De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

Left - Column 1: Indicates the **requested information** for the 2013-14 Comprehensive Program Review (CPR).

Center - Column 2: Records the **program responses** to the requested information in Column 1.

Right - Column 3: Contains the **instructions/suggestions** for responding to the requested information in Column 1.

General Instructions: The CPR is not intended to be a document written by one person. **Involve** the entire program in the process as much as possible. **Complete** all 15 Parts of the CPR. (There is a Part 16 to provide a Divisional Perspective but only for those Student Services divisions that have multiple programs.) Parts 1 through 14 must include information that answers the applicable questions. Part 15 is a summary of the entire CPR. Input (copy/paste or type) the program response information into the Center Column 2. Be mindful that the members of the SSPBT will be reading every draft CPR so please be brief and to the point. **Save** this word doc with the following file name: sspbt2014CPR_*programname*. Once the draft CPR is completed, e-mail the file as an attachment to <haynesjim@fhda.edu>. Members of the SSPBT will review the draft CPR and feedback will be provided before the final CPR is submitted and posted to the SSPBT web site. **Maintain** a soft copy of the CPR for the program's files and to deposit the file into the program's TracDat repository of documents. Please contact: Jim Haynes < haynesjim@fhda.edu > if there are any questions.

Getting Started: First - read the instructions for **Part 15** that is intended to be a brief yet thorough overarching summary of Parts 1 through 14. Review the program's 2008-09 Comprehensive Program Review (CPR) and the 2009-10, 2010-11, 2011-12, and 2012-13 Annual Program Review Updates (APRU) posted on the SSPBT website: http://deanza.edu/gov/SSPBT. Review your TracDat account including the documents repository. Both the APRU and TracDat information can be used to cite documents or cut/paste information into the CPR. For those programs with curriculum, the 2012-13 course productivity, student success, and equity data is available at: http://deanza.edu/ir/program-review.12-13.html .

Timelines: All draft CPR documents are to be submitted to the SSPBT no later than **Thursday, May 1, 2014**. The members of the Student Services Planning & Budgeting Team will read every CPR. The SSPBT will provide feedback on the draft CPR and return it for any editing needs or suggestions. The finalized CPR must be submitted to the SSPBT no late than **Friday May 30, 2014**. The final CPR will then be publically posted to the SSPBT web site.

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

Trainings: The SSPBT will set up trainings and workshops to help CPR writers through the process. Look for times and locations.

Column 1	Column 2	Column 3
Information Requested for the 2013-14 SSPBT - CPR	**Input the program responses**	**Instructions:** Word wrap is turned on so the text box will expand with the input entered into Column 2. Please provide brief, to-the-point responses. Note: Reference documents may also be attached, i.e. TracDat reports, APRUs, Data Sheets, etc. Make sure to note the exact file name and location of any referenced digital documents or websites.
PART 1 -	**Program Information**	
1a) Program Name:	**Counseling Center**	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Mark Fu	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	4,034 (unduplicated) This number is trending up. We also anticipate more returning student Veterans and high school graduates	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	The Counseling Center serves students from diverse ages, cultures, and ethnicities. They can be part time or full time students pursuing a certificate program, or an associate degree, or a 4yr transfer to a university, or all of the above. Ethnicity of enrolled students in 2012-13: 41% Asian, 29% Latino/a, 14% White, 7% Filipino, 5% African American, 3% Decline to state, 1% Pacific Islander 0% Native American.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	**MISSION** and **Accreditation Standard II.B.1**	

2a) What is the program Mission Statement?	The Counseling Department's mission is to assist students with decision that affect educational, vocational, and personal goals, and to provide appropriate support and instruction which will enable the student to implement these decisions. At DAC we strive to accomplish this mission through a comprehensive range of services, including individual counseling and advising sessions, group discussions on various majors and vocational interest, and classes in counseling related topics such as college success, career planning, human sexuality, and stress management.	Cut/paste or type in the program's most current Mission Statement.
2b) In what ways and to what extent does the program assure the quality of its services to students?	Human Development, Career Planning, Human Sexuality, and Stress Management courses are taught by counseling faculty with specific qualifications (education and experience). Both counseling faculty and advisors have specific education, training, and experience to work in the counseling and advising setting.	Please address part 1 of **Accreditation Standard II.B.1** -The institution assures the **quality** of student support services ….
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	Through counseling and advising sessions, career/major workshops and classes in counseling related topics such as introduction to college, college success, career planning, human sexuality, and stress management, students will be able to decide and implement their educational, vocational, and personal goals.	Please address part 2 of **Accreditation Standard II.B.1** -The institution … demonstrates that these services, regardless of location or means of delivery, support student learning and enhance **achievement of the mission** of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
PART 3 -	**Accreditation Standard II.B.3**	**Accreditation Standard II.B.3** - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
3a) In what ways and to what extent does the program assure equitable access for all students?	With the new Student Success Act requirements for priority enrollment, it is no longer an option, but a requirement for every student to go through an assessment in Math and English, and to declare a major and goal, and to attend an orientation workshop, and to develop an abbreviated educational plan on DegreeWorks with a counselor. In the orientation workshops both at De Anza campus and at high school campuses, and in Coun 50 Introduction to College classes, counselors will work with students to ensure the successful compliance of the new state	**Accreditation Standard II.B.3.a** - The institution assures **equitable** access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and

	requirements. This process requires a lot of follow-up time for counselors, therefore, the average waiting time for students in the Counseling Center will increase tremendously as there are only 13 full-time counselors. The current counselor to student ratio is 1:1000, an increase from previous year's ratio of 1:780.	effective for all students regardless of personal demographics or background. Cite specific examples.
3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	Students are always encouraged to come in to the Counseling Center for assistance. In both on-campus and high school outreach orientation workshops, and in DAC open house event, students are encouraged to work with counselors on their educational planning.	**Accreditation Standard II.B.3.b** - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	In the Counseling Division meetings, counselors, advisors, and the dean discuss strategies for plans of actions. Committees have been formed to discuss and collaborate with other program areas on campus.	**Accreditation Standard II.B.3.c** - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	In Coun 50 Introduction to College classes, counselors cover respect and tolerance of difference. A typical Coun 50 class generally consists of students from diverse ages, cultures, and ethnicities.	**Accreditation Standard II.B.3.d** - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	In counseling and advising sessions, and in Coun 50 classes, student placement test results are discussed and applied when planning with students on their educational plans.	**Accreditation Standard II.B.3.e** - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
3f) In what ways and to what extent does the	Student records and notes are generally saved in SARS and DegreeWorks. Sometimes, hard paper forms are prepared and	**Accreditation Standard II.B.3.f** - The institution maintains student records permanently, securely and confidentially, with

program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	submitted to other program areas for processing. For example, degree and certificate applications are filled out with students and submitted to Admission and Records Office.	provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
PART 4 -	**Staffing**	
4a) Have there been any significant **staffing** changes since the last CPR in 2008-09?	Current staff: • 13 FT tenured faculty • 2 FT academic advisors • 1 FT senior admin assistant • 1 FT admin assistant • 1 temporary admin assistant • 2 PT faculty (only 8 hours per week) The most significant changes: • Retirement of 3 FT faculty • Lost of 2 FT academic advisors • 1 FT tenured faculty on extended medical leave • 1 FT tenured faculty on sabbatical • 1 FT admin assistant on medical leave	Please explain any significant changes in **Classified, Faculty, and Administration positions** that have occurred over the past five years.
4b) Are there any significant **staffing** changes that will be needed over the next five years?	We need at least: 2 more FT admin assistants 4 more FT faculty now and replacement of faculty who decide to retire. 1 technical support person who can troubleshoot technical difficulties as well as help students navigate the technological resources. It is possible that there will be another retirement of two tenured faculty members in three or four years. With the new state requirements, there will be a lot of time required to follow up with students on their college majors and goals, and developing and approving abbreviated and comprehensive educational plans on DegreeWorks. These are intrusive interventions which require	Please identify any anticipated changes in **Classified, Faculty, and Administration positions** that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated **Student Success Support and Program (3SP)** connections)

	human resources. The lack of timely provision of these services will jeopardize funding due to the new SSA requriements.	
PART 5 -	**Facilities**	
5a) Have there been any significant **facility** changes since the last CPR in 2008-09?	No, but with the new SSA requirements we need to have a consistent location (smart lab) to conduct ongoing orientation workshops. Please see Part 8b.	Please explain any significant changes in program **facilities** that have occurred over the past five years. (Specifically identify any anticipated **3SP** connections)
5b) Are there any significant **facility** changes that will be needed over the next five years?	In order to conduct an orientation workshop for 30 to 50 students at a time, we need to have a smart lab dedicated for these services on an ongoing basis. Example, AT smart labs/ Assessment lab that have computer stations, internet services, projector and etc.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 6 -	**Equipment**	
6a) Have there been any significant **equipment** changes since the last CPR in 2008-09?	Many of the hardware equipment necessary to implement the new state requirements are dated. We need the following in each office (except for the portable computers, projectors, and internet adaptors): • New desktop computers and light weight portable computers (to be used at different locations on the go for orientation workshops. EX. At high schools, non-smart classrooms or meeting rooms) • Light weight portable computer projectors for doing orientation workshops. (to be used at different locations on the go for orientation workshops. EX. At high schools, non-smart classrooms or meeting rooms) • Internet adaptors to go online for the portable computer use in an area with no internet services. • New bigger screen monitors (2 monitors per office) to run multiple applications like DegreeWorks, Assist, and BANNER, so counselors/advisors and students can see simultaneously. Current monitor screen size is too small.	Please explain any significant changes in program **equipment** that have occurred over the past five years. (Instructional and non-instructional)

	- Additional wireless computer keyboard and mouse in each office for students to enter their password to ensure privacy. - New scanner printer in each office for counselors/advisors to scan important student document, and print out DegreeWorks educational plans. Tonners for the current old printers in each office don't last long. Each tonner costs a lot to replace. Therefore, it is cheaper to buy new printers. - We need several large LCD monitors/TV to be placed in strategic areas of the campus like the Campus Center eating area, and in the Counseling Center student waiting area. We can play info videos like how to use DegreeWorks and etc. The setup will be like the setup in the Kirsch Center lobby area. Sometimes, the wait in the Counseling Center can be as long as several hours due to lack of staff. Rather than just sitting, students can also watch the info videos. Remember… only 13 FT counseling faculty to serve over 18,000 students. - We need a hard disk drive computer server to serve as an information database with adequate memory capabilities. With the new SSA requirements, students need clear, accurate, and consistent information. This server will house all the information that counselors and advisors give, so we can avoid inconsistency like this counselor/advisor said this and another counselor/advisor said that. Other divisions and departments on campus can record their academic program information on this server, too. So everyone is on the same page.	
6b) Are there any significant **equipment** changes that will be needed over the next five years?	The aforementioned in 6a is important to have in order to implement smoothly the new state requirements for priority enrollment.	Please identify any anticipated program **equipment** needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated **3SP** connections)
PART 7 -	**Operational Costs**	

7a) Have there been any significant **operational cost** changes since the last CPR in 2008-09?	We are in the RED!	Please explain any significant changes in program **operational funding** that have occurred over the past five years. (B budgets)
7b) Are there any significant **operational cost** changes that will be needed over the next five years?	With the new SSA, we anticipate more printing costs for visual/flow chart instructional brochures about the use of DegreeWorks and the new SSA process to educate students. Many students perform better with more visual instructions.	Please identify any anticipated changes to **operational cost** needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 8 -	**Organizational Alignment**	
8a) Have there been any significant **organizational alignment** changes since the last CPR in 2008-09?	Yes, Health Services and Assessment Office were removed from the Counseling and Matriculation Division around 2008.	Please explain any significant **organizational alignment** changes that have occurred over the past five years.
8b) Are there any significant **organizational alignment** changes that will be needed over the next five years?	It makes more sense to realign the Assessment Office back into the Counseling and Matriculation Division because both areas can better coordinate the planning and timing for student assessment to coincide with student educational plans under the new SSA requirements. The Assessment Center is also the most ideal smart lab for conducting on-going orientation workshops for students and student Veterans when not in use for testing.	Please identify any anticipated changes to **organizational alignments** that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
PART 9 -	**Regulations/Laws/Policies**	
9a) Have there been any significant changes in **regulations/laws/policies** since the last CPR in 2008-09?	The upcoming SSA, Student Success Act from the state requires that counselors play a significant role in assisting students by providing an orientation to college workshop, an abbreviated educational plan, and a comprehensive educational plan later, probation interventions and assisting undecided students declare a goal and a major.	Please explain any significant changes in **regulations/laws/policies** that have occurred over the past five years. (Federal, State, Local, District, college, etc.)

9b) Are there any significant changes in **regulations/laws/policies** that will affect the program over the next five years?	In the coming years, much of the state funding to the Counseling Division will be contingent on the implementation of the new SSA, Student Service Act from the state requiring that counselors play a significant role in assisting students by providing an orientation to college workshop, an abbreviated educational plan, and a comprehensive educational plan later, probation interventions and assisting undecided students declare a goal and a major. These services are no longer optional. They require a lot of time for counselors to work with students to complete the whole process effectively. With only 13 FT counselors (and 2 possible retirements), and inadequate hardware equipment to serve over 18,000 students, the implementation of the SSA will be very challenging.	Please identify any anticipated changes in **regulations/laws/policies** that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated **3SP** connections)
PART 10 -	**Professional Development**	
10a) Have there been any significant **professional development** activities for the program (or others) since the last CPR in 2008-09?	Counselors and advisors continue to participate in the professional growth activities of their choice.	Please explain any significant **professional development** activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.
10b) Are there any significant **professional development** needs for the program (or others) over the next five years?	In addition to ongoing professional growth activities of their choice, counselors and advisors also need ongoing training in DegreeWorks and Banner. This is very important because counselors and advisors use DegreeWorks and Banner to work with students to develop their educational plans as required by the Student Success Act.	Please identify any anticipated **professional development** needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated **3SP** connections)
PART 11 -	**Curriculum, Student Success, and Equity**	The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

11a) Have there been any significant **curriculum** since the last CPR in 2008-09?	Huma 10 Human Sexuality, Huma 20 Life Skills for Higher Education, Huma 50 Stress Management, and CLP 70 Career Life Planning were approved for both full distance learning and hybrid delivery courses. This gives students who cannot be physically on campus due to work or other reasons to take these classes and have instructor and student interaction, to discuss course content, clarification, present ideas and reflections online. Coun 200 College Orientation curriculum is in the process of revision in order to meet the requirements of the SSA. It will be changed to Coun 50 Introduction to College, and from a half unit to a one unit course. After approval, Coun 50 will also become a CSU transferrable course.	Please explain any significant **curriculum** changes in that have occurred over the past five years.
11b) Are there any significant **curriculum** issues in that will affect the program over the next five years?	With the new SSA requirements, students have to select their goal and major, and develop an abbreviated and comprehensive educational plan. It is important that students take our Coun, CLP, and Huma classes, because they will receive guidance on deciding their goal and major, and on creating an abbreviated and comprehensive educational plan. At the same time, it will be a challenge with only 13 FT counseling faculty to be teaching, counseling, and conducting the required orientation workshops.	Please identify any anticipated **curriculum** issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)
11c) What is the aggregate student success rate in the instructional portions of the program? Has the **60%** requirement been met or exceeded?	The 2012-13 data shows the following: Coun classes- 93% of students enrolled are successful CLP classes- 69% of students enrolled are successful Huma classes- 79% of students enrolled are successful This level of student success rate in Coun, CLP, and Huma is the highest that it has ever had. They also have been consistently well above the 60% goal.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above **60%** http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds **5%**	According to the 2012-13 data, it does appear to have a success rate gap of more than 5% in the Pacific Islander and African American student population. This is the reason we have the SSRS (Puente, Sankofa, FYE), and IMPACT AAPI (Initiatives to Maximize Positive academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander students) programs that provide student success and retention services to	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding **5%** and what plans are in place, or are being made, to address closing this gap

10

between any of these groupings?	students with historically low retention and transfer rates.	
PART 12 -	**Other**	
12a) Have there been any **other** significant program changes since the last CPR in 2008-09?	In addition to the 3sp regulatory changes.	Please explain any **other** significant program changes that have occurred over the past five years.
12b) Are there any **other** significant issues that will affect the program over the next five years?	The growing college success in recruiting larger numbers of underrepresented students is resulting in a growing population of underrepresented groups on campus. The need for technology to support their learning needs, to expand the high-touch services such as the ones provided by SSRS should be considered. A CORE group of students (over 1600 in 2011; 1800 in 2012; and 2000 in 2013) meet the criteria for above and beyond services. Efforts to reach out to them via technology have not been effective and staffing is needed for these efforts to succeed.	Please identify any **other** anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)
PART 13 -	**Student Success and Support Programs (3SP)**	
13a) How will the new 3SP **orientation** requirements affect the program over the next five years?	The new SSSP mandates require large scale orientation and educational planning interventions. The large volume requires that technology be integrated as part of the service delivery of the Division. The need to develop an online orientation to increase the efficiency of human resources is needed. The current orientation methodology, i.e.; in person workshops for all entering students, is not sustainable over the long run. A combination of in-person and interventions facilitated through technology are needed. ComEvo was explored as a possible online orientation software, and	Summarize any **orientation** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.

	something similar should be adopted by the winter 2014 quarter at the latest. Counselors and advisors are already conducting orientation workshops at some high school campuses as well as at De Anza. The amount of time spent is not just on the orientation workshops itself, but also on the follow-ups to students about their goal and major, abbreviated and comprehensive educational plans. On the technology end, the Counseling Center lacks the new equipment as mentioned in Part 6a. Counselors, advisors, and students also must access DW-DegreeWorks to work on educational plans. Many students already have complained about DW that it did not save their educational plans. During the high school orientation workshops, DW crashes randomly. As a result, counselors and advisors have to resort to using paper educational plans, and this means more time needed later back in the office to enter the paper educational plan on DW--while counselors and advisors do this in their offices, students are waiting longer times in the Counseling Office. With only 13 FT counseling faculty, it is a challenge.	
13b) How will the new 3SP **assessment** requirements affect the program over the next five years?	For counselors to provide a solid educational plan for students, it is important to know their placement results in Math and English/ESL.	Summarize any **assessment** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13c) How will the new 3SP **student education planning** requirements affect the program over the next five years?	In an ideal situation, students already know what their goals and majors are. But the current reality is that there are so many undecided students who are totally clueless of what they want to do. While counselors and advisors can suggest to undecided students to take GE general education classes, they still need more guidance from counselors in ongoing counseling sessions, and from the Coun, Huma Development, and Career Life Planning classes. With only 13 FT counseling faculty serving over 18,000 students, it is a challenge.	Summarize any **student education planning** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.

PART 14 -	**Student Services Learning Outcomes and Accreditation Standard II.B.4**	**Accreditation Standard II.B.4 -** The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
14a) What are the current/active program **outcome statements**?	(1) As a result of an advising session, students will be able to identify courses that will support their academic, career, and personal goals. (2) As a result of interaction with the Counseling Center staff, students will identify appropriate resources and services on and off campus	Please list all of the **Student Services Learning Outcomes (SSLO) statements** for the program. (Cut/paste from TracDat, APRU or other documents.)
14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	As of fall 2013 100% of the service level SSLOs have been assessed and evaluated.	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	The Assessment instrument used for #1 and #3 was a student survey conducted over a two week period of time during Winter 2011. The random survey was completed by 156 students who saw a Counselor/Advisor on "Walk-In" or "Appointment". On a scale of 1 to 5 (5 strongly agree to 1 disagree) students rated their experience in their advising/counseling session, the higher the number the more satisfied the student was with the information and resources received from the session. Of the students surveyed, 94% of students reported they strongly or somewhat agreed they received useful information from their counseling/advising session, 96 % of students reported they were able to identify courses required to achieve their stated goal, and 0% reported they were dissatisfied with the information they received. Overall (96%, 150 out of 156), the results indicate the Counseling Center is meeting the needs of students seeking assistance for academic, career, and personal goals.	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

14d) What are the program outcome assessment plans for the next five years?	The Counseling Center will evaluate the findings of the assessment of SSLO #1 and #3. We will re-examine SSLO #2, make some changes to the wording and develop an assessment instrument. We will also look at SSLO #4, for the most appropriate assessment tool, which could possibly be an "exit interview". We are in the process of developing another assessment tool for Fall 2014 that will examine how the Counseling Center can better align our services with the De Anza College Institutional Core Competencies.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
Part 15 -	**CPR SUMMARY**	**Part 15** is intended to be a brief yet thorough overarching summary of **Parts 1 through 14**.
15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	Counseling Center at De Anza has been offering counseling and advising services, and Counseling, Human Development, and Career Life Planning classes to students. The numbers of students graduating from high schools have increased this year, and more of them will attend a community college before transferring to a 4 year university. The number of veterans returning to college has also increased. Financial Aid eligibility has also increased the need for Financial Aid Extensions. All these data mean more demands on counselor interventions are required because of the new Student Success Act requirements. With the implementation of the new Student Success Act, counselors have to play a significant role in assisting students by providing an orientation to college workshop, an abbreviated and comprehensive educational plan on DegreeWorks, probation interventions and assisting undecided students declare a goal and major within the first two quarters at De Anza. The ongoing development of ADT's and the increasing demand for services from students is another factor that has a direct impact on the demand for services. These demands are increasing as evidenced in 2013-14 where university student referrals for advisement/counseling by De Anza Counselors	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).

	increased exponentially. The demand for counselors will definitely increase, and will place a heavy burden on the Counseling Center. With only 13 FT counseling faculty to serve over 18,000 students and to comply with these changes, the wait time for appointments and walk-in will cause frustration for both students and staff. Fewer counselors mean longer wait times for Financial Aid Extensions, probation interventions and Veteran Educational Plans that may delay their benefits. Fewer counselors also mean high demand classes such as Coun 200/50, CLP 70, and other Human Development classes are being reduced. The irony is that these high demand classes actually help guide many undecided students to selecting a goal and major and choosing appropriate classes for their comprehensive educational plans. We need more counselors and advisors and office administrative staff because these positions are necessary in order to meet the requirements of the new Student Success Act.	
Part 16 -	**DIVISIONAL PERSPECTIVE**	**Applicable to Divisions that have multiple programs that are writing CPRs**
16a) Name of the Division and the names of the programs.	Counseling & Matriculation Division: Counseling Center Transfer/Career Center SSRS- Student Success and Retention Services • Puente Project • Sankofa Scholars • Summer Bridge • FYE- First Year Experience	Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?	Angela Caballero de Cordero, Dean	Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.	The Counseling and Matriculation Division is comprised by a broad spectrum of programs serving all student populations. As evidenced by the distinctive comprehensive program reviews submitted by each program. The systematic budget losses of the	Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.

	last six years along with the loss of staff and new regulations that are demanding more of the Division in terms of services for entering students, continuing students, and students completing their educational goals to the point of transfer and/or graduation are straining the Division's human resources at all class levels including counselors, advisers, and administrative support staff. Division staff has demonstrated a marked resiliency and flexibility in meeting expectations but the level of work required to implement these mandates are not sustainable over a long period of time. Articulation, SSRS (Puente, Sankofa, FYE), ISP, Transfer Center and the Counseling Center have all been impacted by this new legislation, whether it is SSSP, ADT and by a growing influx of students (ISP) who want to come to De Anza College from all over the works. There is a need for additional new staff and new technology.	