schedule a one-hour or drop-in counseling appointment, instructional videos explaining General Education patterns of the CSU and UC systems, and relevant forms. Directions on the website are also provided for students who are either first-time or new to Evergreen, as well as continuing students. Counseling office hours are also regularly updated and contact information to reach the counseling staff and administration are shared.

Counseling course information is displayed through the schedule of classes and the EVC catalog. Articulation has worked to provide ongoing updates regarding course offerings and degrees/certificates. Counselors and Articulation are in constant communication through email and monthly counselor meetings regarding how information is shared with the community through the website. If any information regarding the Counseling Department and Articulation changes, assigned Counselors and staff can work with the EVC Website manager to make updates.

Counselors have access to an internal website that includes a Counselors' Manual, forms, major and GE sheets, resources for personal counseling, policies and procedures, templates and PowerPoint presentations. The Articulation office and Academic Services Specialist collaborate and provide updated GE and Major sheets to Counselors prior to each new academic year as well. The website also includes transfer and career information. This internal website is regularly updated by assigned counselors.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**
  - ESL orientations are conducted in both Spanish and Vietnamese.
  - Faculty and staff are also capable of providing multilingual services to students whose first language is not English.
  - The Counseling Department developed a comprehensive webpage to include information regarding counseling services, instructional videos, and how to set up a one-hour or drop-in appointment with a counselor. The webpage is 508 compliant. Forms are available in pdf, accessible and available online through webpage.
  - Articulation also has a dedicated webpage which posts articulation agreements for UC and CSUs, GE patterns and transfer pathways. In addition, Articulation has agreements listed with private and out-of-state colleges and universities. Articulation information is provided by the Academic Services Analyst and Articulation Officer/ Counselor to provide accessible information on the EVC website as well as digital forms. The information is accessible by all students, faculty and staff.
  - The Counseling Department also provides transcription through remote counseling services and is provided at the student's request. The counseling department works closely with the EVC Disability Support Program (DSP) for students needing accommodations such as captioning, sign language interpretation and additional time for exams and note-taking.
  - Remote counseling services: EVC Counseling offers online (remote) counseling services. Online services can serve to reach students who enroll at EVC to accommodate distance and flexibility needs. \*Zoom with live interpretation and transcription services are available for students with disabilities and different learning needs.
  - Wiemail (Counselor Email Account): Students can also contact EVC Counseling for questions about college procedures, academic policies, course prerequisites, programs, and services using mycounselor@evc.edu. Students must include information including their name and EVC Student ID number. Questions are answered in the order they are received. The Wiemail account is utilized by all counselors and serves to provide students with an additional form of contact throughout the academic year. Students can reach counselors remotely by utilizing the counselor email account.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**
  - EVC Counselors serve on various standing committees and participate in shared governance. Counseling faculty report back information from shared governance committees to the EVC Counseling Department during monthly meetings. Committee reports are conducted during Student Success Division meetings which occur during the third week of the month. Reports are also conducted during the monthly Counselor Matters meetings, a two-hour meeting which takes place the fourth week of the month; a time in which counselors discuss ongoing and important matters, receive updates related to transfer or articulation. Additionally, Articulation provides EVC faculty with information regarding course updates and offerings. Subsequently, Counselor Matters meetings provide opportunities for EVC faculty from different disciplines, who are informed by Articulation, to introduce to EVC Counselors changes to courses and to promote new degrees or certificates in their areas.
  - As of the 2019-2020 academic year, the Counseling Department re-established the Counseling Advisory Committee (CAC). CAC members co-facilitate the Counselor Matters meetings that occur once a month. Members of this committee meet one to two weeks prior to discuss pressing issues brought up by other counselors related to counseling services, personnel, and program updates. The CAC prepares the agenda for each meeting.
  - Prior to the Fall 2021 semester, Counselor matters meeting minutes were not recorded. Thus, it may have posed challenges for counselors to recall information from prior meetings. As of Fall 2021, one counselor has been assigned to write up meeting notes, which are available to counselors and sent out through email thereafter. The Student Success Division meeting notes are virtually recorded.
  - Since March 2020, the Student Success Division meetings and Counselor matters meetings have been held virtually.
  - Regarding student communication, email reminders from the counseling departments are sent to students about important reminders including graduation petitions, educational plan updates, and registration priority to name a few. Counseling staff also support marketing efforts by providing signage externally of the Student Services Center, as well as physical handouts within the counseling department.
  - Counseling faculty also work with academic faculty regarding student referrals for the Early Alert system. Students are notified by early alert staff and counselors to inform them about intervention services and success strategies including attending success workshops, counseling appointments, tutoring and valuable campus resources to support students.
  - Division Deans and Faculty are invited to attend the Student Success Division meetings regarding program updates. Deans and faculty present information regarding courses, degrees, and academic information relevant for counselors and staff to know. A select number of counselors are assigned as CAPs (Career and Academic Pathways). Counselors also sit in on different academic divisions to support instructional faculty, acting as a liaison and discussing counseling services for students under program specific majors. Practicing this form of communication establishes a collaborative relationship between counseling faculty/staff and academic faculty, administrators and staff serving other departments.

- While counseling has opened and maintained strong lines of communication between members of the department, students and other departments, there are still improvements that can be made. The messaging to students can be further explored about important deadlines, including graduation petitions. Because graduation petitions must be submitted at an early point in the semester, many students do not find out until the deadline grows closer or has already passed. Counseling appointments are usually scheduled 2-3 weeks in advance and so it is imperative for graduating students to know ahead of time. Thus, as a department, it will be important to explore additional methods of reaching out to students including use of social media, campus signage and e-communication.

## Program Access

---

Student Demographic: Gender

Student Demographic: Age

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**
  - Among the total number of students served in Counseling, the counseling program served more female students (57%) than male students (42%). Female students make up for more than half of the EVC student population (54%) and male students make up for about 42.5%. While EVC has about 60% of students who fall under the 18-24 age range, the counseling program has provided services to about 69% of this group. While this age group appears to be the one to receive the most services, the lowest number of age groups being served are those who appear to be in the age ranges of 17 and under as well as those who are 40 and over. Students 17 and under are often enrolled in high school and may choose to enroll at EVC to receive counseling services as part of a dual enrollment program. These students may also be receiving services from their high school counselors. Those who receive counseling services at the ages of 40 and over and usually considered life-long learners and may not need as many counseling services for support in degree/certificate achievement and transfer. These students may take courses for the goal of personal enrichment. It is also important to note that counseling services were impacted by the COVID-19 pandemic and the shelter-in-place orders during the Spring 2020 semester. Student services and instruction immediately transitioned to remote online services. Students faced challenges in adjustment to online instruction and counseling services. While enrollment declined access to counseling services enhanced to reach a wide range of students to meet needs of flexibility and proximity.
  - While the number of students served declined for the Fall 2020 semester since the Counseling Department's last program review, remote services have continued
  - Need for additional full-time counselors and classified staff to support the division as enrollment grows and needs diversify. The most recent program review was completed in spring 2016. Based on the 2016 program review, we had proposed increasing first-year experience courses

and online services for students. While we made significant strides in providing online services we continue to trail in meeting our student populations' needs due to lack of resources and staffing.

- While EVC was impacted due to the COVID-19 pandemic and enrollment declined, students continued to seek counseling services. Services transitioned abruptly during the month of March of the Spring 2020 semester. Virtual remote counseling services continued to be offered in the format of one-hour scheduled appointments as well as 30-minute drop-in counseling sessions.
- **b. Are there any gaps in the students served compared to the college demographics?**
  - In terms of racial/ethnic groups who have used counseling services, American Indian, Black/African American, and Hawaiian/ Pacific Islander from Fall 2017-Spring 2020 demonstrated the smallest number of students groups served (less than 2% each). Asian and Latinx groups appeared to be the largest ethnic groups being provided counseling services at 41% and 40% respectively of the total EVC population typically for these groups. While there seems to be a widely diverse student population, it will be important to further explore future outreach and access to counseling and student services for these groups. Historically, these groups may consist of first-generation college students: whose parents have either had little to no college education or have some college education from another country. First generation college students have also faced barriers including navigating college for the first time, adapting to a new educational system, and learning college success skills.
  - One way in which this equity gap can be addressed is to have counselors offer a variety of college workshops (in-person and/or remote modalities). Counselors can develop ongoing workshops including but not limited to learning study skills, choosing a major, time management, resume writing and career planning. While several counseling courses cover these given topics, workshops can be offered on an as needed basis for students who may not be able to enroll in such a course.
  - With the decline in students served during the Fall 2020 semester, due to the impact of the COVID-19 pandemic, remote counseling services and courses should continue to be offered as it has presented a unique advantage of access for many students. Students can contact counselors remotely through scheduled appointments, enroll in online counseling courses, as well as with email questions regarding academic and career inquiries. It will be important to review the success of remote counseling services as a model to go along with in-person counseling services. The success of remote counseling services demonstrates a tremendous need being met for many students.
- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**
  - Early Alert and Follow-up counseling services
    - Intervention Services: One of the Counseling Department's priorities is to provide intervention and assistance to students who are struggling academically as soon as possible. The following intervention services are offered.
    - The goal of the Early Alert program is to support students' academic success. The Early Alert program is a collaboration among instructors, counselors, support staff, and the

District ITSS. Early Alerts are sent out to students in three distinct cycles to help them realize that support may be needed to achieve academic success, and to refer them to the appropriate services on campus. Although all Early Alerts accomplish the same objective, the first and second cycles of Early Alert are strictly English and Math related alerts, and are generated during the second and third week of the semester respectively. The third and last cycle of Early Alert occurs during the sixth week of the semester. At that time, instructors from all disciplines are encouraged to participate in the Early Alert program. Throughout the cycles of Early Alert, EVC professors have the opportunity to notify the Student Success Center of any students in their class(es) who may need extra support. Professors prepare the notifications based on classroom performance. The early alert counselors along with Student Success staff contact these students to inform them of the additional support courses, services, and workshops available to students. This early intervention strategy is designed to assist at-risk students by connecting them to the appropriate support services early on in their academic career. Every student who attends EVC is important to us and we want to ensure that all students have the tools and support they need to be academically successful. This program is not designed to be punitive or judgmental; it does not appear on the students' transcripts and does not affect financial aid or GPA.

- Additional full-time counselors to address the diverse student population and equity gaps for students of color including, American Indian, Black/African American, Hawaiian/ Pacific Islander and Latinx groups.
- A newly hired counselor can address the needs of students including academic, career, cultural, and language barriers.
- The Counseling Faculty, Articulation and Classified Staff plan to collaborate with other academic departments and student services departments to establish a meaningful partnership with the Early Alert Program. Studies demonstrate that intervention is essential to student success. With strengthening relationships amongst counseling, instructional faculty and other departments, there is an increased likelihood that more students would seek tutorial services earlier and that they would be referred to the appropriate student services that can enhance their academic and personal success.

## Curriculum- If applicable

- **1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision. For CTE, the timeline is 2-year.**

The Counseling Department decided to deactivate the following counseling courses as of Fall 2021:

Course	Title	Units	Last Offered
COUNS 016	Career Self-Assessment	1	Summer 2018
COUNS 017	Transfer to Four-Year Institution Simplified	1	Spring 2014

COUNS 050A	First Year Experience – College Success	2	Offered once – Summer 2018
COUNS 050B	First Year Experience - Careers	2	Never offered – first created Fall 2018

In addition:

The AA in Liberal Arts will be deactivated as of Fall 2022.

Since the last counseling program review, the Counseling Department has successfully developed and offered two Certificates students can potentially obtain:

- IGETC Certificate of Achievement
- CSUGE Breadth Certificate of Achievement

Within the next 6 years, by the 2027-2028 academic year, the counseling department will continue to reassess course offerings as they serve to meet student needs as well as provide revisions for the following courses: COUNS 012, COUNS 013, COUNS 014, COUNS 015, COUNS 018 and COUNS 193.

WE –088: General Work Experience has not been updated but will be revisited within the next six years for scheduled course outline revisions.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.**

1. The following courses are currently being offered and are active in the Evergreen Valley College Counseling Department:

Course	Description	Unit(s)
COUNS 012: Service-Learning: Personal and Career Development	This course provides students with a background in Community Service-Learning and opportunities to serve in the community. Students will receive training in goal setting, self and career exploration. Through learning by doing and critical reflection, students will develop cultural sensitivity, leadership skills, self-awareness, and become civically engaged global citizens.  Course offering: Course has been discussed to be offered.	3
COUNS 013: Career Planning	This course assists the students with career/major selection. Students will identify personal interests, abilities, goals, values, and lifestyle preferences. Students will examine career trends and opportunities, employment outlook and the nature of today's workplace. Students will learn about personal and professional planning as it relates to careers through job search techniques, resume writing, interviewing, career building and realistic decision-making.  Course offering: Fall, Spring, Summer	3

COUNS 014: College Success	<p>This course surveys effective study skills and methods by contrasting ineffective study habits with techniques that maximize learning and memory. Emphasis is on promoting healthy changes in lifestyle that manage stress, improve health and overall well-being. Techniques to change behavior such as setting goals, managing time, increasing concentration, and controlling procrastination are practiced. Lecture topics include effective listening and note-taking skills, textbook reading, marking and vocabulary systems, memory strategies, and research paper methods using library resources. This course orients students to transition to college course expectations and procedures.</p> <p>Course offering: Fall, Spring, Summer</p>	3
COUNS 015: Blueprint for Success	<p>This course is designed to develop students' personal effectiveness in school and in life. Students will explore and clarify their belief systems, values, and attitudes; identify personal strengths and weaknesses; examine and identify psychology and societal barriers; and overcome obstacles to success through mental strategies and techniques such as time and stress management, study techniques and goal setting.</p> <p>Last offered: Spring 2019. Counselors decided to deactivate due to lack of offerings and no longer meeting our students' needs.</p>	1
COUNS 018: Planning an Educational Future: EVC to SJSU	<p>This course is designed to assist students who have applied to San Jose State with their transition from EVC to San Jose State University. Students will actively plan the steps for this transition. Students will tour the SJSU campus, become aware of its various academic and non-academic resources and meet with faculty and staff from SJSU. Students will do basic career/major exploration, learn about California's higher education system, and prepare educational plans. Field trip may be required.</p> <p>Last offered: Spring 2019. Counselors decided to continue offering courses to meet student needs.</p>	1
COUNS 193: New Student Orientation	<p>Students will acquaint themselves with college and university requirements, educational alternatives, and strategies for academic success. This will include an orientation to college programs, services, policies and facilities. Students will apply for assessment test results, develop an individualized educational plan and class schedule, and/or enroll in first semester classes. This course has the option of a letter grade or pass/ no pass.</p> <p>Previously offered Spring 2021. Counselors and Student Success Division are currently working to improve student orientation offerings.</p>	.5

The following courses below were collectively agreed upon by the Counseling Department to be deactivated:

Course Number	Course Title	Units	Last Offered
COUNS 016	Career Self-Assessment	1	Summer 2018

COUNS 017	Transfer to Four-Year Institution Simplified	1	Spring 2014
COUNS 050A	First Year Experience – College Success	2	Offered once – Summer 2018
COUNS 050B	First Year Experience - Careers	2	Never offered – first created Fall 2018

- **3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**
  - EDIT 022: Counseling instructors were responsible for completing EDIT: 022 to be eligible to teach online (asynchronous/synchronous). Many counseling faculty who have been assigned to teach counseling courses have received training through the EDIT 022 course to prepare them to teach online. Counseling faculty who were not able to register for EDIT 022 but assigned to teach online were responsible for completing training through an accelerated “Bootcamp” program during the Summer of 2020. Counseling faculty who completed this program were then eligible to teach online counseling courses. By receiving training for online instruction, counselors could make a direct impact on student success by offering online counseling courses for students remotely. Remote courses have also provided a great amount of flexibility to meet the diverse needs of students, including those who are employed and/or live far from campus. Students have expressed interest in online courses and thus have continued to be offered throughout the Fall, Spring and Summer terms.
  - To maintain training, counseling instructors had access to ongoing workshops to increase technology use and training for online instruction as well as gain professional development.
  - Sections of Counseling courses, including COUNS 013 and COUNS 014 were also offered as late start courses for students who registered for classes late. Offering late start courses has also met the needs of students who were not able to register in time for the regular semester start date. This has also benefited students who have decided to return to college.
  - EDIT 023: Counselors have enrolled in EDIT 023: Accessible Course Content. The course has helped broaden counselors’ understanding about accessibility as it relates to online courses and access, as well as tools and techniques in creating accessible resources for students. This course will enhance student success as it helps counselors teaching online courses meet the needs of students with disabilities.
  - Counseling instructors have also collaborated with career professionals to help share valuable information and career insights for counseling courses. This method of instruction has helped bridge the gap between students and various careers and workforce industries. Students benefit by gaining a network, establishing connections, and learning insight for career advancement and growth.
- **4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.**

During the 2021-2022 academic year, the counseling department did an in-depth review of all COUN courses and degrees/certificates housed in our area. As a result, several courses were deactivated due to lack of offerings and no longer meeting our students' needs. We also collaborated with the SSHAPE division to plan the beginning steps of transitioning the field of Elementary Teacher Education out of the Counseling division to the SSHAPE division. The AA in Liberal Studies in Elementary School Teaching was outdated and did not meet student's transfer needs. Therefore, it will be deactivated effective Fall 2022. The SSHAPE division is now in the process of creating courses to eventually create the AA-T in Elementary School Teaching which will better serve our students.

• **5. Describe how your program is articulated with High School Districts, and/or other four- year institutions**

Dual Enrollment and Career and Academic Pathways, otherwise known as "CAPs" (Guided Pathways): Counselors are involved in Dual Enrollment and Guided Pathways: CAPs. Counselors have provided recommendations for courses for students to plan for as foundational courses in Dual Enrollment. A designated Counselor is also assigned to work with Dual Enrollment. Counselors are also assigned to each CAPs pathway.

Dual Enrollment

Research indicates that Dual Enrollment (DuE) students, when compared to Non-Dual Enrollment high school students, are more likely to:

- Graduate HS
- Transition to college or university
- Earn higher grades in high school and at college/university
- Persist 2 or more years in higher education
- Earn an Associate's or Bachelor's degree
- Earn higher wages over their lifetime
- Enjoy greater career choice and social mobility
- Preparation for middle-skill jobs (jobs not requiring a bachelor's degree)
- HUGE impact on high school students who self-identify as non-college bound (particularly among first-generation students)
- Types of Dual Enrollment
  - CCAP (College and Career Access Pathways, AB-288): defined courses and programs offered as dual enrollment opportunities to high school students at the high school campus, regardless of modality (online, hybrid, face-to-face); courses are reserved exclusively for high school students
  - Concurrent Enrollment: high school students take courses as dual enrollment students at the college, regardless of modality (online, hybrid, face-to-face); College-Connection Academy (CCA) and Accel Middle College, both housed at Yerba Buena HS)
- Students from the East Side Union High School District and from other surrounding school districts participate in Dual Enrollment. Several high schools include the following:
  - William C. Overfelt High School
  - James Lick High School
  - Mt. Pleasant High School
  - Yerba Buena High School
  - Andrew P. Hill High School

- Dual Enrollment & Guided Pathways (CAPs): EVC will use a multiplicity of means to engage high school students, depending on the student's location. This may include Career Education, transfer and part transfer/part Career Education.
- General Education (GE) courses have been identified as a means for high school students to engage in coursework that will allow them to engage on a specific CAPs pathway. Foundational courses in various disciplines have been selected to align with CAPS pathways.

#### TRiO Educational Talent Search (Summer 2017)

- The Counseling Department has also collaborated with the TRiO Educational Talent Search program at EVC to help with teaching curriculum during the Summer of 2017. EVC Counselors taught college success courses to high school students as well as helped bridge the transition from high school to college.

#### Articulation: Four-Year Institutions

- The Articulation website is updated annually to increase student and faculty awareness of articulation resources. To ensure information about our educational programs is accurate, the most up-to-date versions of our major sheets and General Education sheets are posted on the Articulation website.
- Annual update of courses in ASSIST.org. EVC's Articulation Office serves as the ASSIST Manager for our campus. Lower-division courses are electronically entered into the ASSIST.org database. This online database is used to submit courses for basic maintenance of EVC's transferable courses as well as submitting EVC's courses for UC-TCA, CSU-GE Breadth, and IGETC review. If ASSIST is not updated, then EVC courses will not be viewed as transferable and reviewed for articulation, which would create an obstacle for our transfer students.
- Continued communication with local CSUs, UCs, and private institutions by attending Articulation and Curriculum conferences, workshops, and Region IV/AREA B meetings in an effort to increase articulation of courses. These various workshops, conferences and meetings throughout the year are essential to acquiring current knowledge and skills regarding transfer requirements, articulation updates, and procedures.
- Degree creation. Since the 2018-2019 Academic Year, the Articulation Office guided faculty in creating 10 Associate Degrees for Transfer (ADTs). The creation of transfer degrees supports streamlining the transfer process for our students interested in the CSU system.
- The Transfer Center coordinates the annual transfer fair, which has been an event that allows students to connect with prospective college and university admissions representatives. Counselors have shown support for the fair as well as connect students to the event yearly so that they can meet their transfer needs.

## Service Area Outcomes and Assessment

---

### PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

The below SAOs relate to Information Competency. During counseling appointments, students receive guidance on classes, majors, degrees, and careers. Students must use this information to make informed decisions about their academic career path.

#### Service Area Outcome (SAO)

Students will report satisfaction with the quality of counseling services

Students will report satisfaction with the level of information they receive about their educational plans

85% of students using drop-in services will have a wait time of 15 minutes or less

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)**

The counseling department discussed SAO assessment plans with the Student Success Division. Plans for SAO assessment in the counseling department are in the process of review and modification. The SAO assessment plan will be conducted during the Spring 2022 or Fall 2022 semester.

#### Student Success Division

##### PDD Meeting Agenda

February 16, 2022 (1:00 pm to 3:00 pm)

##### Welcome

##### 1. Basic Needs Report

###### Dean's Updates:

1. Welcome Grace
2. Farewell Brenda
3. Tenure
4. Program Review & SAOs
5. Accreditation
6. Driving on Campus
7. Key Issues

#### Early Admissions Program Update

1. Appointments week of April 25th from 3 – 6 pm

## 2. Overflow May 2nd and 3rd

Announcements

Vacation

Grad Petitions Spr/Sum due March 15th

MSE Updates (2:15 pm)

Degree Changes

Summer/Fall 2022 Course Offerings

Transfer Center Updates

Meeting Adjourned

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

The Counseling Department is currently in the process of reviewing and modifying SAO assessment plans. The SAO assessment is currently in review, due to the need to reflect changes to remote services. Once plans for SAO assessment have been confirmed, the plan will then be implemented for the academic 2022-2023 academic year.

## Faculty and Staff

---

### Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

EVC Counselors are professional, credentialed faculty who work to support students' personal, career and academic goals. Our counseling faculty also teach a variety of counseling courses and workshops focusing on study strategies, career exploration, time management and other skills to be successful both in college and life.

### **Dean of Student Success**

Victor Garza, Ed.D

### **General Counselors:**

1. Caritha Anderson
2. Mirella Burton
3. Marjorie Clark
4. Hanh Deng
5. Martha Hardin
6. Rosa Pereida
7. Patricia Perkins

8. Gam Nguyen
9. William Sapigao
10. Rick Wagner

**Special Programs Counselors:**

1. Charlie Kahn-Lomax (EOP&S)
2. Claudia Barbosa Egbuonye (Umoja/AFFIRM)
3. Elaine Ortiz-Kristich (ENLACE)
4. Flora Payne (CalWORKS)
5. Hang Chu (ASPIRE)
6. Mirella Burton (ENLACE)
7. Tina Iniguez (International)
8. Tram Pham (EOP&S)
9. Theresa Carpio (EOP&S)
10. Grace Tong (DSP)

**Adjunct Counselors**

1. Alma Garcia
2. Andrea Mena
3. Diane Soriano
4. Harvey Gipson
5. Kathleen Melendez
6. Kim Nguyen
7. Rosa Vidales
8. Yolanda Hayes
9. Patricia Villegas
10. Alejandro Ramos Torres
11. Maria Elena Saldana
12. Thao Nguyen
13. Christine Senter
14. Thompson Ly
15. Maricela Martinez

**Articulation Counselor**

Laura Garcia

**Transfer Counselor**

Jose de Jesus Sanchez

**Classified Staff**

Paulette Sadler: Staff Assistant III

Mahad Omer: Staff Assistant III

Jovita Valdez: Academic Services Analyst

Celina Gallegos: Sr. Division Administrative Assistant

Alexis Marquez: Program Specialist

Program Specialists (2 vacancies)

The Counseling Staff are an integral part of the Division of Student success and Counseling Department. The Counseling staff help contribute to the success of the department by helping students schedule counseling appointments and providing marketing and outreach for important reminders including submitting graduation petitions, registration, and educational planning. Counseling staff play a key role in managing communications within the department as well as with students, academic faculty, and administrators. In addition, the staff also provide coordination with the Early Alert System and provide updates for EVC degrees/ certificates.

There are currently two vacancies for Program Specialist positions. The Counseling Department and Division of Student Success are currently in the hiring process for these positions.

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

Over the last three years, Counselors have participated in various professional development activities. Below are several activities Counselors have completed:

1. CSU Counselor Conference
2. California Community College Transfer Conference for Counselors
3. UC Counselor Conference
4. Ensuring Transfer Success
5. SJSU Counselor Conference
6. UC Santa Cruz Counselor Conference
7. WACAC Western Association for College Admission Counseling
8. CSU East Bay Outreach Counselor Information Session
9. EDIT 022 at EVC: Online Course Development
10. Emergency Bootcamp for online teaching (Summer 2020)
11. Envisioning Equity Speaker Series
12. Faculty Inquiry Group Discussions, Spring 2021
13. SLO Assessment Workshops
14. CurriQunet training workshop
15. Suicide Prevention Awareness Training
16. Disability Awareness Training
17. Distance Education workshops (ongoing)
18. CIAC Annual Conferences

New and adjunct counseling faculty have received training and mentoring in the last three years. Adjunct counselors have been trained in specific areas, including Special Programs and other academic departments. Full-time counselors have mentored new counselors who have undergone onboarding processes to become familiar with policies and procedures, student services, information management systems and resources. New counselors have also setup regular meetings with their Counselor Mentor to meet weekly and receive training on specific topics. A counselor training manual was also created to help with the onboarding process and has been posted on the Internal Counselor Intranet.

Classified Staff Professional Development Opportunities

Classified Staff participated in the Customer Service Excellence Training program, a six-part series training.

Curriculum Institute

## Budget Planning

---

### Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.**

Evidenced below are ongoing Budget Needs:

(8) Counselor \$100,839

(5) Program Specialist \$65,900

- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use.**

There are six counselor positions paid out of Fund 17 budget. Additionally, several classified positions are paid from this budget. The Fund 17 source is the Student Equity & Achievement Program (SEAP). The primary use of these funds is to cover personnel costs, which includes adjuncts and overload assignments.

## Technology and Equipment

---

### Part F: Technology and Equipment

- **1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.**

Since the last Program review in 2016, all counselors and classified staff continue to have access to desktop computers to access student information. Validate prerequisite verifications and assist students with education and career planning. All staff and faculty have access to printers.

Starting in March 2020, due to the pandemic, all full and part time counselors and classified staff were issued a laptop with VPN access to work remotely. Hot spots and additional monitors were also issued.

Due to the pandemic, counselors have access to Zoom to conduct online counseling appointments. Students can make counseling appointments through a self-service login through SARS anywhere. Students can also plan their own classes through the ELLUCIAN-My Web login, which can be checked by a counselor for accuracy.

Degree audit is now available on the colleague platform for counselor, and students can access degree audit through My Web-Ellucian.

The following forms are available through electronic format for counselors to use with students:

- Academic Renewal Process and Policy with and without course repetition
- Course Substitution Form for ADT degrees and GE
- Excess Unit Petition Form
- In Progress Verification Process
- Student Academic Contract

Classified professionals have access to SARS and Zoom.

Other technology:

- SARS Everywhere for students to make online counseling appointments.
- New updated online orientation is coming is currently being planned and Spanish and Vietnamese translation will also be available.
- Zoom is used for online appointments. Once students officially schedule a counseling appointment, they and the counselor are provided with a zoom meeting link.

## Additional Information

---

Part G: Additional Information

## Future Needs and Resource Allocation Request

---

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SAO/SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

### 1. Faculty Request

#### Ongoing Budget Needs

(8) Counselor: \$100,839; (5) Program Specialist: \$65,900

#### One-Time Expenditure

#### Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

166739.000

#### Request linked to SAO/SLO/PLO #

Counseling SAOs 1, 2, 3

#### Total Cost

#### Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

#### Achievement of program set standard for student success.

Yes

#### Improving Student success rates

Yes

Attach Files

---

Attached File

IEC Reviewers

---

**IEC Mentor**

Vicki Brewster

**IEC Second Reader**

Guy Ras