
Counseling Program Review

EVERGREEN VALLEY
COLLEGE

Spring 2016

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Department/Program Name: Evergreen Valley College Counseling Department
Current Year: 2016
Dean/Vice President: Dean Angelina Duarte/ VP Mark Gonzales

List Staff/Faculty, Positions & Titles

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Mission Statement

The mission of the Evergreen Valley College (EVC) Counseling Department and Counseling instructional courses are to support academic and personal growth for a diverse student population. Our goals are to:

- Advocate for and recognize diversity
- Prepare students to function in a multicultural society
- Develop social and personal responsibilities
- Assist students with learning limitations and specific needs
- Encourage and assist with the process of setting and achieving goals
- Foster retention, graduation, and transfer to a four-year university
- Encourage civic responsibility as global citizens
- Provide necessary tools for career exploration
- Provide the tools needed for academic success
- Promote lifelong learning
- Educate the whole person

In summary, our objective is to provide information, resources and referrals that empower students to persist towards graduation, transfer to four-year universities and enhance their personal and professional development.

Summary of the Department/Program

Program Description

The primary goal of the Counseling Department is to empower and support all EVC students to accomplish their academic, career, and personal goals by offering orientation, assessment, counseling, transfer services, work experience and student follow-up services based on our guiding principles of equity, opportunity and social justice.

In addition, since 1975 numerous Counseling courses have been created and offered at EVC. These courses couple academic instruction with built-in student support services. They have been taught under the direction of the Dean of Student Success, by full-time and part-time faculty. These courses were designed to assist the student population and to meet their diverse needs. The Counseling courses are designed to aid students with the following:

- Transitioning from high school to college
- Succeeding in college coursework
- Exploring careers
- Coping with disabilities
- Navigating the transfer process to four- year universities
- Persisting through graduation
- Evolving into life-long learners

Counseling Department Course Offering

Course	Description	Unit(s)
Couns-013: Career Planning	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. (Formerly GUIDE-080)	3
Couns-014: College Success	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 orientates students to transition to college course expectations and procedures. (Formerly GUIDE-095)	3
Couns-015: Blueprint for Success	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. (Formerly GUIDE-085)	1
Couns-016: Career Self-Assessment	Students will identify personal qualities and skills useful in selecting possible career paths. Using inventories and exercises of self-assessment, students will gather information about their abilities, aptitudes, interests, goals, lifestyle preferences, personality and values, and relate these qualities and skills to the world of work. Students will identify personal and workplace stereotypes and barriers that act as impediments to career selection and career exploration. (Formerly GUIDE-081)	1
Couns-017: Transfer to Four-Year Institution Simplified	This course assists students through their active participation in all aspects of transfer to a 4-year public or private institution. Major topics include selecting a transfer college or university, choosing a major, examining lower division major and general education requirements, reviewing admission procedures, identifying application deadlines, exploring financial aid and scholarship options, and completing the transfer application. (Formerly GUIDE-075)	1
Couns-018: Planning an Educational Future: EVC to SJSU	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. (Formerly GUIDE-086)	1

Of the current Counseling course offerings, two courses are designated as transferable general education courses under CSU Area E: Lifelong Learning and Self Development requirement:

- 1) Counseling 013- Career Planning
- 2) Counseling 014- College Success

These courses also correspond with the general education requirement for Area E: Lifelong Learning and Self Development for EVC's AA, AS, and ADT degrees.

PART A: Overview of Program

- 1. Please state at least three recent accomplishments for your program which show how it contributes to the College's success.**

Listed below are several Counseling Department accomplishments:

Orientations

Mandatory Orientations for new students have been implemented. Orientations are offered in three languages: English, Spanish, and Vietnamese.

In progress is an online orientation that will be offered in all three languages. The goal is to increase the number of new and prospective students accessing the initial orientation required by the Student Success Act of 2012. An online orientation would provide greater access to those students who are unable to attend the in person orientation.

Our most effective strategy for providing orientation for new students is the Early Admissions Program. Counseling works with outreach efforts to organize "Days at the Green". At this point students have applied to EVC and have taken the assessment test at their high school campus. Approximately 400-450 high school students participate in this event in which they attend orientation and receive an abbreviated plan. They are then given priority registration and can register for the fall semester even before they graduate from high school.

While many students take advantage of this priority registration program, a great number do not. Many of those students participate in in-person orientations on their own, but some are able to register who have not gone through orientation because currently there is no link between orientation completion and the ability to register.

Student Educational Plans

Mandatory abbreviated and comprehensive educational plans are offered. New students will have an abbreviated educational plan as part of their orientation process. Upon completion of 15 degree applicable units, all students are required to have a comprehensive educational plan completed with the assistance of counseling faculty.

Although all students are required to have a comprehensive educational plan upon 15 degree applicable units, there is no easy way to track. The Student Success Act of 2012 also suggests that the College acknowledge students when they complete this momentum point along with others. This is a way to provide positive support for students as they move toward their educational goal. There is more work needed to create an automated system to track student success in this area.

Faculty/Staff Support

In the spring of 2016, the Counseling Department hired three additional full time counselors (non-tenure track) to meet the needs of our diverse student population and to close the equity gaps among student groups who continue to achieve at lower rates. Designated counselors will provide comprehensive counseling services to the following emerging student populations:

- Veterans
- International Students
- Foster Youth
- First Generation College Students (Equity Plus Program)

In addition six new adjunct counselors were also hired to provide support to existing counselor staff in an effort to better serve our students' needs.

Online Support

The Counseling Department has added a new email account MyCounselor@evc.edu to streamline the handling of emails sent by students with questions related to academic matters. Counselors are given half an hour in their work schedule to access and answer emails in the order received. Counselors will rotate this assignment to answer emails.

Student Ambassadors

The Student Success Ambassador Program (SSAP) has increased the number of Student Ambassadors from eight to twenty. Student Ambassadors provide support for the Outreach, Transfer Center and Counseling Department. They assist students with navigating the registration process, including orienting students on the use of "MyWeb" (EVC's student portal). Ambassadors provide support during off/ on campus activities, including high school visitations and outreach efforts by providing student testimonials and greater EVC visibility in the surrounding community.

Student Ambassadors recently launched the SSAP Hotline. The Hotline Program makes information and student aid more accessible and eases the workload of the Counseling front desk. It allows students to call the Student Success Ambassadors' Information Hub and get answers to general questions quickly and effectively. The Student Ambassadors help students with MyWeb registration over the phone. The Student Ambassadors help students with frequently asked questions as well as MyWeb registration over the phone.

Student ambassadors are divided into three groups with very distinct responsibilities: Student Success, Outreach, and Career & Transfer.

Transfer & Reference Guide for Counselors

Counseling faculty members are currently writing an in house procedure manual that should be completed by the end of this academic year. The intent is to create procedures that will become standard practice.

Counseling Forms

The Counseling Department is currently modifying a variety of support service forms, which will be utilized the beginning of the spring 2016 semester. The forms were created to facilitate the matriculation process and provide the appropriate service for students. The forms address the following student needs:

- *General Intake Form*: Provides students with a variety of Counseling services from which to choose, allowing for an increase in communication between student/counselor and support staff.
- *Pre-requisite Verification Form*: Allows for an increase in information so student has option of dropping off form and returning at designated time or waiting to speak to a counselor. Goal is to eliminate waiting time for students.
- *Exemption Criteria Waiver Form*: Provides students with opportunity to be exempt from mandated services (assessment, orientation and counseling). Especially for those who have a college degree or have received these services at another college and are already at the college curriculum level, or they are simply taking enrichment courses.
- *SJECCD Assessment Test Score Sheet*: Clarifies levels and corresponding courses at both EVC/SJCC based on the COMPASS test.
- *Assessment Test Retest Form*: A multiple measures approach is utilized when distributing an assessment retest form. Common reasons why students retest are the following: (1) They did not take their initial test seriously due to not understanding the importance of the assessment, (2) A lapse of years have passed since they last took the assessment. The retest form allows the student the opportunity to retake the assessments test over with hopes of improving their scores.
- *Course Substitution Form*: Gives clearer explanation of reason for substitution.
- *Course Repeat Form*: Allows for specificity of reason for retaking course.

2. State the goals and focus of this department/program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.

Our mission is to empower and support all EVC students to accomplish their academic, career, and personal goals by offering orientation, assessment, counseling, transfer, personal counseling, work experience and student follow-up services based on our college guiding principles of equity, opportunity and social justice.

The primary goal of counseling is to assist students in mapping out their academic goals and career objectives. The overall focus of the department contributes to the district's mission and priorities in that counseling services focus on the success of the student. All services are measured by the completion or attainment of students' personal or academic goals--whether to transfer to a university, entering the work force or embarking on a path of lifelong learning.

Because our priority is student’s success in education, counselors and support staff provide excellent service and are committed to student success. The services provided to all EVC students include but are not limited to: abbreviated and comprehensive education planning sessions; graduation or certificate petitions; transcript evaluations; follow -up services for Early Alert, probation and dismissal process, career and major advising; personal counseling. All of this supports the College’s Strategic initiative of being student centered.

3. Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.

Evergreen Valley College Data Tables 2014-2015

California Community Colleges Chancellor's Office - Student Enrollment Status Summary Report

	Fall 2014	Fall 2014	Spring 2015	Spring 2015
	Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total	8,953	100.00%	9,068	100.00%
First-Time Student	1,333	14.89%	686	7.57%
First-Time Transfer Student	28	0.31%	15	0.17%
Continuing Student	7,198	80.40%	7,861	86.69%
Special Admit Student	394	4.40%	506	5.58%

Figure 1

	Fall 2014	Fall 2014	Spring 2015	Spring 2015
	Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total	8,953	100.00%	9,068	100.00%
African-American	248	2.77%	236	2.60%
American Indian/Alaskan Native	54	0.60%	50	0.55%
Asian	2,847	31.80%	2,885	31.82%
Filipino	653	7.29%	610	6.73%
Hispanic	3,599	40.20%	3,597	39.67%
Multi-Ethnicity	225	2.51%	230	2.54%
Pacific Islander	42	0.47%	46	0.51%
Unknown	630	7.04%	656	7.23%
White Non-Hispanic	655	7.32%	758	8.36%

Figure 2: Student Demographics by Ethnicity

		Fall 2014	Fall 2014	Spring 2015	Spring 2015
		Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total		8,953	100.00%	9,068	100.00%
	Day	7,241	80.88%	7,059	77.85%
	Evening	1,512	16.89%	1,693	18.67%
	Unknown	200	2.23%	316	3.48%

Figure 3: Student Demographics by Attendance

		Fall 2014	Fall 2014	Spring 2015	Spring 2015
		Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total		8,953	100.00%	9,068	100.00%
	Female	4,772	53.30%	4,835	53.32%
	Male	4,158	46.44%	4,199	46.31%
	Unknown	23	0.26%	34	0.37%

Figure 4: Student Demographics by Gender

	2014-2015	2014-2015
	Student Count	Student Count (%)
Evergreen Valley Total	17,142	100.01%
2yr. Voc. Degree w/o Trans	248	1.45%
AA Degree & Trans 4yr.	7,221	42.12%
AA Degree w/o Trans	1,158	6.76%
Advance in Job/Career	636	3.71%
Comp. Credits for Dip/GED	530	3.09%
Discover/Form Career/Goal	212	1.24%
Educational Development	440	2.57%
Improve Basic Skills	520	3.03%
Maintain Cert/License	182	1.06%
Move from NonCred to Cred	1	0.01%
No Value Entered	45	0.26%
Prepare for New Career	638	3.72%
Transfer to 4yr w/o AA	1980	11.55%
Undecided on Goal	1906	11.12%
Unreported/Uncollected	1153	6.73%
Vocational Cert w/o Trans	271	1.58%
Unknown	1	0.01%

Figure 5: Student Demographics by Academic Goal

Our student population is comprised of “new majority” student populations with the largest ethnic student groups being Asian and Hispanic. Over 7,000 students received the Board of Governors (BOGFW) Enrollment fee waiver. Additionally, over 3,000 students received grants with the majority receiving Pell Grants.

The Counseling Department is addressing the changes in the demographic student population by hiring three new adjunct counselors fluent in the Spanish language and two new adjunct counselors fluent in the Vietnamese language. Orientations in Spanish and Vietnamese are presented by counselors who are fluent in the language of the orientation. The Counseling Department has also deployed two Program Assistants to provide multilingual assessment services.

(EVC Student Success and Support Program Plan, 2015-16, p. 6)

4. Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

Counseling Courses

The Counseling Department reviewed enrollment patterns for the past three academic years because these were the only information provided by District’s Research Office. Over the past three years the ethnic background, gender, and age of students enrolled in Counseling courses have been representative of the overall college population. *Figure 4* presents the three-year demographic trend. The student demographics by gender for the most part are also representative of EVC’s gender trend. During the 2012-2013 and 2013-2014 academic years, the majority of students enrolled in Counseling courses were females by a difference of 7-48% (*See Figure 5*). However, during the 2014-2015 academic year, there were more males enrolled in Counseling courses by a difference of 1-6% (*See Figure 5*). The data also indicates that 18-24 year olds enroll in Counseling courses at a higher rate than other age groups (*See Figure 6*).

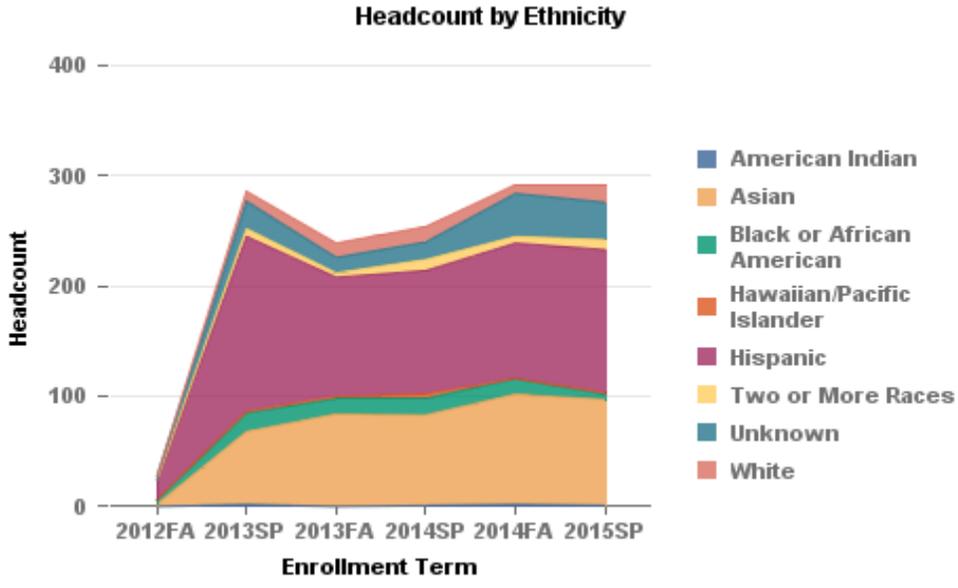


Figure 6: Student Demographics by Ethnicity

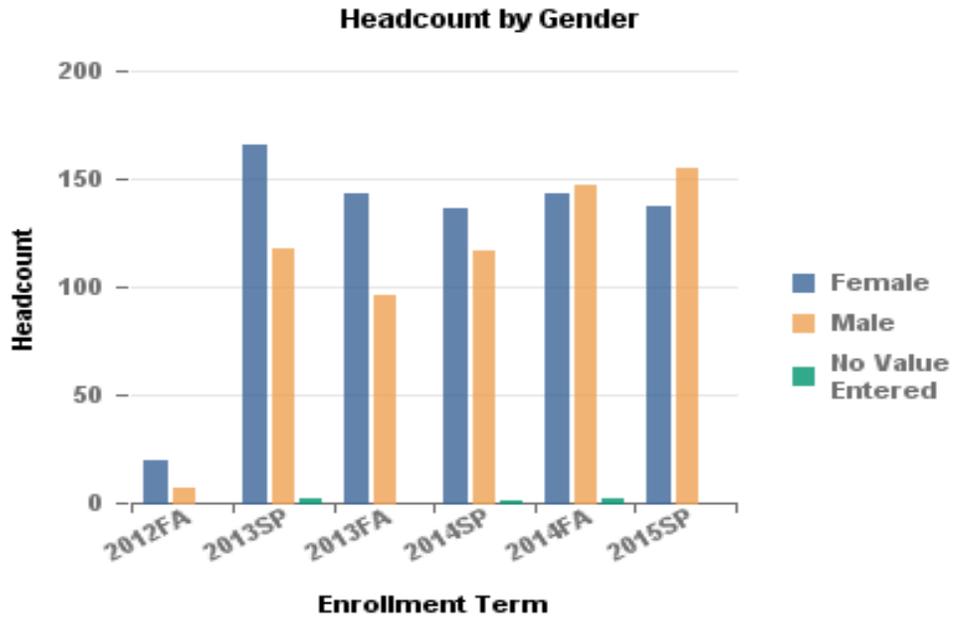


Figure 7: Student Demographics by Gender

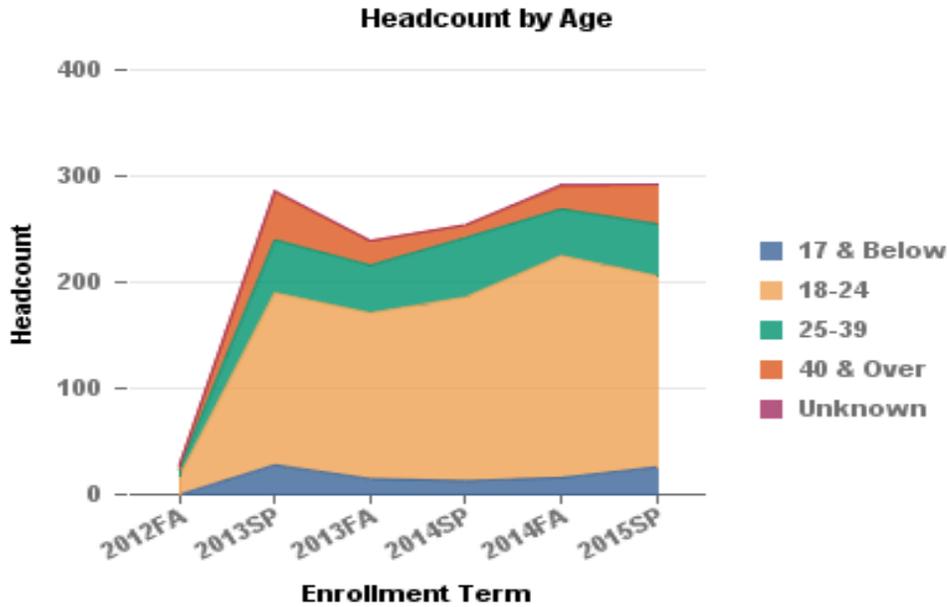


Figure 8: Student Demographics by Age

5. Identify department/program productivity (WSCH/FTEF).

Throughout the 2014-2015 academic year counselors serviced 14,995 student appointments, including abbreviated and comprehensive student educational planning sessions, graduation/certificate petitions, transcript evaluations, and follow-up services. In total 8550 unduplicated students were served.

(EVC Student Success Program Plan, 2015-16, p.24)

6. Identify student success rate and patterns within the department/program paying particular attention to our college’s target groups.

Data available for only the following years.

Success Average	2012-2013	2013-2014	2014-2015
American Indian	N/A	N/A	N/A
Asian	84.41%	89.75%	85.25%
Black /African American	69.62%	61.89%	86.19%
Hawaiian/Pacific Islander	N/A	N/A	N/A
Hispanic	80.85%	73.92%	77.60%
2 or more Races	63.09%	50.0%	71.53%
White	86.06%	83.93%	76.84%

Figure 9: Student Demographics by Ethnicity & Success Rates

- 7. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

The Counseling Department does not utilize advisory boards.

PART B: Management Information Systems (MIS)

- 1. Indicate the MIS data you are mandated to collect and how often it's reported.**

The Counseling Department is not required to collect and report data; however, we are part of the Student Success Division and as a division we collect data for the Student Success and Support Program Plan (Reported Yearly) and Student Equity Plan (Reported Yearly). The Counseling Department is instrumental in implementing many of the mandates of the Student Success and Support Program and Student Equity Plans. The mandates include (1) Orientation, (2) Assessment, (3) Advisement, and (4) Follow-up.

- 2. How is the program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?**

The Dean of Student Success is responsible for ensuring that all reports are accurate and submitted on time. Although this gets done, there does not seem to be a formal process and workflow that standardizes this work. While the existing process is transparent and inclusive, the Dean of Student Success makes the final edits and revisions.

- 3. Is the data accurate and does it match the numbers in your internal database? If the data does not appear to be accurate, identify the problem (e.g. too few participants listed; demographics seem incorrect, etc.). Document the process used to identify and correct the problem.**

Accurate data collection is a work in progress. \$40,000 has been allocated for the purposes of ensuring our data is entered correctly in the appropriate location, and that the data collected is utilized for accurate reporting.

PART C: Demographics

Access

- 1. Provide the following demographic data: ethnicity, age and gender.**
- 2. Does the program's population reflect the college demographic data?**

Counseling Services (SEP)

In reviewing EVC's student demographic data (Figures 1-5), and the Counseling Department's data (Figures 10-12), over the past three academic years the ethnic background, gender, and age of students who meet with a counselor to work on an educational plan have been representative of the overall college population. The student demographics by gender are representative of EVC's gender trend. The majority of students who met with counselors to create an educational plan were females. The data also indicates that 18-24 year olds meet with counselors at a higher rate rather than other age groups to create an educational plan (See Figure 12).

Ethnicity	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Grand Total
American Indian	0.20%	0.15%	0.45%	0.35%	1.14%	0.30%	0.44%
Asian	21.91%	37.19%	36.61%	40.87%	42.98%	40.10%	35.73%
Black or African American	2.04%	3.85%	3.57%	4.33%	1.32%	5.32%	3.32%
Hawaiian/Pacific Islander	0.47%	1.04%	1.12%	0.59%	0.79%	0.22%	0.64%
Hispanic	60.99%	41.63%	39.73%	36.42%	36.84%	33.60%	42.58%
Two or More Races	0.95%	1.48%	2.46%	2.11%	1.67%	3.18%	1.97%
Unknown	9.77%	8.44%	9.04%	9.02%	10.70%	10.34%	9.71%
White	3.66%	6.22%	7.03%	6.32%	4.56%	6.94%	5.62%
Grand Total	1474	675	896	854	1140	1354	6393

Figure 10: Student Demographics by Ethnicity

Gender	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Grand Total
Female	60.79%	58.67%	55.58%	60.54%	55.00%	57.53%	58.08%
Male	38.06%	39.26%	43.30%	37.70%	44.04%	41.06%	40.58%
Unknown	1.15%	2.07%	1.12%	1.76%	0.96%	1.40%	1.35%
Grand Total	1474	675	896	854	1140	1354	6393

Figure 11: Student Demographics by Gender

Age Band	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Grand Total
18-24	64.04%	50.52%	60.27%	53.51%	65.26%	58.12%	59.64%
25-39	29.04%	38.67%	31.47%	33.72%	23.77%	28.58%	29.99%
40 & Over	5.83%	9.04%	7.37%	11.12%	10.18%	12.04%	9.18%
Unknown	1.09%	1.78%	0.89%	1.64%	0.79%	1.26%	1.19%
Grand Total	1474	675	896	854	1140	1354	6393

Figure 12: Student Demographics by Age

3. Describe any areas of concern with access.

According to the EVC Student Equity Plan (2015), in the area of access “the data revealed that the groups most disproportionately impacted are more likely to enter college underprepared. When disaggregated by age and ethnicity, the data illustrated that those groups most impacted include: diverse age groups, specific ethnic groups (African American & Latino), foster youth, and veterans” (p.11). These students could be better served by increasing their participation in the Counseling curriculum which is designed to support success.

4. Describe any plan for improving access.

In addition to simply looking at the data or students currently engaged in the Counseling Curriculum, the department will be looking at numbers served versus the numbers of students that need to be served and whether the currently offerings address that need.

Also, the Counseling faculty and staff plan to improve their relationship with the instructional faculty to establish a meaningful partnership as it pertains to the Early Alert Program. Studies demonstrate that intervention is essential to student success. With a strengthening relationship amongst counseling and instructional faculty, 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.

5. What programs and services do you feel specifically contribute to student access?

Student Support Services

- **California Work Opportunities and Responsibility to Kids (CalWORKs)** - CalWORKs provides services to parents receiving Temporary Aid to Needy Families (TANF) or cash aid. CalWORKs is under the WIN (Workforce Initiative Network) umbrella of programs. The WIN/CalWORKs Program offers degree and training programs for TANF students and is specifically created to enable students to pursue both educational and career opportunities.
- **Disabilities Support Program (DSP)** - The Disabilities Support Program (DSP) provides support services and instructional programs for students with disabilities. Many services are available, including academic and vocational counseling, American Sign Language interpreting, captioning, provision of print materials in alternate formats, tutorial assistance, and individual adaptive assistance as needed.
- **Equity Plus Program** – The Equity Plus Program is designed to assist first-generation, low-income, and students with disabilities as they prepare to obtain a degree and/or transfer to a university. Equity Plus is geared to support students’ academic success and goal achievement.
- **Extended Opportunity Programs and Services (EOPS)** - The Extended Opportunity Program and Services (EOPS) offers financial assistance and academic support for obtaining a college education. EOPS is a California funded student support program designed

specifically for students facing financial and educational challenges. The mission of EOPS is to provide financial and academic services to eligible students seeking a vocational certificate, associate degree or transfer opportunity to a traditional college or university.

- **International Students Program-** EVC encourages international student applicants, and admits international student applicants from many different countries. The International Programs and Services Office (IPSO) serve international students by providing educational plans, mentoring, and career guidance.
- **Outreach & Advocacy Services for Immigrant Student Success (OASISS)** - The Outreach & Advocacy Services for Immigrant Student Success is a center designed to serve immigrant students in a safe space with staff members who are sensitive, knowledgeable and experienced in working with DREAMers. Our mission is to provide DREAMers and immigrant students with the necessary tools and information to succeed in pursuing a higher education and professional career.
- **Student Success Center (SSC) formerly known as the Counseling Division-** The mission of the Student Success Center is to empower and support all EVC students to accomplish their educational, career and personal goals by offering orientation, assessment, counseling, transfer, work experience, early alert and student follow-up services based on our college guiding principles of equity, opportunity, and social justice.
- **Veterans Center** - The EVC Veterans Center offers a variety of services and resources aimed at assisting veteran students. The goal is to ensure that current, former, and future military members and their families receive the necessary support to achieve student success. Veterans and their dependents may apply for educational benefits by contacting the Veterans Coordinator in the Admissions and Records Office.
- **Youth Empowerment Strategies for Success (YESS)** - The YESS program provides educational, daily living, financial literacy, career planning skills, on-campus support, and other resources to current and former foster care youth.

Success

1. How well do the program students perform compared to the total college population?

The data indicate that student completion and success rates in Counseling courses are high. The patterns have been consistently strong for the past three years (*See Figure 7*).

	2012FA	2013SP	2013FA	2014SP	2014FA	2015SP
	Measure	Measure	Measure	Measure	Measure	Measure
Completion Rate	92.68%	89.12%	85.03%	92.07%	90.37%	91.83%
Success Rate	79.51%	83.90%	77.81%	76.55%	79.63%	80.28%
FTES	3.413312	22.51376	17.59852	18.13225	20.9065	23.00574
Productivity	560	514.0747	490.5943	474.8337	566.7743	530.0858

Figure 7: Student Completion and Success Rates

2. Describe areas where you have concern about student success.

As a department we believe that initial contact with matriculating students is crucial. While we have a two-hour mandatory orientation to the college, we are currently assessing the effectiveness of the delivery method. We are aware that, for first generation college students, this method of delivery may be insufficient. In order to remedy this issue we are exploring various methods of implementing the mandatory orientation. For example we are in the process of implementing an Orientation Course in which students will earn .5 of a unit. The course will cover college policies and procedures with a focus on academic standing (probation/dismissal), EVC's programs and services, and major and degree options. The Orientation course will simplify the community college experience throughout the various class sessions. We are also working to improve the online orientation as this will give students convenience and an opportunity to go back and review material as often as they want.

3. What programs and services do you feel specifically contribute to the success of students at your college?

Academic Programs & Services

- **Academic Force for Inspiration, Retention and Matriculation (AFFIRM)** - The major focus of the AFFIRM Program is to assist students in developing positive self-images as successful college students while providing them with the opportunity to acquire a solid foundation of basic skills in a supportive environment.
- **Asian/Pacific Islander Resources for Excellence (ASPIRE)** - Asian/Pacific Islander Resources for Excellence Program is designed to enhance the academic and personal success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors. The program welcomes all students who may benefit from the nurturing services that this program offers.
- **Campus Tutoring Program** - Tutorial services are provided to students by qualified student tutors in various academic areas. Tutors support the students' regular instructional

programs through individual and small group drop-in tutoring. Weekly Conversation and Grammar groups are also available for students, as well as Study Skills workshops.

- **Enlace Program** - The Enlace Program is designed to help Latin@ students succeed. The goals of Enlace are intended to enable Latin@ students to successfully complete rigorous academic courses, increase the number of Latin@ students who graduate with an Associate of Arts or Associate of Science degree and increase the number of Latin@ students who transfer to four-year colleges and universities.
- **Learning Resource Center (LRC)** - The mission of the Learning Resource Center (LRC) is to enable students to improve their academic performance and enhance their educational experience by engaging in student centered learning activities. These include topical workshops, study groups, discipline-based seminars, tutorial sessions and interactive subject area computer programs.
- **Library Services** - The Library houses the Electronic Research Area, a computer lab providing access to Microsoft Office products and networked printers, the Internet, as well as the library's collection of full-text databases and eBooks. The Library also houses a collection of approximately 40,000 items, including books, periodicals, and media. Some course textbooks are available on reserve for students to use in the library.
- **Service Learning**- The EVC Service-Learning Program provides students with hands on experience in the real world, while earning college credit. The Service-Learning faculty members offer Service-Learning assignments in lieu of exams, research papers and other requirements. With dozens of community partners to choose from, students are able to find non-profit organizations and schools that meet their course requirements, as well as their major and career goals.
- **Writing/Language Center** - The Center enhances regular class curriculum with grammar review and writing practice. Students enroll in weekly three-hour sessions during which they write independently with the support of an Instructional Assistant.

PART D: Compliance

1. Describe the factors your program uses to determine that students' eligibility and how these factors are communicated in your program information/handouts.

According to the EVC Catalog (2015-2016), "any person who meets one of the following requirements and who is capable of benefiting from the instruction offered shall be admitted to EVC (p.4):

- Be 18 years of age or older
- Be a high school graduate
- Pass the California Proficiency Examination
- Hold a GED or
- Be officially released from his or her high school district if under 18

The process to matriculate to EVC is as follows:

- a) Submit an application
- b) Take Assessment Test(s)

- c) Attend an Orientation
- d) Schedule an appointment for an educational planning session to go over assessment results and receive assistance in selecting college courses.
- e) Register for classes
- f) Follow up to prepare a comprehensive educational plan

2. Describe the process used to monitor continued program eligibility

A primary purpose of the Student Success Team is to ensure that students are progressing towards their educational goals. The Student Success team (consisting of the Counseling Department and Special Programs) engage in a number of student follow-up activities. As soon as grades are posted from the prior semester the academic standing report is generated and students are contacted for intervention if they are on probation 1 or 2. These students are required to attend a probation workshop or see a counselor. Students on dismissal may need to submit a petition for reinstatement. Currently students who are on probation 2 can lose their priority registration. However, beginning fall 2016, they may also lose their eligibility for the BOG Fee Waiver. Students will need to appeal to regain these benefits. Additionally, as soon as the Early Alert report is available, all students are contacted for appropriate follow-up, depending on their early alert reason code.

Follow-up may include referral to tutoring, reassessment, counseling classes (Counseling 15) and workshops. Students are required to meet with a counselor, to complete an abbreviated educational plan, and then make a follow-up appointment to complete a comprehensive educational plan. (EVC Catalog, 2015-2016, p. 51).

At this point most of these activities are done manually, from disaggregating report data to manually identifying which students get what communication and at what point in time. The primary method of communication is email, which is often ignored or lost among the clutter of student email. Therefore, the Division is considering purchasing a College Application, so students can access information via their cell phones, tablets, or other electronic devices.

3. If applicable, describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

During new student orientations, students are provided with an abbreviated educational plan. They are informed at the orientation that they should schedule an appointment with a counselor after completing 15 transferable units to work on a comprehensive educational plan. Additionally, the Student Success Division publicizes this information on hand-outs, and sends reminder emails to students.

Additionally work-teams have been organized around core services and related activities. These are as follows: (1) Assessment, Orientation, (2) Counseling/Advising, (3) Student Follow-up, (4) Special Projects (Procedures/Forms), and (5) Customer Services. Each of these teams consists of General and Special Program Counselors as well as classified staff from the entire division.

PART E: Program Requirements

1. Indicate if the program is required to have a full-time director and meet specific qualifications?

Per Title 5 Section 72620, the Counseling Department is to be supervised by a district counselor and currently the department is supervised by the Dean of Student Success and Counseling. The counseling department shall include, but not be limited to, all of the following:

- a) Educational counseling in which the student is assisted in planning and implementing his or her immediate and long-range educational program.
- b) Career counseling in which the student is assisted in assessing his or her aptitudes, abilities, and interests in order to make realistic career decisions. The career counseling shall include encouraging students, including women and minorities, to seek apprenticeship training.
- c) Personal counseling in which the student is helped to develop his or her ability to function with social and personal responsibility.
- d) Evaluating and interpreting test data.
- e) Counseling and consultation on learning problems and guidance programs for students.

2. Is the program mandated to have an advisory committee? Identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes.

There is no mention of any requirement for an advisory committee.

3. What type of documentation is the program required to maintain?

- Accurate and up-to-date confidential student files
- Annual Program Plan
- Budget Information
- State Reports
 - End of Year Report – typically due by September 15 of every year
 - Mid-Year Report – an optional report that must typically be submitted in March of each academic year

PART F: Program Services

1. Describe program services. Indicate those services you are mandated to provide.

Student Success Programs and Services provided include:

Assessment Center
Career & Transfer Center
Counseling
DSP (Disabilities Support Program)

EOP&S (Extended Opportunity Program and Services)

- Cooperative Agencies Resources for Education (CARE) Program

Intervention Services

- Early Alert
- Probation/Dismissal

OASISS (Outreach & Advocacy Services for Immigrant Student Success)

Orientation

Special Academic Programs

- AFFIRM
- ASPIRE
- Enlace
- Student Success Ambassadors Program

Support Programs

Upward Bound

Work Experience

Assessment Center

Assessment process is designed to help students determine an accurate placement in English (reading and writing), and math. The English as a Second Language (ESL) evaluates listening and speaking, reading, and writing, based on the student's past academic experience and abilities multiple measures can be utilized. EVC is committed to using multiple measures in all aspects of evaluation. Student assessments are available throughout the academic year.

COMPASS is the primary assessment instrument that is being used to place most students in English and math. Specialized tests are being used to place ESL students. However, the COMPASS Test is going to be discontinued as it has been deemed inadequate in placing students (*Per the ACT website "customer feedback, empirical evidence and post-secondary trends led us to conclude that ACT Compass is not contributing as effectively to student placement and success as it had in the past".*)

Fortunately, the Common Assessment Initiative has been working on developing a common assessment test (as recommended by the Student Success Task Force). Twelve community colleges have been piloting it and because EVC is a COMPASS user, it will be among the early adopters of this common assessment instrument. Although the Assessment Center is not a formal part of the Student Success Division, Assessment is a core service that is intricately linked to Counseling. Also, since this instrument is for common assessment, it is not to be used for common placement. That is, "cut scores" or rubrics for placement will have to be determined by English and Math faculty. This new initiative will also involve redefining the workflow within the IT area for proper posting and reporting of assessment scores. Work will also have to be done in the area of multiple measures as data show that certain factors, specifically high school GPA, are better indicators of future student success than standardized tests.

A district-wide core team has been established to address this issue. Counseling plays a critical role in properly placing students in the appropriate English and Math courses.

Career & Transfer Center

The Career & Transfer Center's (CTC) mission is to help students achieve their career and transfer goals by providing students with the tools and guidance to be successful. The center staff, resources and support services enable students to identify a major or field of interest. The center also provides access to online tools and one-on-one assistance to help prepare students for the transfer process or explore the career trajectory of their choice. The CTC strives to provide educational

equity by addressing the diverse needs of the EVC student population. The center staff help students get familiarized with the eligibility criteria and the admissions process for CSU, UC, and private institutions through the use of web-based tools and resources. The center is also a place to explore careers, choose a major, research and apply for jobs & internships, prepare for interviews, and connect with employers.

The Counseling Department is currently looking into the role of the Graduation Facilitator, which was developed by West Los Angeles Community College.

Services

- Information on TAA/TAG, and ADT's (AA-T, AS-T)
- Transfer Day – Fall Semester (September)
- Career & Transfer workshops – How to Find a Summer Internship, Job Fair Success, Writing a Resume, Identifying Majors & Exploring Careers, and many more
- University representative table visits
- Advising sessions with UC, CSU, and private University Representatives
- Campus tours and field trips
- Career Fair
- Student Success Workshops (in-person and online)

Resources Available in the Center

- College/University catalogs & brochures
- Career & Transfer Reference materials and websites
- ASSIST.org (web-based student transfer information system)
- Web-based career exploration tools - Cacareerzone.org, Cacareercafe.com and more
- Student Success Workshops online at StudentLingo.com/evc
- Inner Heroes and a wide array of other personality and career assessments
- Eureka.org (The California Career Information System)
- Cooperative Education Work Experience*

Counseling

The Counseling Department at 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 their educational plan, 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 the Student Success Act of 2012, it is mandatory for students to complete a comprehensive (2 year) educational plan after completing 15-degree applicable units. The Counseling Faculty also teach a variety of college courses focusing on introduction and orientation to college, career exploration, and college success.

Disabilities Support Program (DSP)

The Disabilities Support Program (DSP) provides support services and instructional programs for students with disabilities who are attending EVC.

Numerous services are available include: Academic and vocational counseling, American Sign Language interpreting, captioning, provision of print materials in alternate formats, tutorial assistance, and individual adaptive assistance as needed.

Services offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; Title V of the California Code of Regulations; and the Americans with Disabilities Act of 1990, as amended.

Extended Opportunity Program and Services (EOP&S)

The Extended Opportunity Program and Services (EOPS), offers financial assistance and academic support for obtaining a college education. EOPS is a California funded student support program designed specifically for students facing financial and educational challenges. The mission of EOPS is to provide financial and academic services to eligible students seeking a vocational certificate, associate degree or transfer opportunity to a traditional college or university.

The EOPS program has counselors, an outreach specialist, administrative support, student workers and a program director dedicated to the overall success of students coming from diverse cultural, social, educational and economic backgrounds. EOPS welcomes students from all stages of life and perspectives. The program is here to assist in the success of EOPS students.

Cooperative Agencies Resources for Education (CARE) Program

Assistance for Single Parents CARE is a California-funded program designed to help EOPS students who are single parents. In conjunction with the Santa Clara County Department of Social Services and other community agencies, the CARE program offers over and above services to single parents pursuing higher education.

The CARE Program provides students with grants, school supplies, child care information, transportation assistance, and food vouchers. These services are in addition to the services provided to EOPS students.

To be eligible for CARE services you must:

- Meet all EOPS requirements
- Be a parent and at least 18 years of age
- Be a single head of household
- Have at least one dependent child under the age of 14
- Be receiving Temporary Aid to Needy Families

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 interventions services are offered.

Early Alert

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.

The goal of the Early Alert program is to help students realize that support may be needed to achieve academic success and to refer them to the appropriate services on campus.

During the 6th week of the semester, 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 additional support services and workshops available. This early intervention strategy is designed to assist at-risk students by connecting them to 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.

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 meet with a counselor. A follow-up team coordinates student follow-up along with Special Programs and General Counseling.

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 a 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).

Early Registration for each semester:

- Students on Probation 1 will have no impact on their early registration date for the next semester.
- Students on Probation 2 will lose their early registration date for the next semester and will be able to register after new and returning students. An appeal process is available (see below). Recent changes to the BOGW have added to the consequences of being on probation two consecutive semesters. These students not only lose their priority registration, but starting fall 2016 they will lose BOGW eligibility. There will be an appeals process in place for students to reinstate status.

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 Counseling 15, 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 the 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).

OASISS

Outreach & Advocacy Services for Immigrant Student Success (OASISS) is a center designed to serve immigrant students in a safe space and with staff members who are sensitive, knowledgeable and experienced working with DREAMers. The mission of OASISS is to provide DREAMers and immigrant students with the necessary tools and information to succeed in pursuing a higher education and a professional career.

Programs and Services include:

- Strengthening a college-going and success culture among students
- Assistance with applying for AB540 and Dream Act benefits
- Educational/career counseling and workshops in Spanish & English
- Assistance in filling out Financial Aid applications (for qualifying students)
- English as a Second Language (ESL) assessments at local schools and centers
- Supervision of students' academic progress
- Resources to increase parental support and guidance
- An "Inclusive Community" program where students can interact, network and support each other

Orientation

Orientation provides general information regarding EVC's services and programs. Students are provided with an overview of transfer and degree requirements, vocational programs, and student services as well as academic expectations, facilities and resources available.

Special Academic Programs

AFFIRM Program

The AFFIRM (Academic Force for Inspiration, Retention and Matriculation) Program's philosophy is that the classroom experience must be rewarding to students, and that they should be exposed to and/or involved in a variety of specialized learning strategies in supportive learning environments. The AFFIRM Program, although specifically designed for African- American students, also serves all students who desire the nurturing services that are offered by the program regardless of race. The program's focus is to assist students in developing positive self-images as successful college students while providing them with the opportunity to acquire a solid foundation of basic skills in a supportive environment.

The AFFIRM program is an academic program and offers basic skills courses that include English 330, 104, Math 111, Math 013, and Counseling 015. Transfer level courses include English 001A, Chemistry 015, and Political Science 001. All courses offered will enhance success and progress towards the desired goal.

AFFIRM Support Services

a. Academic Counseling

A counselor is assigned to work specifically with all AFFIRM students. Academic counseling makes it possible for each student to discuss and explore options about their future goals and to develop an educational plan that maps the route by listing courses in sequence that will assist the student to attain her/his goals.

b. Tutoring

Students receive one-on-one assistance with their course work with experienced tutors. This service provides students with the encouragement and support needed to succeed; it has significantly contributed to the increased retention rate of AFFIRM students.

c. Scholarships and book loans

These are made available to assist as many students as possible. The three AFFIRM scholarships are awarded in the spring semester only. The AFFIRM Program also offers book loans for both fall and spring semesters.

ASPIRE Program

The ASPIRE (Asian/Pacific Islander Resources for Excellence) Program is designed to enhance the academic and personal success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors. The program welcomes all students who may benefit from the nurturing services that this program offers.

The ASPIRE Program offers courses in Communication Studies, English, ESL, Ethnic Studies, History, Math, and Political Science. Success in these courses will provide the foundation for student achievement of academic and career goals. These courses employ culture-specific course materials and learning strategies.

The key support components of the ASPIRE Program are culturally sensitive tutoring, counseling, mentoring, book loan and scholarship opportunities. ASPIRE tutoring helps students succeed in ASPIRE courses and in other college courses.

Enlace Program

The Enlace Program is designed to help Latin@ students succeed. The goals of Enlace are:

- To enable Latin@ students to successfully complete the Enlace English, Math, Science, and Counseling courses.
- To increase the number of Latin@ students who graduate with an Associate of Arts or Associate of Science degree.
- To increase the number of Latino@ students who transfer to four-year colleges and universities.

Latino@ community professionals contribute to the program as mentors; serving as role models; sharing their personal academic, and career experiences; and providing guidance and motivation for the students.

The Enlace Counselor empowers Enlace students to set career goals, take appropriate courses, and prepare to graduate and/or transfer.

Three student organizations help students succeed academically, contribute to the campus and community, and develop leadership skills: the Enlace Student Association (ESA), the Enlace Honors Society (EHS), and SACNAS (Society for the Advancement of Chicanos and Native Americans in the Sciences).

Student Success Ambassador Program

The Student Success Ambassador Program (SSAP) at EVC seeks to support student success and promote EVC. Student Success Ambassadors (SSA) serve as representatives of the Student Success Center and the college at large. They work with faculty, staff, other students and members of the community to promote EVC academic programs, support services and Student Success Center activities. Ambassadors assist with orientations, recruitment, high-school visits, campus tours, special events, community service, speaking engagements and campus wide hiring committees. They also oversee the Student Success Ambassadors Hub which functions as an informational station located at the entrance of the Student Success Center.

Student Success Ambassadors:

- Gain leadership experience
- Meet new peers and professionals
- Challenge themselves and work beside experts
- Serve as peer mentors to other EVC students

Support Programs

CalWORKs Program

The CalWORKs Program (California Work Opportunities and Responsibility to Kids) provides services to parents receiving TANF (Temporary Aid to Needy Families) or cash aid. The CalWORKs Program is under the WIN (Workforce Initiative Network) umbrella of programs. The WIN/CalWORKs Program offers degree and vocational training programs for TANF students.

Based on a solid foundation of support services, the CalWORKs Program is specifically created to enable students to pursue both educational and career opportunities. The CalWORKs Program helps students to further economic self-sufficiency by pursuing a higher education at our college. Through the college's certificated and degree programs, students obtain directly transferable skills to the marketplace in a variety of disciplines. The program's goal is to help students gain an education in an in-demand field, and then to secure meaningful employment graduation.

Through the CalWORKs Work/Study Program, we have a limited number of jobs on and off campus are available to assist students in gaining hands-on experience during their education at the college. Students can request to meet with the Director to assess their career goals and determine what kind of workplace experience would be most beneficial to them.

The program offers assistance with cover letter preparation, interview techniques, workplace behavior, and managing work and home responsibilities. To support CalWORKs students in their studies, the program provides a dedicated EVC CalWORKs Program Director, Program Coordinator, Educational Counselor, Program Assistant, Community Engagement Specialist, Student Mentor, and Student Tutor. These staff members work together to make each student's school to work transition a rewarding experience. Through funding from the County of Santa Clara, students receive: childcare support services, transportation, books, supplies, and other school-related expenses. This program also links with EOP&S/CARE, DSP, Financial Aid, Admissions and Records, Tutoring, and many other campus related services.

Additionally, links to county and community resources are provided to assist students with many different kinds of needs such as: housing, counseling, childcare, and Second Harvest monthly food distribution.

Campus Tutoring Program

Tutorial services are provided to students by qualified student tutors in various academic areas. Tutors support the students' regular instructional programs through individual and small group drop-in tutoring. Weekly Conversation and Grammar groups are also available for students as well as Study Skills workshops. Online tutoring for English and ESL is another resource for EVC students. Tutoring resources have been established to provide support, motivation, and encouragement for students. To receive tutoring services, a student must register for an II 210 Supervised Tutoring section in either the EVC Campus Tutoring Center or the Math and Science Resource Center. This is a noncredit course, free to students registered at EVC.

Youth Empowerment Strategies for Success (YESS) (Formerly ILP)

The YESS program at EVC provides educational, daily living, financial literacy, career planning skills, on-campus support, and other resources to current and former foster care youth.

The EVC YESS Program is committed to prepare and support our foster youth in their transition to self-sufficiency by giving them the necessary academic preparation, career planning, and life skills to become successful adults.

Upward Bound Program

EVC TRIO Upward Bound Program provides high school students with fundamental support in preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families and students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate in which participants complete secondary education, enroll in and ultimately graduate from postsecondary institutions.

Program services include:

- Mentoring
- Academic Tutoring
- Academic/Cultural Field Trips
- 6 Week summer residential program at a college or university

- Workshops/Seminars

Work Experience

The Cooperative Education Work Experience program is a collaborative effort by the college and the community to provide opportunities for students to discover their interests and aptitudes. The program enables students to develop professional attitudes, work habits, and understandings about the world of work. The curriculum taught will assist students in becoming successful employees. Study and work are integrated, making both more relevant and rewarding. Co-op Ed is designed to help students expand their career options and develop new job skills. General Work Experience allows students to work and earn college credit. Students can earn up to 3 units of credit per semester, up to a maximum of six units of credit. Occupational Work Experience allows students to earn college credit in their field of study by providing evidence that they are enrolled in a vocational program. Students can earn up to 8 units per semester, up to a maximum total of 16 units. In order to participate in the program students must have an internship or be employed at the time of enrollment. All internships or employment must be approved by program coordinator.

Co-op Ed includes:

- Assistance and support for students participating in the work experience program
- Internships and employment opportunities (Placement is not guaranteed)
- Online career assessment through Eureka
- Career Guidance workshops on Resume Writing, Interviewing Skills, How to Get a Job, Changing Careers
- Career advisement and referrals to alumni or friends of EVC who are established in their careers
- Career Fair
- Employability Workshops and Seminars

Of the services listed, we are mandated to provide Assessment, Orientation, and Counseling which also includes Educational Planning.

2. If the program does not offer all mandated services, which ones are not offered and why?

We offer all mandated services.

3. If counseling is a mandated service, how are the required counseling contacts documented?

The required counseling contacts are documented through SARS and Ellucian Ed Planning Software.

PART G: Student Learning Outcomes

1. What are the SLOs for the program?

1A. Days at the Green Orientation (Formerly known as Program Planning sessions)(HS Seniors)

- a) The student will know how to register for classes.
- b) The student will know the difference between the catalog and schedule of classes.

- c) The student will understand the amount of time required to be successful based on the number of units enrolled.
- d) The student will be able to identify their English and Math levels.

1B. Counseling Appointments

- a) The student will be able to explain the G.E. patterns that match his/her educational goal.
- b) The student will be able to describe his/her assessment results and how it relates to course selection.
- c) The student will be able to describe which courses are needed for a certificate or Associate degree and/or transfer to a four year university.

2. List or describe all assessment mechanisms you are using to evaluate course and/or program student learning outcomes. Please provide a link to all the course and/or program SLO assessment matrices.

2A. Course SLO Assessment Mechanisms

There are six Counseling courses (formerly known as Guidance) actively participating in SLO assessment using various assignments, essays, inventories, reflection papers, and surveys.

2B. Days at the Green Orientation (Formerly known as Program Planning sessions)

Pre and post surveys were distributed during five planning sessions held between April 28 and May 13, 2014. Approximately 450 students were served during five planning sessions. The following year between April 27 and May 6, 2015 pre and post surveys were distributed during six planning sessions. Approximately 350 students were served during the six planning sessions.

2C. Counseling Appointments

For fall 2014 (November 10- December 17), students completed pre surveys at the beginning of their counseling session, and post surveys after their counseling sessions.

The link to all the course and program SLO assessment matrices is:
[http://www.evc.edu/discover-evc/student-learning-outcomes-\(slos\)](http://www.evc.edu/discover-evc/student-learning-outcomes-(slos))

3. Since your last program review, summarize SLO assessment results at the course and program level (if applicable).

3A. Course level SLO assessment results

Since our last program review in 2010, outcome assessments were not integrated into the campus; therefore, summaries from 2012 were utilized. Assessment results indicate that students are learning skills and applying them properly. Students demonstrated proficiency in determining their learning style, researching careers, and identifying a career path. Students were able to identify areas needing improvement to become successful students. The data indicates that student completion and success rate in counseling courses are high. The patterns have been consistently strong for the past three years.

3B. Program level SLO Assessment results

Days at the Green Orientations (Formerly known as Program Planning sessions)

One hundred percent of participants completed the pre and post surveys during the Days at the Green Orientations. Results indicate 64-90% agreed or strongly agreed that they knew the following: (1) G.E courses to complete their major, (2) correct English and math courses to enroll in based on their test scores, (3) maximum recommended units to enroll in while working full-time, and (4) the difference between a schedule of classes and a catalog after the orientation. This was compared to 27-72% prior to Day at the Green. Results of students knowing how to enroll in courses using the MyWEB system indicated a drop from 92% in 2014 to 83% in 2015. Results indicated a significant increase from 27% to 64% of students knowing the courses needed for their majors. Results indicate a significant increase from 27% to 90% of students knowing the difference between a schedule of classes and a catalog after the Days at the Green Orientation.

3C. Program level SLO Assessment results

2014 Counseling appointments

Results indicate 91-98% of students agreed or strongly agreed that they knew the G.E courses to complete their major, the correct English and math course to enroll in based on their test scores, courses needed to complete their major, and how to enroll in courses using MyWeb after their counseling session versus 52-94% prior to their Counseling session. Results indicated a significant increase from 76% to 91% of students knowing the correct math course to enroll in based on their test scores after their counseling session. Results indicated a significant increase from 59% to 93% of students knowing the General Education courses needed to complete their intended goal. On the post survey, results indicated a significant increase from 52% to 93% of students knowing the courses needed to complete their major.

4. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

4A. Counseling Courses (Formerly known as Guidance Courses)

We will continue to evaluate the needs of our student population and develop counseling courses that meet their needs. Efforts to increase the number of counseling courses that assist first-year experience students, and the number of counseling courses offered online are being implemented. Two Counseling course SLO Matrixes need revisions. A plan has been developed to continue the process.

4B. Orientation (Formerly known as Program Planning Sessions)

In 2015, the plans for improvement included collecting 100% of surveys versus 37% in 2014. Though the department made a vast improvement in reaching the 100% goal, a couple of mistakes were made:

1. Two of the questions on the surveys were related to the counseling session SLOs; therefore, only 2 of the SLOs were assessed for the program planning sessions.

2. Approximately 105 of the total surveys had one question in the pre and/or post surveys not answered.

Plans for improvement include revisiting Program Planning SLO's, revising survey questions, and reassessing April 2016. Plans include streamlining and communicating the process for completing the surveys accurately, as well as ensuring surveys are complete before collecting them. Plans include revising instructions on how to enroll in courses using the MyWEB system.

4C. Counseling Sessions

Plans for improvement include revisiting SLOs and reassessing in fall 2016. New SLOs need to be created to be more reflective of overall counseling services. Plans include collecting all surveys. Surveys were created in Spanish and Vietnamese as well as English; however, the Spanish surveys were not collected, and only 23 Vietnamese surveys were collected.

5. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?

Results indicated a strong enrollment in counseling courses, strong retention, and high success rates. Due to the long wait list for counseling courses additional sections were added spring 2016. Efforts to increase the number of counseling courses that assist first-year experience students, and the number of counseling courses offered online are being implemented. No additional resources will be requested at this time.

PART H: Funding Expenditures & Accountability

1. How do you ensure that categorical funds are only used for allowable and mandated costs?

In Chapter 4 of the SSSP Handbooks Allowable Expenses as well as Expenses Not allowed are clearly stated. For example only staff directly supporting SSSP can be funded. Supplies, postage, outreach materials, food and beverages can only be funded if these activities directly support SSSP activities. Funds can also be used for instate travel and training to allow program staff to attend SSSP-related training conferences. Not allowed are Indirect costs, unrelated travel, construction, furniture, gifts, stipends for students, professional dues, memberships, contributions, vehicles, clothing courses that generate FTES, unrelated staff salaries and benefits, legal and audit expenses, and rental of off-campus space.

Likewise, costs must be targeted towards the populations, goals and activities prioritized in the College's Student Equity Plan to meet the purpose and address the target populations and success indicators of Student Equity. Finally expenses must be reasonable and necessary. Eligible expenditures and activities are similar to the ones in SSSP; however, there is a focus on outreach to the underrepresented, on services and categorical programs that serve targeted populations and a focus on coordination, planning and professional development. Additionally, adapting academic or

career related programs and courses and embedding tutoring, counseling support for learning communities and other instructional support are also highlighted as fundable activities.

Accountability for these funds is vetted at various levels. First as the SSSP and SE Plans are developed, guidelines are shared with those contributing to their development. These include Student Success and Equity Committee members, Counselors, Equity-based programs (categorical) that submit proposals to access SE Funds. The Dean of Student Success, the College Business Office and the Business District Office closely review proposed budgets and final expenditures.

2. Is the College mandated to provide match/ maintenance of effort? How is this met? Explain any outcomes, should the College not meet match/maintenance of effort obligation.

Just as there are funding guidelines for SSSP, there are also allowable expenditures for the college match. These include any Fund 10 expenditures related to core services, as well as institutional research and technology related to SSSP. Also allowed are costs of FTES generating courses related to SSSP, Fund 10 Tutoring and supplemental instruction for at risk students and for now, items that were included in the former matriculation program as of 2008-09 (A&R, Transfer and Articulation Services, Career Services and Institutional Research).

Not allowed are expenditures in Categorical Programs such as EOPS, DSPS, CARE Student Equity, Board Financial Assistance Program-Student Financial Aid Administrative Allowance (BFAP-SFAA).

Currently a 2:1 District: SSSP is required; plans that do not include the minimum match will not be accepted. As a general rule Colleges do not have significant problems coming up with a match.

As for Student Equity funding, there is no required match.

3. Describe the process for developing and obtaining local, state or federal Budget and Expenditures approval (include timelines).

There is no official calendar for the process of developing and obtaining budget and expenditure approvals. Perhaps the SSSP that is coming per the State Chancellors website will include this. However, for practical purposes the following items best describe how the current process works.

Date	Deadline/Submission
August 24, 2015	Student Equity Template Sent
October 23, 2016	2015-16 SSSP Allocations Memo is sent out
October 2016	<i>SE Allocation Memo Sent (will get date of SE Allocation Memo)</i>
November 20, 2016	SSSP Plan Due
December 15, 2016	Deadline by which 2015-15 Carry-over funds are to be spent
December 18, 2016	SE Plan Due
February 12, 2016	2014-15 Year End SSSP Expenditure Report is due
February 19, 2016	2015-15 Year End SE Expenditure Report is due

4. Indicate the process for completing the program’s fiscal reports and relationship to the district’s year end program accounting (include timelines). Revised 9-17-15

The year 2014-15 was an unusual one for year-end expenditure reports. Normally, the year ends on June 30th of any given year. However, because of the late allocations and significant balances that colleges had at the end of the fiscal year, Colleges were allowed to “carryover” balances and were given until December 15th to spend these. Hence it was an unusual reporting pattern. Most categorical programs submit their true year end reports in August for the prior fiscal year; some may also have mid-year fiscal reports. In general this coincides with the Colleges’ year-end closing.

5. Did reports get submitted on time? If not, explain rationale for late submissions and the process for requesting an extension.

The SE report was submitted by the 02/19/16 deadline, but the SE required an extension from the 2/12/16 deadline to 2/19/16. The reason it was late was because the Interim Dean is not receiving direct communication from the state and is relying on the college business office who only sent information on the SE year-end report deadline. The Dean of Student Success has since communicated with the State Chancellor’s Office and is now on the mailing list.

PART I: Technology

1. Describe efforts made to automate and/or introduce technology (i.e. convert hardcopy documents to electronic versions).

Counselors currently use Ellucian Colleague UI for researching student information, extracting assessment scores, and for validating and documenting prerequisite verifications. MyWeb and schedule planner are used to develop abbreviated student educational plans. Additionally, Adapted Courseware is the software used for the online orientation. Currently, EVC has an online orientation that students are using; however, a new online student orientation is planned that will be more comprehensive and engaging and will have direct input from both faculty and staff. Currently students are given a login and password. After logging in, they view short video clips and answer questions at the end of each unit.

The Counseling Department has added a new email account MyCounselor@evc.edu to streamline the answering of emails sent by students with questions related to academic matters. Counselors are given half an hour during their work schedule to access the email account and answer student questions based on the order received. Counselors will rotate in their assignment to answer emails.

EVC currently uses Ellucian Colleague’s Educational Planning module. This allows students to electronically map their educational program and plan their courses over several semesters. Students can register for courses from their educational plan in MyWeb. The process of bringing Educational Planning live involved ensuring that all course requirements (based upon catalogue year) were input into the system properly. The agreement was that the work would go back to catalog year 2013.

As a part of Ed Planning, Ellucian includes a module called Degree Audit. This functionality is up and running in Colleague, but at this point is not operational through Ed Planning. The District needs to complete the work of entering course equates with courses from area colleges and universities into the Colleague system. Without the articulated courses in the system, those students who transfer in, will not have a complete degree audit. A team from each college is working with a technology consultant to input these equated courses into the system. This work is in progress and will be functioning by the end of the year. After this work is complete, Degree Audit should be fully functional and counselors will need to be fully trained.

CounselingAppts@evc.edu is the email account for students to contact the Counseling office for an appointment. Emails sent to Counseling@evc.edu will also be automatically forwarded to CounselingAppts@evc.edu. However only CounselingAppts@evc.edu is being advertised to students for non-academic questions.

About seven electronic forms were created for student and counselor use and were approved by the department. Some of these forms include: Course Repeat, Counseling Intake, and Exemption from Assessment Orientation and Education Planning. These forms will be available through the EVC counselor resource website for Counselors. Students will access student forms at the EVC Student Success and Counseling department website. Previous forms that were only available in print or duplicate formats. The new standard forms will be easily accessible and will be used by the department.

Following are technology tools used:

- Eureka.org (Personal Self-assessment and Career and Major Exploration)
- Online College Catalog (EVC major requirements and course descriptions)
- Online Class Schedule (To determine when EVC courses are offered)
- Student Lingo (Student Success & Support Online Workshops, a series of interactive on-demand workshops, action plans and valuable resources focused on helping students achieve their academic, personal and career goals.)
- C-id.net (a supranumbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions)
- ImageNow (a secure enterprise database that keeps content synchronized and easily accessible)
- Datatel Colleague (stores and organizes student information)
- Evcwebs.sjcccd.edu/Counselors/ (Counselors resources website)
- Assist.org (To explore transfer major requirements)
- Educational Planning via MyWeb (Student access to educational plan)
- Ccctransfer.org (To provide accurate and updated transfer information)

Classroom and Counseling Technology Equipment

The Counseling Department has computers and eight tablets that are used for students who are participating in orientation, or who are conducting career and transfer research. Seven additional computers will be purchased in spring 2016 to accommodate additional students taking counseling classes or for research purposes. One printer will be purchased so that students can print out class

or career/transfer research free of charge.

A mobile station of forty laptops has been purchased to provide more flexibility for counselors to conduct specialized group sessions requiring access to the Internet. Currently these laptops are being used by the college outreach department for assessment and for course registration at the local high schools.

The students of today are high skilled, knowledgeable, and engaging technology; therefore, two large TV monitors were purchased to use in student orientations and in the counseling lobby. This will allow orientation presentations to be more dynamic by adding short video presentations and clips. In addition, four clickers remotes were purchased that will help to transition presentation slides and incorporate different visual presentations. The monitor in the counseling lobby will be used to present quick information and upcoming on campus events while students wait for counseling appointments.

All counselors will have an additional monitor in their office to use for one on one counseling with students. Both monitors will mirror each other and counselors will be able to use online tools and resources that students will be able to view at the same time. A state of the art presentation suite including projector will be purchased for use in orientations, counseling courses, and other student presentations. A college app is being explored which will be used to streamline communications to students

2. Explain how the new technology helped to improve program efficiency and effectiveness.

The Ellucian Colleague Educational Planning module allows students to create an education plans on their own, which counselors can check and verify. Students can also register for classes on their educational plans (when given access to current available classes) without the need to login to a separate interface. The new education plan also alleviates the need for student to have a printed record of their current plan. Students can access anywhere they have internet access their plans without the need to print, but the option to print is still available.

Students will also have access to the automated degree audit to track their progress without the need to make an appointment with a counselor. However, this option is limited only to those career programs (major programs) that are offered at Evergreen. Those students who are transferring without obtaining a degree would need to make an appointment with a counselor.

Counseling Courses

EVC currently offers five Counseling courses:

Course	Title	Units
Counseling 13	Career Planning	3
Counseling 14	College Success Skills	3
Counseling 15	Blueprint for Success	1
Counseling 16	Career Self-Assessment	1
Counseling 18	Planning Educational Future: EVC to SJSU	1

In spring 2016, all sections met capacity and had long waitlists. Sections were added to accommodate students on the waitlist. Currently Counseling 14 has one section that is offered online through Moodle course management system. Future online courses would accommodate those students who are unable to come to campus and prefer this type of learning tool versus the traditional face to face classroom environment.

3. **Describe future plans to implement new technologies in an effort to eliminate manual processes. Identify projected needs and timelines.**

Current Technology Implementations

A College App for Student Engagement

Purchasing a college app will eliminate most email blasts and provide a cleaner access to students by not utilizing standard email. (Spring 2016) Most communication with students can be positive (e.g. "Welcome to EVC; here's your Login and user ID so you can get started on your EVC journey", or "Congratulations, you've just completed 15 units of degree -applicable units"). When needed, other comments can be included (e.g. "Your instructor is concerned about your Math 111 performance; how can we help?" or "Based on your academic standing, you may lose your registration priority and BOG Waiver eligibility; come see us in Counseling").(Spring 2016)

CalPASS Partnership

Multiple Measures include high school GPA as the highest indicator of success. A efficient way to have access to GPAs from our local high schools is to develop a partnership with CalPASS. This organization can electronically transport these into the Ellucian system. In some schools these are weighted with assessment test scores and English and Math courses are actually populated into abbreviated student plans. (Summer 2016)

Maximizing Ellucian Features

In order to eliminate manual process and increase service to students, existing features and capabilities in Ellucian must be maximized. Some colleges using Ellucian have been able to seamlessly define workflow that allows for automatic posting of test results, orientation attendance and educational planning, as well as for easy MIS reporting. They have also tied the completion of core services to registration access, even to the level of degree applicable course completion. (For example a student who has not completed assessment or orientation will not be able to register. Similarly a student who has completed 15 degree applicable units and does not have a comprehensive ed plan on file will also not be able to register. These colleges have already set up their degree audit module and are continuously working on integrating external coursework. (Summer 2016)

Increase Online Services

- Online scheduling for services will relieve frontline staff and provide services more efficiently to students. This includes scheduling assessment workshops, assessment sessions, orientation success workshops and counseling appointments. (Summer 2016)
- Developing a multi-media on-line orientation, will provide convenience for students and allow them to go back and review important material. (Fall 2016)
- Provide online advising to distance education students. (Fall 2017)

Future Technologies in Development

EVC will be participating in future statewide programs and initiatives that contribute to Student Success.

Education Planning Initiative (EPI)

The Education Planning Initiative (EPI) has multiple components to assist students in completing their academic goals. The components are as follows: (1) the student services portal which will personalize and sequence activities and information; (2) articulation, curriculum inventory, and electronic transcript systems; and (3) an education planning tool that will offer districts degree planning capabilities, as well as early alert and scheduling functionality. (<http://cccedplan.org/>)

eTranscript California

eTranscript California is the statewide Internet-based system for requesting, transmitting, tracking, downloading, and viewing electronic transcripts developed by California Community Colleges. (<http://etranscriptca.org/>)

Online Academic Counseling

In order to support the increase of Distance Education students at EVC, and to align with the California Community Colleges Online Education Initiative (OEI) (<http://ccconlineed.org/about-the-oei/>), the EVC Counseling Department will explore the implementation of Cranium Café. Cranium Café was selected as the program of choice for online advising and counseling by the OEI Committee. Currently (spring 2016), there are 27 California Community Colleges piloting the use of Cranium Café, and the non-pilot participating community colleges have a “buy-in” option. A small team of counselors will be working with the Distance Education and Campus Technology Committees to effectively implement online counseling via Cranium Café by fall 2017.

PART J: Planning Agenda

The Student Success Act of 2012 has deeply impacted Counseling as the mandated core services of assessment, orientation, and counseling are integral to the work of the department.

The discontinuance of the COMPASS Test and the upcoming Common Assessment Test (to be used by all community colleges) will require a rethinking of assessment and placement by Counseling, Instruction and technical (IT) support. Also, the use of multiple measures calls for further education and training of all involved will be required. The new assessment construct may also require that an Assessment Counselor be available during peak times of assessment activity. Data also indicated that preparation workshops assist students in doing well students on their assessment tests. In order to address all this, Counseling will support its Assessment Team, participate in the District Common Assessment Core Team, engage in learning more about multiple measures (and maybe

even participate in the Multiple Measures Assessment Program (MMAP). It will also support the development of Assessment Preparation Workshops. Work in this area will also require a stronger relationship with outreach activities; the new Outreach Counselor will play an important role in doing this.

The department has done significant work with In-person Orientations. Work is being done to develop a .5 unit orientation course as a way to extend the orientation experience for students who may need more time to become familiar with college processes and procedures, programs and services, and educational requirement for completing their educational goals. The current online orientation has been suspended and is being revamped. The focus will be on integrating multimedia components and student experiences. Some colleges provide orientations before students take an assessment. Then they meet with a counselor for a half hour to work on their Abbreviated Student Educational Plans (ASEP). Currently our counselors review student assessment scores, provide an orientation, and then spend 15 minutes with each student to work on their ASEP. The department may reconsider the order of these two core services

In the area of educational planning, the department continues to work on ASEP and Comprehensive Student Education Plans (CSEP) with the objective of standardizing workflow and for ensuring that activity is reported accurately. A related and essential utility is the Degree Audit module in Ellucian. The District has long been working on this but it is not even partially used. Apparently there are several catalog years that have been entered and related programs have been built, all but external coursework work has been done. (Even external coursework has begun). In theory, the degree audit, as it stands, could be used with a native EVC student (one who does not have credits from another college). The Counseling Team will begin to test the degree audit module this spring and give its recommendations. Once up and running the degree audit could become an invaluable tool for counselors and students.

The functions of transfer and articulation have become more complex and demanding. Therefore, the department went from having a Transfer/Articulation Counselor to separating these into two fulltime positions. This will allow for more accurate and timely information for counselors related to these two areas. It will also allow for more time to focus on how we can better support transfer bound students at an earlier stage of their educational journey. The department is also exploring the role of a graduation facilitator and how to carry it out.

The Counseling Curriculum is designed to support students in achieving their educational goals. Course offerings have not necessarily been evaluated in terms of student needs. For example, if students taking Basic English and math want to take a third college level course, it should be an activity course along with a counseling support course. This would determine what we need and counselors can then actually spend time counseling, rather than quickly providing information to students.

Integral to the planning agenda is automation and maximizing technology to allow counselors to do what only they can do, thus providing a high tech, high touch environment for students. This is described in the section above.

Funds from Student Equity and from the Student Success and Support Program have allowed us to pay for increased staff, new equipment, contracted services, and additional supplies. However, they do not allow us to purchase furniture. Still, we desperately need new chairs for students in counseling offices and new tables and chairs for the platform area. (Estimated cost is: \$25, 000)