De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name**

General Counseling

2. **Name of individual(s) completing the form:**

Glynn Wallis, Herminio Hernando, Natasha Joplin-Lightfoote, Pauline Wethington, Phong Lam, Mark Fu, KD Le, Barbara Dahlke, Shireen Woo, Sheldon Fields

3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

Over the past 2024-2025 academic year, we have actively applied feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members to enhance our program & services in the Counseling Division.

We refined our mission statement to represent diverse student populations better and aligned our objectives with the college's mission and the Strategic Plan for 2027-2030. In response to requests for more precise metrics, we have established defined key results and enhanced monitoring of our programs' success rates.

We have expanded professional development opportunities for staff to focus on equity and inclusion, and to address specific student needs. Additionally, we have evaluated our staffing levels in alignment with the CA State Chancellor's recommended counselor-to-student ratios to advocate for necessary resources and address staffing misalignments by requesting additional counselors (2 new positions – 1 General Counselor and 1 Transfer Counselor; 2 vacant positions – 2 General Counselors from 2024). Furthermore, as we look ahead, we recognize the potential impact of retirements during the 2026-2027 academic year. To proactively address this, it will be essential to assess and bolster our counseling staff to ensure we can maintain adequate support for students amidst these anticipated changes.

4. **Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**

Since the last program review submission, several key updates have occurred:

A. Staffing Adjustments: We transitioned from Academic Advisors to Student Success Specialists to provide more comprehensive support for students' personal, career, and financial needs despite needing two additional counselors. This structure was in response to supplementing Counselors' work in assisting students, and the advisor positions were reclassified to a higher classification to reflect that need.

B. Equity Initiatives: We developed an equity plan focused on closing gaps for underrepresented and first-generation students, implementing targeted initiatives (i.e., orientations, workshops) that align with our Strategic Plan for 2027-2030.

 C. Professional Development: There is now a stronger emphasis on professional development, with increased opportunities for staff and faculty to attend conferences and workshops with the incentive of earning PGA hours.

D. Data Collection: We have improved our methods for gathering data on student success and service effectiveness, using student satisfaction surveys to assess program outcomes (I.e., SARS data, student surveys, SLO's data) and data regarding number of students served reflective from areas in our Counseling division.

E. Resource Allocation: We have clarified our staffing and financial needs and are benchmarking the ideal counselor-to-student ratio, highlighting the need for additional counseling faculty.

F. Feedback Mechanisms: We established regular surveys to gather student input on counseling services and ensure continuous improvement.

5. **Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).**

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Data-Driven Decision Making	We have refined our methods for collecting and analyzing data on student services, enabling us to monitor our progress effectively. Evidence of success, including the tracking of student engagement metrics, has enabled us to make informed adjustments to our counseling and student support services.	General Counseling Management Team & Staff	Dean of Counseling & General Counseling Staff Senior Staff	Student surveys	1. **Define Goals:** Establish specific, measurable, achievable, relevant, and time-bound (SMART) goals for the counseling program. 2. **Collect Data:** Gather relevant quantitative and qualitative data, such as student demographics, session attendance, academic performance, and satisfaction surveys. 3. **Analyze Trends:** Identify patterns in the data, focusing on student populations, challenges, and outcomes.	Ways that we monitor and store student data.

					4. **Set KPIs:** Develop key performance indicators to track progress, such as session counts, follow-up rates, and success comparisons. 5. **Implement Improvements:** Use data insights to enhance services, targeting underrepresented groups or specific student needs. 6. **Monitor Progress:** Establish ongoing data collection systems to review the effectiveness of strategies continuously. 7. **Engage Stakeholders:** Involve faculty, staff, and students in discussions around findings and improvements	

					(i.e, team meetings, student surveys). 8. **Evaluate and Adjust:** Regularly assess the impact of changes on goals and make necessary adjustments based on the evaluation.	
Resource Allocation and Staffing Needs	We articulated our staffing and technological resource needs clearly. Despite staffing shortages, we have worked to align our resources better and are advocating for additional support to meet the recommended counselor-to-student ratio.	All General Counseling Staff	Senior Management	Student surveys Data from Student Appointments	By monitoring our students in-person and virtual appointments (Shows vs No Shows).	Provided more counseling drop-in appointments and answered E-Advising counseling questions.

Enhancement of Counseling Services	We successfully transitioned from utilizing Academic Advisors to hiring Student Success Specialists who are now better equipped to provide student support across personal, career, and financial aid needs. This shift has improved the quality of guidance students receive, as evidenced by positive feedback from service evaluations.	All General Counseling Staff	All General Counseling Staff	Student Surveys Transfer/Retention Rates	Student surveys	Ways that we collect and monitor data.

Collaboration with Embedded Counseling Programs	Regular meetings (I.e. In-service meetings) between General Counseling (GC) and Embedded Counseling (EC) teams have been instituted to improve communication and coordination. This effort aims to clarify roles and ensure that students receive the appropriate level of support.	General Counselors	Embedded Advisors & Counselors	Feedback from GC & Embedded Counselors during In-service Meetings.	Feedback from GC & Embedded Counselors during In-service Meetings.	Increased methods to share important information such as updates on counseling best practices, meeting times, campus events, workshops, and conferences.

Increase in Equity and Inclusion	We have made strides in developing an equity plan that addresses the needs of underrepresented students by aligning our goals with feedback received and Strategic Planning for 2027-2030. Survey results indicate increased awareness and sensitivity towards the diverse backgrounds and experiences of our student population. In addition, strategies to monitor and close equity gaps have been implemented.	All General Counseling Staff	All General Counseling Staff	Student Surveys	Feedback from student surveys and counseling attendance via in-person and online.	Increase methods to promote equity and inclusion in counseling through marketing (i.e., fliers, emails, announcements during student appointments and workshops).

Professional Development Opportunities	We have made significant progress in professional development opportunities by implementing a structured program that encourages faculty and staff participation in both on-campus and off-campus training and workshops (i.e. PGA and PAA credit). Staff actively share insights from these opportunities during meetings, creating a culture of continuous learning and collaboration. We have emphasized training related to equity and counseling our diverse best practices to support student population better	All General Counseling Staff	All General Counseling Staff	Feedback from all stakeholders in the Counseling Department.	Feedback from all stakeholders in the Counseling Department.	Increased correspondence about professional development opportunities during meetings and email conversations.

	by aligning with our Strategic Plan for 2027-2030.				

6. **If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.**

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Enhanced Student Support Services	Increase accessibility and availability of counseling and student support services for all student populations, particularly those underrepresented and part-time students.	All General Counseling Staff	Various Student Support Programs & Services (I.e. Financial Aid, DSPS, Learning Communities, Basic Needs)	Student surveys Transfer/Retention Rates <mark>Course Success Rates</mark> (i.e. GPA and grades)	Monitor Student Data.

Increase ADT Completions	Improve support and resources to increase the number of students completing their ADTs.	Counselors	Counselors	Transfer/Retention Rates	Monitor Student Data.
Strengthen Equity & Inclusion Initiatives	Strengthen equity-focused strategies in student services to close achievement gaps.	All General Counseling Staff	Various Student Support Programs & Services (I.e. Financial Aid, DSPS, Learning Communities, Basic Needs)	Transfer/Retention Rates ==Course Success Rates== (i.e. GPA and grades)	Monitor Student Data.
Interdepartmental Collaboration Improvement	Utilize better collaboration between counseling services, embedded counseling, and other student support services (i.e. financial aid, Basic Needs, tutoring) programs for enhanced	All General Counseling Staff	Various Student Support Programs & Services (I.e. Financial Aid, DSPS, Learning Communities, Basic Needs)	Feedback during collaborative meetings	Analyze feedback given during collaborative meetings

	student navigation.				

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

While we did not receive additional counseling staff as requested, we were approved for additional Student Success Specialists for the Academic Awareness Program (AAP) as part of a position reclassification designed to support students on academic probation better. This has positively affected our ability to assist these students, particularly first-generation and underrepresented populations. The specialists have played a crucial role in providing individualized guidance and resources, helping students navigate their academic challenges more effectively. As a result, we have seen increased student engagement and satisfaction within the AAP, as evidenced by positive feedback and improved retention among students in the program.

However, the lack of additional Counselors has limited our capacity to provide comprehensive support for all students. The existing Counselors manage a significant caseload and play a vital role in assisting students with transfer processes and improving retention rates. Their expertise is essential as they help students navigate academic pathways, transfer requirements, and personal challenges. With longer waiting times for counseling appointments, we are concerned that some students may not receive the guidance they need, which could hinder their ability to succeed academically and transition smoothly to the next stages of their education.

In terms of accomplishments, our Counselors have made notable strides in supporting students with their transfer applications and retention strategies, creating a sense of community and support that is critical to student success. Counselors are also represented on key college shared governance committees. Despite limited staffing, our counselors worked actively to ensure students received the resources and advice they needed, contributing to overall positive outcomes.

8. **How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.**

The lack of resources has significantly hindered our ability to support disproportionately impacted students, such as first-generation and underrepresented populations. Due to insufficient staffing in the Counseling division, students face longer wait times and may not receive the timely guidance necessary for their academic success. In addition, at a 1100-to-1 ratio, the General Counseling Department is not equipped to serve students adequately or accurately to address the equity and achievement gap.

To cope, we have implemented group workshops and utilized online resources such as eAdvising to reach more students. However, these measures cannot fully address the need for personalized support and effective monitoring of our impact on students. Additional resources are essential to meet the specific needs of these populations better.

9. **Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Students will demonstrate improved knowledge of available counseling services and their accessibility options, as evidenced by increased participation in both online and in-person counseling sessions, leading to enhanced overall satisfaction with support services and improved academic success rates.
Method of Assessment of Learning Outcome (please elaborate)	**Surveys and Questionnaires** Pre-Assessment Survey: Assess awareness of counseling services during orientations (Planned) Post-Assessment Survey: Measure changes in knowledge and attitudes after counseling services (appointments, workshops). **Participation Metrics** Tracking Attendance: Collect and analyze data on student participation in online and in-person counseling sessions (Shows vs No Shows). **Qualitative Feedback** Open-ended Survey Questions: Allow students to provide detailed feedback about their experiences. **Academic Performance Metrics**

	Academic Records Analysis: Evaluate graduation and retention rates, and course completion rates in relation to counseling service utilization. **Satisfaction Ratings** Post-Session Surveys: Administer satisfaction surveys after counseling sessions to gauge student contentment with services and areas for improvement.
Summary of Assessment Results	The assessment focused on students' knowledge and participation in counseling services through various methodologies: 1. **Post-Assessment Survey:** Awareness improved significantly after initiatives, with students feeling more informed about their options. 2. **Participation Metrics:** ==Data revealed fewer sessions in both online and in-person sessions, based on a shortage of counselors== from academic years 2023-2024 and 2024-2025. 3. **Qualitative Feedback:** Students' surveys provided positive feedback about accessibility and support from counselors, highlighting a favorable experience (82% of students would use counseling services again). 4. **Academic Performance Metrics:** Analysis showed a correlation between counseling service use and improved academic outcomes, including graduation and retention rates. 5. **Satisfaction Ratings:** High satisfaction levels were reported in post-session surveys, with students feeling their needs were met during counseling sessions (82% of students stated counselors were helpful and friendly during counseling appointments).
Reflection on Results	**Awareness Gap:** Conversations with students indicated that a significant number were unaware of the counseling services available to them. This

highlighted a critical gap in communication and outreach efforts regarding these resources.

Increased Knowledge and Interest: Student surveys showed a notable increase in students' awareness and understanding of counseling services following counseling appointments and workshops. This suggests that our strategies were effective in improving knowledge, which is a positive step towards increased participation.

Participation Challenges: Despite increased awareness, the participation metrics showed a concerning decline in attendance for both online and in-person counseling sessions. This decline can be attributed to the shortage of counselors in the academic years 2023-2024 and 2024-2025. It became clear that simply promoting services was not enough; we also needed to ensure that adequate resources were available to meet demand.

Positive Qualitative Feedback: Qualitative feedback from students indicated generally positive experiences and satisfaction with counseling services. This is promising, as it shows students who engage with the resources tend to find them valuable.

Academic Impact: The correlation between counseling service use and improved academic performance underscores the importance of providing these resources. It reinforces our belief that counseling services play a vital role in supporting student success. Based on these insights, we made several strategic decisions to align our counseling services with student needs better:

- **Enhanced Communication and Promotion:** We recognized the need for sustained awareness campaigns using various platforms to reach students effectively.
- **Integration into Orientation:** By embedding counseling information into student orientation sessions, we aim to create a foundational awareness of available resources from the start.
- **Workshops and Educational Initiatives:** Regular informational workshops were deemed necessary to cover different counseling-related topics, catering to diverse student interests.

	• **Resource Allocation and Scheduling:** We acknowledged the necessity to review staffing patterns and scheduling to optimize the availability of counselors. This will help ensure students can access the support they need when they need it. • **Feedback Mechanisms:** Establishing continuous feedback through surveys and suggestion boxes will allow us to adapt our services based on ongoing student input. • **Collaboration with Faculty:** Engaging faculty members to promote counseling resources in their classrooms will further integrate support into the academic experience, making it more accessible for all students.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	1. **Awareness Campaigns:** As counselors are currently dispersed throughout campus, students are often unaware of where to seek additional counseling services outside of general counseling. The various student service departments can collaborate to promote all available counseling services on campus better (planned). 2. **Orientation Integration:** Added counseling information to student orientation sessions (special programs and general counselors). 3. **Workshops:** Held regular informational workshops on various counseling topics. 4. **Improved Online Resources**: Enhanced the counseling website for more straightforward navigation and access. 5. **Review Staffing & Scheduling Patterns:** Being able to identify how to better serve students during counseling appointments with limited resources (I.e., counselors) with strategic scheduling of counselors and staff. 6. **Feedback Mechanism:** Established regular surveys and will use suggestion boxes in the general counseling department for ongoing student feedback.

	7. **Faculty Collaboration:** Will work with instructional faculty to promote counseling resources in the classroom.

Please email this form to your dean/manager.

10. Dean Manager Comments:

Counselor-to-Student Ratio & Workload
The persistent 1100:1 ratio of students to counselors remains a critical concern, and the COUN program review accurately describes the impact on student access, wait times, and the division's ability to fully support the general population of students. The data shows decline in counseling participation due to staff shortages is additionally concerning. The request for counseling faculty remains strongly justified.

Retirements & Future Staffing Projections
The anticipated retirements in 2026–27 is important to consider as well with considering counseling positions. The COUN Division will need to formulate a plan to prevent disruption of services to students as much as possible, especially with current counselor shortages.

Need for Expanded Outreach & Service Visibility
The identified awareness gap—students not knowing where counselors are located or what services are available—remains a barrier. The plan is to integrate counseling more visibly in orientation, student onboarding, website, materials, and marketing are next steps to expand the visibility of our COUN programs and services.

Collaboration with Embedded Counselors/Programs
The need for further integration with Guided Pathways, Outreach, Embedded programs, etc., will help reinforce student awareness of campus programs and services, and create additional referral pipelines for our general population of students. The Counseling Task Force will most likely bring change and further collaboration of counseling services across the campus in which all students can benefit.

11. Vice President/Associate Vice President Comments:

General Counseling plays a critical role in supporting Student Equity, Achievement and Success for the majority of students on campus. As the only counseling services available to the general student population, they have an outsized, disproportionate workload for the number of counselors in the department. Despite these challenges,

General Counseling, has demonstrated resilience and the willingness to redouble their efforts to provide high quality, comprehensive services to positively impact student achievement outcomes. Hopefully in future years, additional counselling positions will be allocated to General Counseling to alleviate the 1,100 to 1 student to counselor ratio.

Email the form to RAPP tri-chairs.