

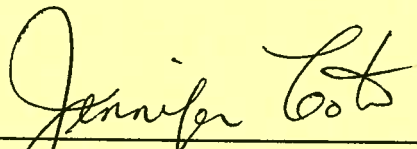
**SANTIAGO CANYON COLLEGE
STUDENT SERVICES**

**PROGRAM REVIEW
2006-2009**

**Department/Program:
COUNSELING**

I. SIGNATURE PAGE

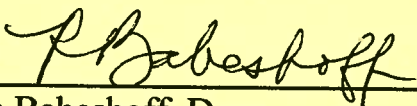
Department/Program:
COUNSELING



Dr. Jennifer Coto
Dept. Chair of Counseling

5/3/10

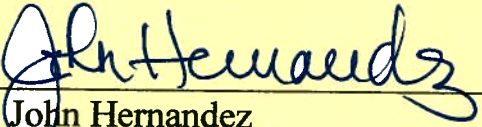
Date



Ruth Babeshoff, Dean
Counseling & Student Support Services

5/3/10

Date



Dr. John Hernandez
Vice-President of Student Services

5/5/10

Date

II. PROGRAM DESCRIPTION

(Vision; Mission; Services-Functions: Funding Sources)

VISION

The Counseling Department offers counseling services and courses that address the ever changing needs of students' educational, career, and personal goals in a global society. The department will continuously strive to keep pace with the educational and societal changes that will affect our students' lives (created 2006; revised 4/2010).

MISSION

The Counseling Department assists students with decisions that affect educational, vocational and personal goals, and provides appropriate support and instruction to enable students to make realistic decisions and incorporate planning strategies to achieve their goals (created 2006; revised 4/2010).

SERVICES-FUNCTIONS

- Academic Educational Planning and Individual Counseling
- Specialized Counseling: Athletics; Honors Program, Adult Re-Entry; Career Technical Education (VTEA); Academic Success (Title III); Basic Skills Initiative (BSI), etc.
- Instructional Component - Classes in career/life planning and personal exploration; learning strategies for college success, and courses in education
- Career Assessment
- Placement Testing
- New Student Orientation and Advisement
- Grants (i.e., Career Technical Education Teacher Preparation Pipeline and Career Technical Education Community Collaborative)
- Participation in Innovative Activities – Annual High School Counselor Breakfast, Annual Parent Night, Annual Early Decision Registration Program for high school seniors, Orientation for Parents for Incoming Students, OUSD/SCC Transition Council, Senior Day, Discover SCC
- On-going training/faculty development

Academic Educational Planning and Individual Counseling: A primary function of the Counseling Department is to meet with students on an individual basis. Counselors assist students in evaluating their abilities, interests, and personalities to develop realistic academic and career goals. Individualized academic educational plans are created to assist students with maximizing every unit taken.

Specialized Counseling: Counselors actively meet the needs of a diverse student learning population through counseling efforts with athletes, honors program students, adult re-entry, career technical education, academic success, pre-collegiate basic skills students (English and math), probationary, ACE/ESL, financial aid recipients, and future teachers.

Instructional Component: The Counseling Department has a significant instructional component in that we offer a minimum of 119 LHE annually in a variety of courses that contribute toward student success. Our primary courses include the following:

- Counseling 116 – Career/Life Planning and Personal Exploration
- Counseling 113 – Learning Strategies for College Success
- Counseling 101 – Educational, Personal, Cultural, and Career Exploration
- Counseling 118 – Self Exploration and the Teaching Profession
- Education 101 – Introduction to Education
- Education 200 – Introduction to Elementary Classroom Teaching

Career Assessment: Personality and career interests tests (Myers Briggs and Strong Interest Inventory) are administered to assess students' skills and interests that match them to careers which best suit their personality.

Placement Testing: Under the auspices of counseling, the testing center administers and scores a variety of tests:

- English/reading placement tests (CTEP)
- Math placement tests (MDTP)
- ACE/ESL placement tests (TELD)
- Chemistry placement
- Financial Aid "Ability to Benefit" tests (ATB)
- Reading proficiency exams

New Student Orientation: During new student orientation, a counselor-developed booklet entitled Academic Planning Guide is provided for each student. In combination with the orientation, these academic guides provide learning opportunities for students to become cognizant of the most important tenets of academic planning and to become familiar with campus resources and policies which are essential for student success. The orientation culminates with individual advisement for each student.

Grants: The Counseling Department actively seeks out and applies for grants that aim to enhance the academic experience for SCC students. Within the last three years, the Counseling Department competed for and was awarded the following two grants:

- Career Technical Education Teacher Preparation Pipeline Grant
- Career Technical Education Community Collaborative (Middle School Project)

Participation in Innovative Activities: The Counseling Department continuously strives to offer and/or participate in programs and/or workshops geared toward providing a seamless transition for students as they matriculate into the college. These activities ultimately aid to enhance students' academic experiences and assist with retention and persistence efforts. These activities include Annual High School Counselor Breakfast, Annual Parent Night, Annual Early Decision Registration Program for high school seniors, Orientation for Parents of Incoming Students, OUSD/SCC Transition Council, Senior Day, and Discover SCC.

On-going Training/Faculty Development: Ensuring counseling faculty remain current as it pertains to the transfer process is essential in order for students to be provided with the most accurate information. Counseling faculty participated in an "On Course" professional development event whereby learner-centered strategies for empowering students to become active, responsible learners were modeled. A comprehensive adjunct counseling training program was developed and all part-time counselors participated in the series of workshops.

Funding Sources: Contract counselors, instructors of counseling and education classes, and most classified staff are funded through RSCCD general funds. The Testing Center administrative clerk is 100% funded on matriculation. Depending on the assignment, adjunct counselors are funded through numerous categorical and/or grant funds; namely, matriculation, VTEA, Title III, Basic Skills Initiative, and the CTE Community Collaborative. Computer technology, instructional and non-instructional supplies, and conferences are funded through matriculation.

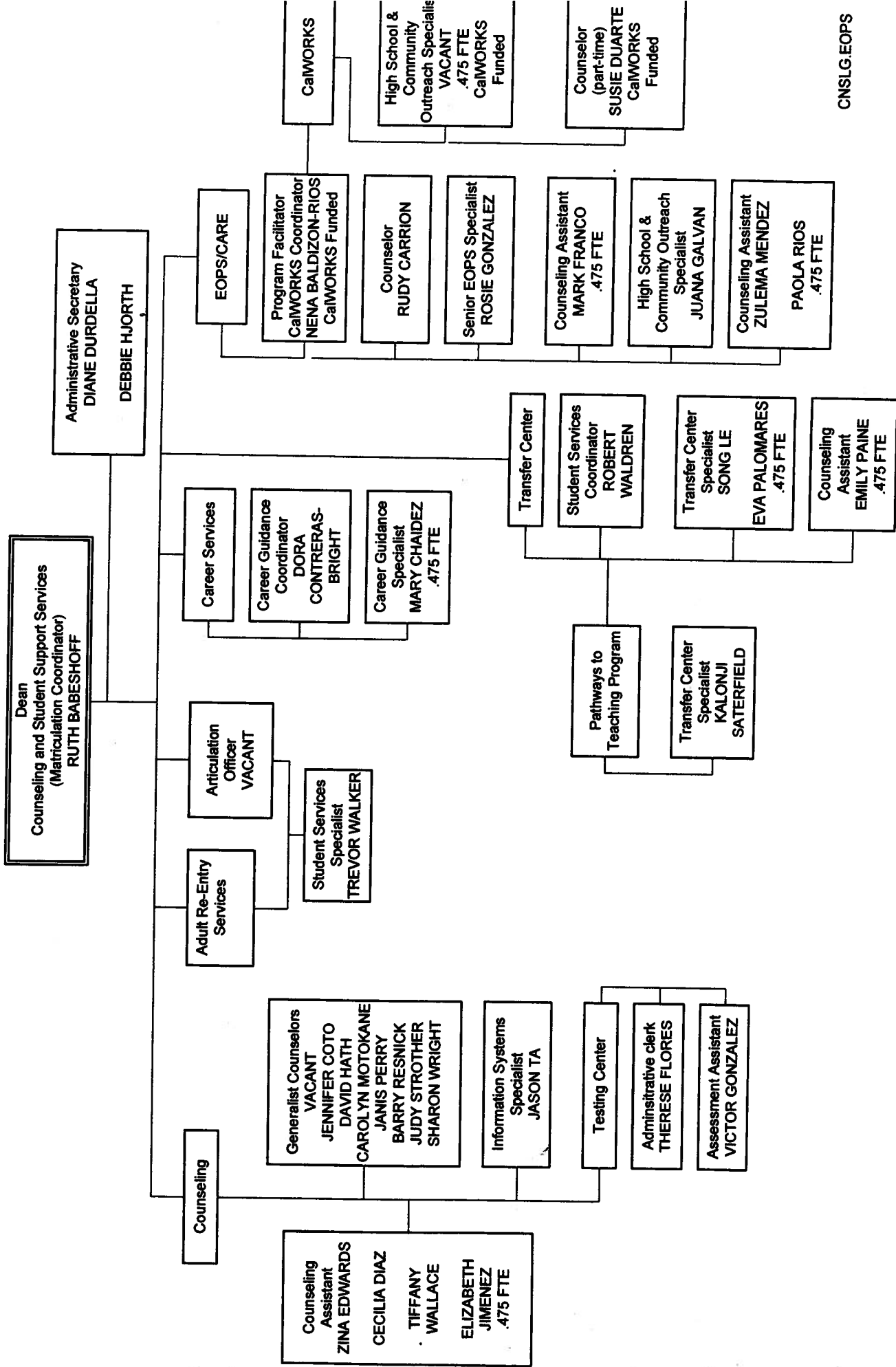
III. ORGANIZATIONAL CHART

Santiago Canyon College

STUDENT SERVICES

COUNSELING AND STUDENT SUPPORT SERVICES

5/11/2009



IV. STUDENT LEARNING OUTCOMES

(Outcomes; methods; implementation of assessment process;
results; decisions and recommendations)

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2008 - 2009

1. Program Department Name
Counseling Department

2. Program Department Mission Statement

The Counseling Department assists students with decisions that affect their educational, vocational and personal goals, and provides appropriate support and instruction to enable students to make realistic decisions and incorporate planning strategies to achieve their goals.

3. Student Learning Outcome(s)

As a result of attending "New Student Orientation," students will be able to comprehend assessment results and correlate placement with course selection, define "general education," and identify an educational pattern to follow to attain academic goal.

4. Methods

a. With criteria for each outcome

A Pre & Post Assessment (*see Pre/Post attachment*) was designed to assess the effectiveness of material covered in each "New Student Orientation." Students (N=380) responded to a set of eight questions which were devised to ascertain students knowledge base in regards to critical information needed in order to achieve their intended educational goal. The assessments were distributed to new student matriculants in July and August of 2009. These students were required to attend New Student Orientation where they received placement test results and were introduced to the college at large.

b. Add limitation, if applicable

Counselors at SCC have a wide variety of professional experience and expertise. Each counselor has a unique delivery of instruction and covers a vast amount of material in "New Student Orientation." As such, it is difficult to create a single questionnaire that can accurately gauge the information presented to each group of students.

5. Implementation of Assessment Process: Who? How? When?

a. Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process).

The lead counselor in charge of conducting "New Student Orientation" served as the primary individual responsible for distributing the survey to students.

b. Outline the timeline for implementation

Timeline for implementation occurred July 13, 2009 through August 20, 2009.

c. Identify who will be evaluated

Incoming college matriculants attending a "New Student Orientation" during the months of July and August 2009 are the intended target group.

d. Identify other programs who are assisting with the evaluation

Not applicable

e. Identify who is the intended user of the data that will be collected

The Counseling Department is the intended user of the collected data.

6. Results

a. Summarize the results for each outcome

Tracking student enrollment success is an important component of SCC's "New Student Orientation." The valuable information provided firsthand by students who took part in this process will aid SCC counseling faculty in realizing what critical information new students need to know and/or be able to do as a direct result of the services provided by the Counseling Department. The information also serves as an instrument in order to improve effectiveness of these services. Throughout July and August of 2009, 54 "New Student Orientations" were conducted and a total of 494 students participated in the orientations.

Pre and Post Assessments were distributed to each student attending "New Student Orientation." Assessments were gathered at the end of each orientation to allow for further analysis of student self-report data. Questionnaires have been collected from 380 students (77% of the population). Student responses to the questionnaires have provided a wealth of data that can be used to derive several significant conclusions. By participating in "New Student Orientation," students clearly benefited as demonstrated by post test results. Across questions 1, 4, 5, and 7, there was a 20 to 35% increase in correct responses. Question #2 saw a significant increase in correct responses, from 34% in pre to just over 82% in the post test (*see Graph attachments*). Question #6 saw a significant increase in correct responses, from 36% in pre to just over 86% in the post test (*see Graph attachments*). In general, students saw a marked increase in their knowledge and understanding of critical information needed in order to achieve success in their academic goal.

Question #8 saw a minimal change from pre to post in correct responses. This indicates that students have a basic understanding of the need to include general education coursework to earn a college degree. Question #3 also saw minimal change. It was determined that the question may need to be revised for next year's outcome and/or a clearer distinction needs to be made between a certificate and an associate's degree during the orientation.

b. Summarize the process to verify/validate the results

380 Student Learning Outcome questionnaires were collected from students who participated in "New Student Orientation." A statistical analysis was conducted using *SPSS 11.0*, a predictive analytic software tool. Descriptive analysis of frequency data was performed to assess student's knowledge base from pre to post tests. The results clearly

indicated a significant increase in correct responses across all major components of New Student Orientation (*For data results, please see Frequencies attachment*).

7. Decisions and Recommendations

a. Summarize the decisions/recommendations made for each outcome

“New Student Orientation” is the opportune time to administer the pre and post assessment. As the counseling faculty continuously refines the orientation process, Student Learning Outcomes may need to be modified in order to adequately measure and assess student’s knowledge base.

b. Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions

Counseling faculty and the Dean of Counseling and Student Support Services.

c. Summarize the suggestions for improving the assessment process (including improvement of outcome, evaluation methods, criteria, etc.)

Based on the findings, it was apparent that the language used in question #3 may have been a contributing factor to students misunderstanding the content. In an effort to improve the assessment process this question will require modification to draw a clearer distinction between an academic degree and a certificate.

d. Identify when each outcome will be evaluated again (if the outcome is to be retained)

Outcome will be evaluated during summer 2010.

e. Identify those responsible for implementing recommended changes

Counseling faculty, Department Chair of Counseling and Dean of Counseling and Student Support Services.



Santiago Canyon College
Assessment of
Student Learning Outcomes

1. The English course needed for an Associate Degree and transfer to a university is:
 - a. English N50
 - b. English 101
 - c. English N60
 - d. English 061
2. The number of units in a course is generally the number of hours per week that a class meets.
 - a. True
 - b. False
3. What degree can you receive at a community college?
 - a. Bachelors Degree
 - b. Certificate
 - c. Associate Degree
4. If you want to transfer to a California State University (CSU), which general education plan would you follow?
 - a. Plan A
 - b. Plan B
 - c. Plan C - IGETC
5. What is the minimum number of units required for an Associate Degree and/or transfer to a California State or University of California?
 - a. 30
 - b. 45
 - c. 60
 - d. 70
6. If you want to transfer to a University of California (UC), which general education plan would you follow?
 - a. Plan A
 - b. Plan B
 - c. Plan C - IGETC
7. To be a full-time student, you must be enrolled in how many units per semester:
 - a. 15 units
 - b. 10 units
 - c. 12 units
8. To earn a college degree, students need courses in English, math, history, communications, science...these types of classes are called:
 - a. Preparation for life
 - b. Major preparation classes
 - c. General Education

Frequencies

Statistics

	question 1 - pre test	question 1 - post test	question 2 - pre test	question 2 - post test	question 3 - pre test	question 3 - post test	question 4 - pre test
N Valid	380	380	380	380	380	380	380
Missing	0	0	0	0	0	0	0

Statistics

	question 4 - post test	question 5 - pre test	question 5 - post test	question 6 - pre test	question 6 - post test	question 7 - pre test	question 7 - post test
N Valid	380	380	380	380	380	380	380
Missing	0	0	0	0	0	0	0

Statistics

	question 8 - pre test	question 8 - post test
N Valid	380	380
Missing	0	0

Frequency Table

question 1 - pre test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BLANK	19	5.0	5.0	5.0
A	18	4.7	4.7	9.7
B	282	74.2	74.2	83.9
C	33	8.7	8.7	92.6
D	28	7.4	7.4	100.0
Total	380	100.0	100.0	

question 1 - post test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BLANK	10	2.6	2.6	2.6
A	1	.3	.3	2.9
B	356	93.7	93.7	96.6
C	10	2.6	2.6	99.2
D	3	.8	.8	100.0
Total	380	100.0	100.0	

question 2 - pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	14	3.7	3.7	3.7
	A	130	34.2	34.2	37.9
	B	236	62.1	62.1	100.0
	Total	380	100.0	100.0	

question 2 - post test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	313	82.4	82.4	82.4
	B	67	17.6	17.6	100.0
	Total	380	100.0	100.0	

question 3 - pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	3	.8	.8	.8
	A	29	7.6	7.6	8.4
	B	38	10.0	10.0	18.4
	C	310	81.6	81.6	100.0
	Total	380	100.0	100.0	

question 3 - post test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	9	2.4	2.4	2.4
	B	71	18.7	18.7	21.1
	C	300	78.9	78.9	100.0
	Total	380	100.0	100.0	

question 4 - pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	29	7.6	7.6	7.6
	A	97	25.5	25.5	33.2
	B	205	53.9	53.9	87.1
	C	49	12.9	12.9	100.0
	Total	380	100.0	100.0	

question 4 - post test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	3	.8	.8	.8
	A	12	3.2	3.2	3.9
	B	341	89.7	89.7	93.7
	C	24	6.3	6.3	100.0
	Total	380	100.0	100.0	

question 5 - pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	22	5.8	5.8	5.8
	A	42	11.1	11.1	16.8
	B	55	14.5	14.5	31.3
	C	234	61.6	61.6	92.9
	D	27	7.1	7.1	100.0
	Total	380	100.0	100.0	

question 5 - post test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	6	1.6	1.6	1.6
	A	11	2.9	2.9	4.5
	B	2	.5	.5	5.0
	C	354	93.2	93.2	98.2
	D	7	1.8	1.8	100.0
	Total	380	100.0	100.0	

question 6 - pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	38	10.0	10.0	10.0
	A	99	26.1	26.1	36.1
	B	106	27.9	27.9	63.9
	C	137	36.1	36.1	100.0
	Total	380	100.0	100.0	

question 6 - post test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	6	1.6	1.6	1.6
	A	22	5.8	5.8	7.4
	B	25	6.6	6.6	13.9
	C	327	86.1	86.1	100.0
	Total	380	100.0	100.0	

question 7 - pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	15	3.9	3.9	3.9
	A	80	21.1	21.1	25.0
	B	14	3.7	3.7	28.7
	C	271	71.3	71.3	100.0
	Total	380	100.0	100.0	

question 7 - post test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	5	1.3	1.3	1.3
	A	14	3.7	3.7	5.0
	B	4	1.1	1.1	6.1
	C	357	93.9	93.9	100.0
	Total	380	100.0	100.0	

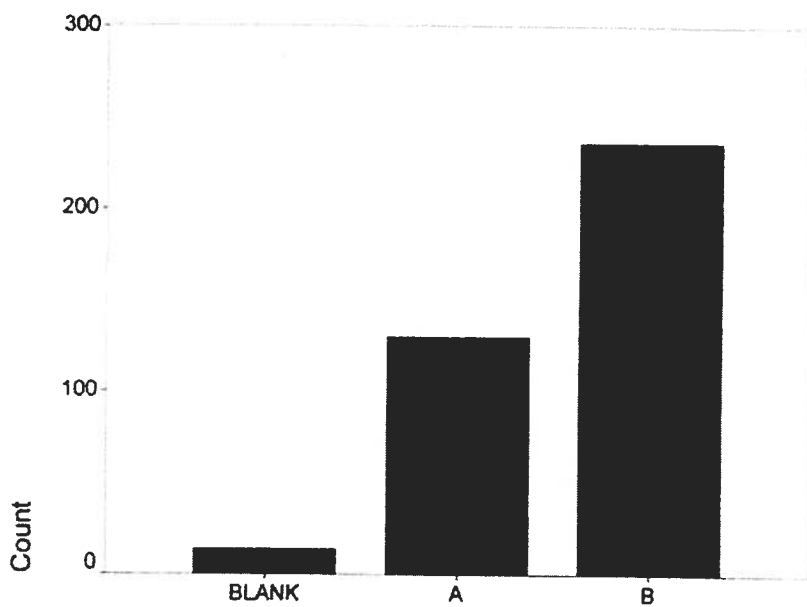
question 8 - pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	17	4.5	4.5	4.5
	A	4	1.1	1.1	5.5
	B	19	5.0	5.0	10.5
	C	340	89.5	89.5	100.0
	Total	380	100.0	100.0	

question 8 - post test

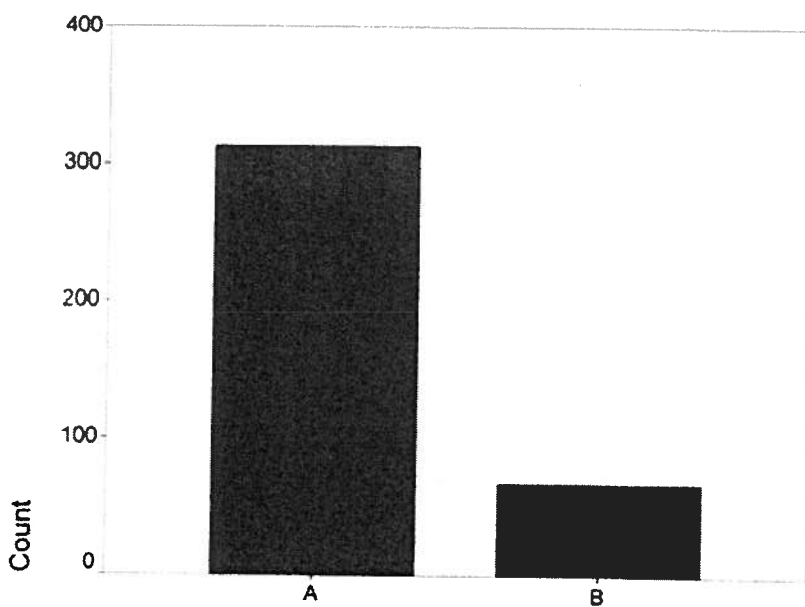
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BLANK	4	1.1	1.1	1.1
	A	3	.8	.8	1.8
	B	9	2.4	2.4	4.2
	C	364	95.8	95.8	100.0
	Total	380	100.0	100.0	

Graph

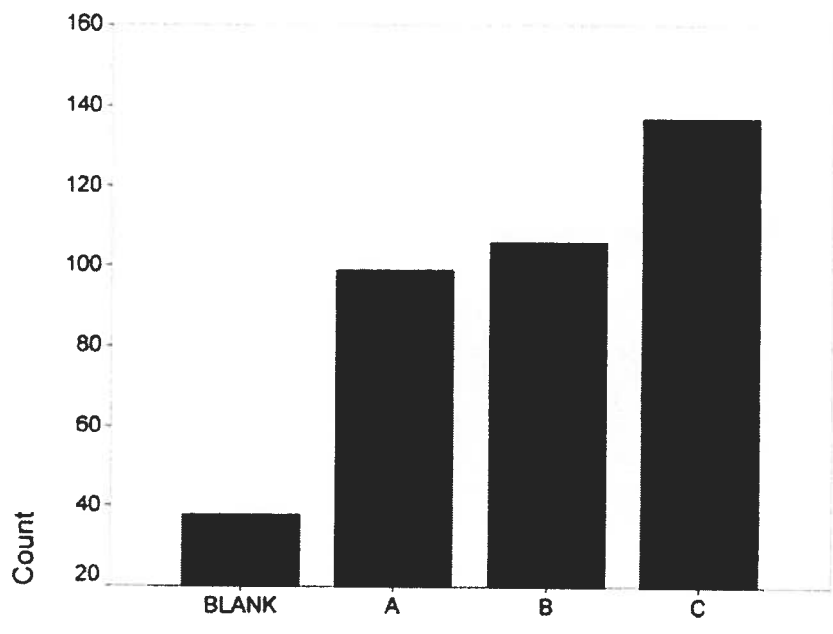


question 2 - pre test

Graph

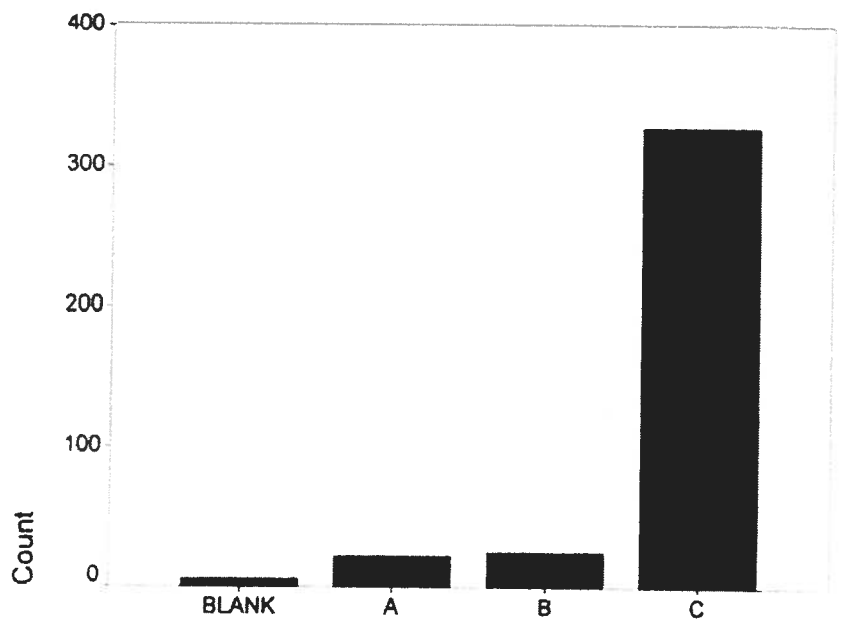


question 2 - post test



question 6 - pre test

Graph



question 6 - post test

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2007 - 2008

1. Program
Counseling Department
2. Department Mission Statement
The Counseling Department assists students with decisions that affect their educational, vocational and personal goals, and provides appropriate support and instruction to enable students to make realistic decisions and incorporate planning strategies to achieve their goals.
3. Student Learning Outcome(s)
As a result of attending "New Student Orientation," students will be able to demonstrate the ability to develop an appropriate educational plan.
4. Methods
 - a. With criteria for each outcome
A "Student Survey of Orientation and Advisement" was created to assess the effectiveness of material covered in each "New Student Orientation."
The following three questions were asked of the respondents:
 - 1) I was able to develop my fall semester schedule (please check one):
On my own With some assistance With a great deal of assistance
 - 2) What information was most helpful to you today?
 - 3) What other information about SCC should be provided to new students during orientation?
 - b. Add limitation, if applicable
Counselors at SCC have a wide variety of professional experience and expertise. Each counselor has a unique delivery of instruction and covers a vast amount of material in "New Student Orientations." As such, it is difficult to create a single questionnaire that can accurately gauge the information presented to each group of students.
5. Implementation of Assessment Process: Who? How? When?
 - a. Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process).
The lead counselor in charge of conducting "New Student Orientation" served as the primary individual responsible for distributing the survey to students.
 - b. Outline the timeline for implementation
Timeline for implementation began on May 6, 2008 through May 24, 2008.
 - c. Identify who will be evaluated
Incoming freshmen participating in the college's Early Decision Registration Program in May 2008 are the individuals being evaluated. These students received priority registration for fall 2008.

- d. Identify other programs who are assisting with the evaluation
Additional Counseling and Student Support Services Program staff (i.e., Transfer Center, Career Center, Job Placement, Adult Re-Entry, and EOPS) were informed of the evaluation and assisted with the collection of the survey.
- e. Identify who is the intended user of the data that will be collected
The Counseling Department is the intended user of the collected data.

6. Results

- a. Summarize the results for each outcome

Tracking student enrollment success is an important component of SCC's "New Student Orientation." The valuable information provided firsthand by students who took part in this program will aid SCC counseling faculty in future early registration efforts. To date, SCC has successfully enrolled 941 new students during the 2008 Early Decision process. Eleven priority registration sessions were offered between May 6 and May 24, 2008. Each session consisted of 4-5 "New Student Orientations."

"Student Survey of Orientation & Advisement" questionnaires were distributed to each student taking part in the Early Decision process. Questionnaires were gathered at the end of each orientation to allow for further analysis of student self-report data. To date, questionnaires have been collected from 567 students (60% of the population). Student responses to the questionnaires have provided a wealth of data that can be used to derive several significant conclusions. Of the 567 SLO participants, 52 (9%) reported being able to develop a fall semester schedule "On My Own," with no assistance from counselors and support staff. In addition, 326 (58%) reported developing their fall schedule "With Some Assistance." Finally, 189 (33%) reported requiring "A Great Deal of Assistance."

Students were also asked to report what information was most helpful during each Early Decision orientation. Being an open-ended question, students were able to respond freely. A total of 171 students (30% of the population) felt help with choosing courses for fall was most beneficial, and 91 students (16%) found the overall information gained in each orientation to be most helpful. Other notable responses for helpful information included:

86 (15%)	Transfer information
59 (10%)	General Education Plan information
39 (7%)	Help from Counselors and Support Staff
31 (6%)	Information on Units
24 (4%)	Academic Planning Guide

Finally, students were asked to report any additional information that should be provided to further help new students in the future. Of the 567 participants, 297 (52%) felt the orientations were comprehensive and required no additional information; 41 students (7%) requested additional help with developing a fall semester class schedule; and 28 (5%) requested

additional information about the SCC campus, including campus tours, maps, and other student services. (**For more response data, see Attachment A*)

Upon further analysis, it was determined that a statistically significant positive relationship existed between students who found General Education Plan information most helpful and those who were able to complete their fall schedule either on their own or with some assistance. This result illustrates the importance of highlighting general education course requirements during each "New Student Orientation."

b. Summarize the process to verify/validate the results

567 Student Learning Outcome questionnaires were collected from students who participated in the Early Decision program. A statistical analysis was conducted using *SPSS 11.0*, a predictive analytic software tool utilized to illustrate frequency of responses and determine correlation relationships. Similar student response clusters were grouped into categories, coded, and data from each SLO was loaded into *SPSS* for further analysis. (**For data results, please see Attachment A*)

7. Decisions and Recommendations

Decisions and recommendations cannot be made within this report given that the Student Learning Outcome pertains to the Counseling Department and it is imperative that counseling faculty be included in the decision and recommendation process. This report is being generated during summer 2008 while counseling faculty are off duty. The Department Chair of Counseling will address this section with counseling faculty as a Common Flex activity prior to the onset of fall 2008.

**SCC "Student Survey of Orientation & Advisement" Spring 2008:
Student Learning Outcome Statistics**

**Frequencies
Statistics**

		DEVELOP MY FALL SEMESTER SCHEDULE	WHAT INFO WAS MOST HELPFUL?	What other info should be provided to new students?
N	Valid	567	567	567
	Missing	0	0	0

Frequency Table

DEVELOP MY FALL SEMESTER SCHEDULE

		Frequency	Valid Percent	Cumulative Percent
Valid	ON MY OWN	52	9.2	9.2
	WITH SOME ASSISTANCE	326	57.5	66.7
	WITH A GREAT DEAL OF ASSISTANCE	189	33.3	100.0
	Total	567	100.0	

WHAT INFO WAS MOST HELPFUL?

		Frequency	Valid Percent	Cumulative Percent
Valid	The Orientation/ Everything	91	16.0	16.0
	Transfer Info/Classes needed to transfer	86	15.2	31.2
	Info on Teaching	6	1.1	32.3
	Picking a Class Schedule	171	30.2	62.4
	Counselors/ Support Staff	39	6.9	69.3
	Nursing Info	3	.5	69.8
	General Ed Plans	59	10.4	80.2
	Math & English Sequence/ Placement	10	1.8	82.0
	AP course credit	1	.2	82.2
	Units info/Time commitment	31	5.5	87.7
	Choosing a Major	3	.5	88.2
	Planning Guide	24	4.2	92.4
	Campus info	8	1.4	93.8
	Info on Teachers/Classes	15	2.6	96.5
	Summer info	3	.5	97.0
	Degree Requirements	7	1.2	98.2
	Classes at SAC	1	.2	98.4
	Application	1	.2	98.6

	process			
	Common struggles for new students	3	.5	99.1
	Drop/Withdrawal	1	.2	99.3
	BLANK	4	.7	100.0
	Total	567	100.0	

What other info should be provided to new students?

		Frequency	Valid Percent	Cumulative Percent
Valid	Nothing/ Everything was covered	297	52.4	52.4
	Academic Planning/ Picking a Class Schedule	41	7.2	59.6
	Obtaining HS Diploma	1	.2	59.8
	Info on Teachers	8	1.4	61.2
	Major info/ requirements	17	3.0	64.2
	Honors Info	2	.4	64.6
	Summer Classes	3	.5	65.1
	Where to go on 1st Day	1	.2	65.3
	Campus Info	28	4.9	70.2
	Financial Aid info	9	1.6	71.8
	Scholarship Info	3	.5	72.3
	Units info	4	.7	73.0
	Lunch Hour, etc.	1	.2	73.2
	Classes for different learning abilities	1	.2	73.4
	Classes at SAC	6	1.1	74.4
	AA and Certificate info	1	.2	74.6
	Personal info shared by presenter	1	.2	74.8
	Intersession info	1	.2	75.0
	Transfer info	17	3.0	78.0
	More individual help	6	1.1	79.0
	College class info/ Prerequisites	15	2.6	81.7
	Athletics	7	1.2	82.9
	Child care	1	.2	83.1
	Time Management	1	.2	83.2
	Care & Control Program	1	.2	83.4
	Classes w/ Labs	1	.2	83.6
	AP Credit	2	.4	84.0
	Online Classes	1	.2	84.1
	Counselor Appointments	1	.2	84.3
	Costs - general info	6	1.1	85.4
	BLANK	83	14.6	100.0
	Total	567	100.0	

Correlations

		"On My Own" or "Some Assistance"	Found General Education Plans most helpful
"On My Own" or "Some Assistance"	Pearson Correlation	.094	1
	Sig. (2-tailed)	.025	.
	N	567	567
Found General Education Plans most helpful	Pearson Correlation	.094	1
	Sig. (2-tailed)	.025	.
	N	567	567

* Correlation is significant at the 0.05 level (2-tailed).

...In conclusion, there is a statistically significant positive relationship between students who found the General Education Plans most helpful and were also able to develop their fall schedules either on their own or with some assistance. This illustrates the significant positive effect that covering general ed plans will have on successful schedule planning.

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2008-2009

1. Program-Department Name

Testing Center

2. Program-Department Mission Statement

The Testing Center provides services that afford students a comprehensive evaluation of their skills and interests to assist them in their educational planning and career goal setting.

3. Student Learning Outcome

As a result of participating in the pre-testing, pre-orientation PowerPoint presentation of student and academic support services, students will be able to demonstrate knowledge of programs and services available at the college.

4. Implementation of Assessment Process: Who? How? When?

- a. Prior to administering placement tests, a Testing Center staff member welcomed students to SCC and to the Pre-Orientation PowerPoint of Student and Academic Support Services. Students were informed that they were going to view a PowerPoint presentation that highlights many student and academic support services available to SCC students to promote academic success and/or participation in college life. However, before viewing the PowerPoint, students were given a form (*pre-test*) and asked to list one to four services in which they were already familiar. They were asked to leave the form blank if they did not know of any services. Students were then informed that after they viewed the PowerPoint presentation of services, they would be asked to list four services (*post-test*) that they did not know about before. This information was intentional and provided before the presentation began to encourage focused student attention to the information provided.
- b. The implementation timeline was mid-July through mid-August 2009.
- c. The pre and post tests were given to a sampling of new matriculating students participating in placement testing in July and August 2009. The sample of students was done by giving pre and post tests at some of the placement testing sessions for seven weeks. **N =146 students**
- d. Testing Center staff and the dean of counseling and student support services assisted with the evaluation.
- e. The intended users of the data collected include the counseling dean and other interested student services and academic support staff who want to ensure that students have information and access to their programs.

5. Results

The pre and post test results are provided below. The list of college programs and/or support services results from what the students wrote down on the pre and post tests, and the number in each column represents how many students wrote down what they knew (pre-test) and what they learned as a result of the presentation (post-test).

<u>College Program/Support Service</u>	<u>Pre-test Outcomes</u>	<u>Post-test Outcomes</u>
Academic Success Center	1	2
Admissions & Records	2	9
Adult Re-entry Services	0	3
AmeriCorps	0	1
ASB	3	2
Bookstore	1	7
CalWORKs	1	4
Career Services	2	4
Cashier's Office	2	6
Child Care Center	1	7
Counseling Center	4	16
DSPS	1	1
EOPS	1	3
Financial Aid	4	7
Honors Classes	0	2
Job Placement	0	3
Library	3	13
Math Study Hall (MaSH)	0	8
Pathways to Teaching Program	1	4
Scholarships	0	2
Security	0	1
Student Health & Wellness	2	4
Testing Center	1	5
Transfer Center	2	6
Tutoring	2	6

Of the 146 students that participated in the pre and post tests, 34 students (23%) self-reported and listed on the pre-test that they knew about 18 services offered by the college; and in the post-test, 126 students (86%) were able to list 25 services they learned about as a result of viewing the PowerPoint presentation. Thus, in the post-test, 92 more students (63%) reported 28% more services due to the learning that occurred during the Pre-Orientation PowerPoint of Student and Academic Support Services.

6. Decisions and Recommendations

Testing staff and the dean of counseling reviewed and discussed the results.

The current findings confirm the results found in the 2007-2008 assessment of the same student learning outcome for Testing. Thus, this finding verifies that there continues to be significant learning by students as a result of viewing the PowerPoint presentation of services offered by the college. It is believed that the PowerPoint presentation is a viable service in that it exposes students to useful information as they enter the college experience.

While it has been established that this is a successful and viable service to offer students, due to budget cuts and reduced staffing in the Testing Center, showing the PowerPoint presentation may not always be possible. There is now only one employee to check in students, help them complete a new and complex form for the testing process, and it is not time efficient to add another activity to the already three plus hours testing process. Therefore, it was decided to suspend this activity as an intentional service to students, but to run the PowerPoint for students' general viewing as they check in for testing in hopes they might find the information useful.

Santiago Canyon College
Testing Center

Pre-Orientation Presentation of Student and Academic Support Services

New Students: Welcome to Santiago Canyon College! You are about to view a PowerPoint presentation that highlights many student and academic support services available to SCC students to promote academic success and/or participation in college life.

You may already be aware of some services available to students, so before you view the presentation, please take a moment to list from one to four services you are already aware of in the space provided below. If you are not aware of any services, simply leave the spaces blank.

1. _____
2. _____
3. _____
4. _____

Now you will view the PowerPoint presentation. When the presentation is complete, you will be asked again to list from one to three services provided to SCC students. Enjoy learning about the many services available for our students, thank you for participating in this survey, and know that we wish you much success at Santiago Canyon College!

Terry Flores, Administrative Clerk
Testing Center

Victor Gonzalez, Assessment Assistant
Testing Center

Santiago Canyon College
Testing Center

Pre-Orientation Presentation of Student and Academic Support Services
POST

Now that you have viewed the presentation that highlights many student and academic support services available to SCC students to promote academic success and/or participation in college life, please list **three services** that you did not know about before.

1. _____
2. _____
3. _____

Again, thank you for participating in this survey, and best wishes for college success!

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2007 – 2008

1. Program-Department Name

Testing Center

2. Program-Department Mission Statement

The Testing Center provides services that afford students a comprehensive evaluation of their skills and interests to assist them in their educational planning and career goal setting.

3. Student Learning Outcome

As a result of participating in the pre-testing, pre-orientation presentation of student and academic support services, students will be able to demonstrate knowledge of programs and services available at the college.

4. Implementation of Assessment Process: Who? How? When?

- a. Prior to administering placement tests, a Testing Center staff member welcomed students to SCC and to the Pre-Orientation of Student and Academic Support Services. Students were informed that they were going to view a PowerPoint presentation that highlights many student and academic support services available to SCC students to promote academic success and/or participation in college life. However, before viewing the PowerPoint, students were given a form (*pre-test*) and asked to list one to four services in which they were already familiar. They were asked to leave the form blank if they did not know of any services. Students were then informed that after they viewed the PowerPoint presentation of services, they would be asked to list four services (*post-test*) that they did not know about before. This information was intentional and provided before the presentation began to encourage focused student attention to the information provided. Students were also asked to name at least one service that they might actually use in the near future.
- b. The implementation timeline was August 2007.
- c. The pre and post tests were given to a sampling of new matriculating students participating in placement testing in August 2007. The sample of students was done by giving pre and post tests at one placement testing session per week for four weeks. **N=137 students**
- d. Testing Center staff and the dean of counseling and student support services assisted with the evaluation.
- e. The intended users of the data collected include the counseling dean, the specialist who created the presentation, and other student services and academic support staff who want to ensure that students have information and access to their programs.

6. Results

The pre and post test results are provided below. The list of college programs and/or support services results from what the students wrote down on the pre and post tests, and the number in each column represents how many students wrote down what they knew (pre-test) and what they learned as a result of the presentation (post-test).

<u>College Program/Support Service</u>	<u>Pre-test Outcomes</u>	<u>Post-test Outcomes</u>
Academic Success Center	1	2
Admissions & Records	0	5
Adult Re-entry Services	0	3
AmeriCorps	0	1
ASB	2	2
Bookstore	0	4
CalWORKs	0	2
Career Center	2	4
Cashier's Office	1	4
Child Care Center	2	6
Computer Lab	0	3
Counseling Center	3	13
DSPS	1	1
EOPS	1	1
Financial Aid	3	4
Honors Classes	0	3
Job Placement	1	5
Library	0	12
Math Study Hall (MaSH)	0	7
Pathways to Teaching Program	0	2
Scholarships	0	1
Security	0	3
Student Health & Wellness	2	1
Testing Center	0	2
Transfer Center	1	3
Tutoring	3	4

In the post-test, students were also asked to name at least one service they might actually use in the near future. The responses to this question resulted in the following:

<u>College Program/Support Service</u>	<u># of Students</u>
Adult Re-entry	1
Bookstore	2
Career Center	1
Counseling	4
Financial Aid	1
Honors	1
Job Placement	1
Library	3
Math Study Hall (MaSH)	2
Teacher's for Tomorrow Club	1
Transfer Center	1

Of the 137 students that participated in the pre and post tests, 23 students (17%) self reported and listed on the pre-test that they knew about 13 services offered by the college; and in the post-test, 98 students (72%) were able to list 26 services they learned about as a result of viewing the PowerPoint presentation. Thus, in the post-test, 75 more students (55%) reported 50% more services due to the learning that occurred during the Pre-Orientation of Student and Academic Support Services.

Only 18 students (13%) responded to the question about one service they might actually use in the near future. It is difficult to determine why so few students responded to this question and what the results actually indicate. Did the student run out of time? Was it too much to ask or simply not a good question? Did they have enough time to process the information and decide what services they might access soon?

7. Decisions and Recommendations

Testing staff and the dean of counseling reviewed and discussed the results. Given the significant learning by students as a result of viewing the PowerPoint presentation during the Pre-Orientation of Student and Academic Support Services offered by the college, it is believed that the PowerPoint is a viable service in that it exposes students to useful information in a short period of time as they enter the college experience.. It was decided to continue with the Student Learning Outcome and the method of assessment (pre and post tests); however, the following recommendations are to be considered:

- a. Update the PowerPoint to reflect any new or changing SCC services.
- b. Discuss the value of asking what service students might actually use in the near future and possibly delete that question from the post-test.
- c. Increase the student sample by giving the pre and post tests at more placement testing sessions in July and August 2008, and compare and contrast data from 2007 and 2008.

Santiago Canyon College
Testing Center

Pre-Orientation Presentation of Student and Academic Support Services

New Students: Welcome to Santiago Canyon College! You are about to view a PowerPoint presentation that highlights many student and academic support services available to SCC students to promote academic success and/or participation in college life.

You may already be aware of some services available to students, so before you view the presentation, please take a moment to list from one to four services you are already aware of in the space provided below. If you are not aware of any services, simply leave the spaces blank.

1. _____
2. _____
3. _____
4. _____

Now you will view the PowerPoint presentation. When the presentation is complete, you will be asked again to list from one to four services provided to SCC students. Enjoy learning about the many services available for our students, thank you for participating in this survey, and know that we wish you much success at Santiago Canyon College!

Ruth Babeshoff, Dean
Counseling & Student Support Services

Terry Flores, Administrative Clerk
Testing Center

Santiago Canyon College
Testing Center

Pre-Orientation Presentation of Student and Academic Support Services

Now that you have viewed the presentation that highlights many student and academic support services available to SCC students to promote academic success and/or participation in college life, please list four services that you did not know about before.

1. _____
2. _____
3. _____
4. _____

Name at least one service that you think you will actually use in the near future.

1. _____

Again, thank you for participating in this survey, and best wishes for college success!

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report 2008-2009

1. Program-Department Name

Adult Re-Entry Services

2. Program Department Mission Statement

Adult Re-Entry Services provides specialized support to students returning to school after significant break in their education, or those who are attending college for the first time. We address common concerns students have about achieving a balance between the demands and responsibilities of school, work, and home.

3. Student Learning Outcome

As a result, of attending the Adult Re-Entry Orientation students will be able to demonstrate the ability to develop a first semester course plan.

4. Methods- With Criteria for Each Outcome

The adult re-entry counselor and specialist observed re-entry students ability to develop their first semester course plan at the conclusion of the Adult Re-Entry Orientation. Students' completed a "Student Survey of Orientation which identified their ability to construct a course plan (semester schedule) on the following three categories: 1) **Constructed Semester Schedule Independently;** 2) **Constructed Semester Schedule With Minor Assistance;** or 3) **Constructed Semester Schedule With Significant Assistance.**

5. Implementation of Assessment Process: Who? How? When?

- a) The individuals involved in the assessment process include: Sheryl Christensen academic counselor for the Adult Re-Entry program, and Trevor Walker, student services specialist for the Adult Re-Entry Program.
- b) The observation was made and recorded on the Record of Student Learning Outcomes form while students were in the process of developing their first semester course plan. These observations took place at the Adult Re-entry Orientation sessions in July and August of 2008 and in January 2009.
- c) Each adult re-entry student that attended the Adult Re-entry Orientation completed a Student Survey of Orientation.
- d) The adult re-entry counselor and the adult re-entry specialist are the intended users of the data collected. The data collected is important so that

they can improve the effectiveness of the Adult Re-Entry Orientations if needed.

6. Results

- a) Out of a total of 54 student participants in the Adult Re-Entry Orientations, 27 students felt they were able to construct a semester schedules independently 22 seemed to feel that were able to construct a semester schedule with minor assistance from the counselor or specialist, and 5 felt they needed significantly more assistance with developing a semester schedule.
- b) To verify and validate the results of the students' plans, the re-entry counselor reviews each student's semester's plans to ensure that all of the elements of an appropriate plan based on the student's individual goals are in place.

7. Decisions and Recommendations

- a) After, close review of both the Adult Re-Entry Orientations and the results from the Student Survey of Orientation, there are no new recommendations. More than 90% of the students that attended either a Fall 2008 or a Spring 2009 orientation was able to develop a semester schedule on their own or with some assistance.
- b) The individuals involved in discussion of the evidence include: Sheryl Christensen academic counselor for the Adult Re-Entry program, and Trevor Walker, student services specialist for the Adult Re-Entry Program.
- c) The current SLO will be evaluated August 2009 and again January 2010

Santiago Canyon College
Adult Re-Entry Services
Student Survey Of Orientation & Advisement

Santiago Canyon College
Adult Re-Entry Services
SCC D-104S
Phone: (714) 628-4934
E-Mail:
Walker_Trevor@sccollege.edu

Dear New Student:

Thank you for participating in today's "orientation & advisement" session. We hope we were able assist you in creating a first semester schedule. Your feedback on our program is important to us. We would appreciate your response to the following questions.

1. I was able to develop my fall/spring semester schedule (please check one):

€ on my own

€ With some assistance

With a great deal of assistance

2. If you selected "With a great deal assistance" from above what information was most confusing to you? _____

3. What other information about SCC should be provided to new students during Orientation? _____



Santiago Canyon College
Adult Re-Entry Services
Student Survey Of Orientation & Advisement

Santiago Canyon College
Adult Re-Entry Services
SCC D-104S
Phone: (714) 628-4934
E-Mail:
Walker_Trevor@sccollege.edu

Dear New Student:

Thank you for participating in today's "orientation & advisement" session. We hope we were able assist you in creating a first semester schedule. Your feedback on our program is important to us. We would appreciate your response to the following questions.

1. I was able to develop my fall/spring semester schedule (please check one):

€ on my own

€ With some assistance

With a great deal of assistance

2. If you selected "With a great deal assistance" from above what information was most confusing to you? _____

3. What other information about SCC should be provided to new students during Orientation? _____



Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2007 - 2008

1. **Program-Department Name**

Adult Re-Entry Services

2. **Program Department Mission Statement**

Adult Re-Entry Services provides specialized support to students returning to school after significant break in their education, or those who are attending college for the first time. We address common concerns students have about achieving a balance between the demands and responsibilities of school, work, and home.

3. **Student Learning Outcome**

As a result, of attending the Adult Re-Entry Orientation students will be able to demonstrate the ability to develop a first semester course plan.

4. **Methods- With Criteria for Each Outcome**

The adult re-entry counselor and specialist observed re-entry students ability to develop their first semester course plan at the conclusion of the Adult Re-Entry Orientation. Students' ability to construct a course plan (semester schedule) was assessed on the following three categories: 1) **Constructed Semester Schedule Independently**; 2) **Constructed Semester Schedule With Minor Assistance**; or 3) **Constructed Semester Schedule With Significant Assistance**.

5. **Implementation of Assessment Process: Who? How? When?**

- a) The individuals involved in the assessment process include: Sheryl Christensen academic counselor for the Adult Re-Entry program, and Trevor Walker, student services specialist for the Adult Re-Entry Program.
- b) The observation was made and recorded on the Record of Student Learning Outcomes form while students were in the process of developing their first semester course plan. These observations took place at the Adult Re-entry Orientation sessions in July and August of 2007 and in January 2008.
- c) Each adult re-entry that attended the Adult Re-entry Orientation was evaluated.
- d) The adult re-entry counselor and the adult re-entry specialist are the intended users of the data collected. The data collected is important so that they can improve the effectiveness of the Adult Re-Entry Orientations if needed.

6. Results

- a) Out of a total of 41 student participants in the Adult Re-Entry Orientations, **27** were able to construct a semester schedules independently **10** were able to construct a semester schedule with minor assistance from the counselor or specialist, and **4** students needed significantly more assistance with developing a semester schedule.
- b) To verify and validate the results of the students' plans, the re-entry counselor reviews each student's semester's plans to ensure that all of the elements of an appropriate plan based on the student's individual goals are in place.

7. Decisions and Recommendations

- a) After, closer review of our Adult Re-Entry Orientations our recommendation to improve the assessment process would be to incorporate a student generated evaluation. We feel this would create a better depiction on if and how accurate we truly are in regards to meeting our students' needs during orientation.
- b) The individuals involved in discussion of the evidence include: Sheryl Christensen academic counselor for the Adult Re-Entry program, and Trevor Walker, student services specialist for the Adult Re-Entry Program.

SANTIAGO CANYON COLLEGE
Adult Re-Entry New Student Orientation

Record of Student Learning Outcomes - August 2007

Student (Last Name or Student No.)	Constructed Semester Schedule Independently	Constructed Semester Schedule w/ Minor Assistance	Unable to Construct Semester Schedule w/o Significant Assistance
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

V. DATA

(Qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program effectiveness)

New Curriculum (Data #1)

- An Associate Degree in Elementary Education which also serves as lower division transfer preparation to a CSU system
- A Special Education Paraprofessional Certificate which consists of 17 units and also serves as major preparation for transfer to CSU Fullerton Human Services major, persons with disabilities track
- Counseling 118 - Self Exploration and the Teaching Profession
- Counseling 113 - Learning Strategies for College Success

Curriculum Articulation (Data #2)

- Counseling 101 - Educational, Personal, Cultural, and Career Exploration modified, submitted and approved for UC transfer
- Counseling 116 - Career/Life Planning and Personal Exploration modified, submitted and approved for UC transfer

Number of Students Seen by Counselors (Data #3)

Full summary reports indicating total number of students seen through individual counseling appointments and/or walk-in were conducted throughout the three year review cycle. The data clearly reflects the total number of students served has continuously increased throughout the review period.

- 2008-2009 13,983 students served (3.7% increase from 2007-2008)
- 2007-2008 13,480 students served (11.7% increase from 2006-2007)
- 2006-2007 12,070 students served

Reports were also generated on the number of students that attended an orientation led by a counselor. This data also reflects an increase in the number of attendees.

- 2008-2009 747 students served (4% increase from 2007-2008)
- 2007-2008 718 students served (38.1% increase from 2006-2007)
- 2006-2007 520 students served

Counseling Instruction (Data #4)

In addition to individual counseling appointments, small group orientations and workshops, the Counseling Department has a significant instructional component in that we offer a significant amount of LHE annually in a variety of courses that contribute toward student success.

- 2008-2009 129.25 LHE
- 2007-2008 119.24 LHE
- 2006-2007 119.37 LHE

Grants (Data #5)

- Career Technical Education Teacher Preparation Pipeline Grant
- Career Technical Education Community Collaborative (Middle School Project)

Innovative Approaches (Data #6)

- Counseling courses linked (learning communities) with basic skills English courses to assist with retention and persistence efforts
- Additional Learning Communities created for future teacher students
- "Apple Courses" identified in the class schedule signifying courses of interest to future teacher students
- Innovative delivery approach for New Student Orientation was designed in order to reach more students
- Parent Orientation designed to provide family members of graduating high school seniors matriculating into SCC with academic planning information and resources to empower their student on campus
- A new hiring process was designed for adjunct counselors in order to ensure the most qualified individuals were being hired
- A comprehensive training program was developed for adjunct counselors
- Classroom presentations to Intermediate Algebra classes to provide information and advisement regarding the appropriate math sequence
- Classroom presentations to Pre-Algebra classes to provide information and/or tours of student support services
- Pre-collegiate basic skills follow up with N-level English students which included counseling and a mini-career research project

Counseling Department Program Effectiveness Survey (Data #7)

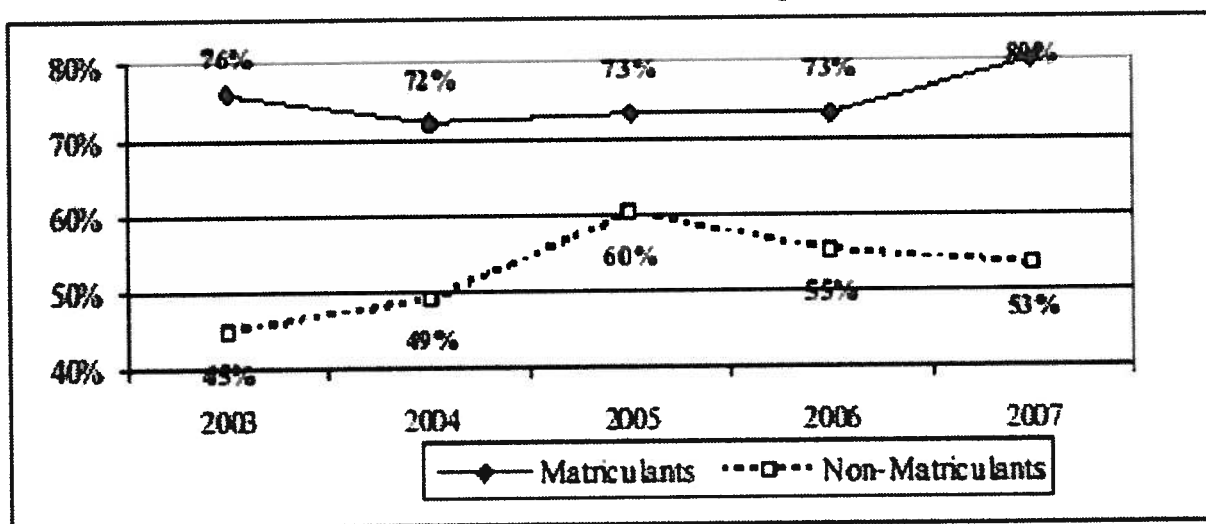
In an ongoing effort to provide quality counseling services for students, a Program Effectiveness Survey was disseminated to 155 students utilizing the Counseling Center during fall 2008. Out of 155 respondents, 146 indicated they were satisfied with the assistance received. There were 0 indicators that students were not satisfied with the assistance received.

RSCCD Research Department Study – Pathways of Student Persistence at SCC (Data #8)
 Counselors conduct new student orientation as part of the matriculation program. The result is that students who move through the matriculation process (i.e., placement testing, orientation and advisement), have a higher rate of persistence than students who do not. The graph below clearly indicates that students who attend a New Student Orientation have a higher percentage of persistence into their second semester of college opposed to non-matriculants. The persistence rate for fall 2007 matriculants rose by seven percentage points compared to that of the prior year.

**Persistence Rates of Matriculated and Non-Matriculated Students
 New Freshmen with Goal of “AA Degree or Transfer”**

New Freshman (Source: SR 0350)	Initial Student Count		Persistence to Subsequent Semester									
			2 nd		3 rd		4 th		5 th		6 th	
	Mat.	Non-Mat.	Mat.	Non-Mat.	Mat.	Non-Mat.	Mat.	Non-Mat.	Mat.	Non-Mat.	Mat.	Non-Mat.
Fall 2004 Cohort n = 961	797	164	72%	49%	60%	37%	54%	28%	41%	23%	31%	17%
Fall 2005 Cohort n = 954	833	121	73%	60%	60%	43%	48%	42%	39%	27%	34%	26%
Fall 2006 Cohort n = 999	866	133	73%	55%	56%	31%	55%	29%	45%	29%	32%	21%
Fall 2007 Cohort n = 870	722	148	80%	53%	79%	41%	60%	32%				

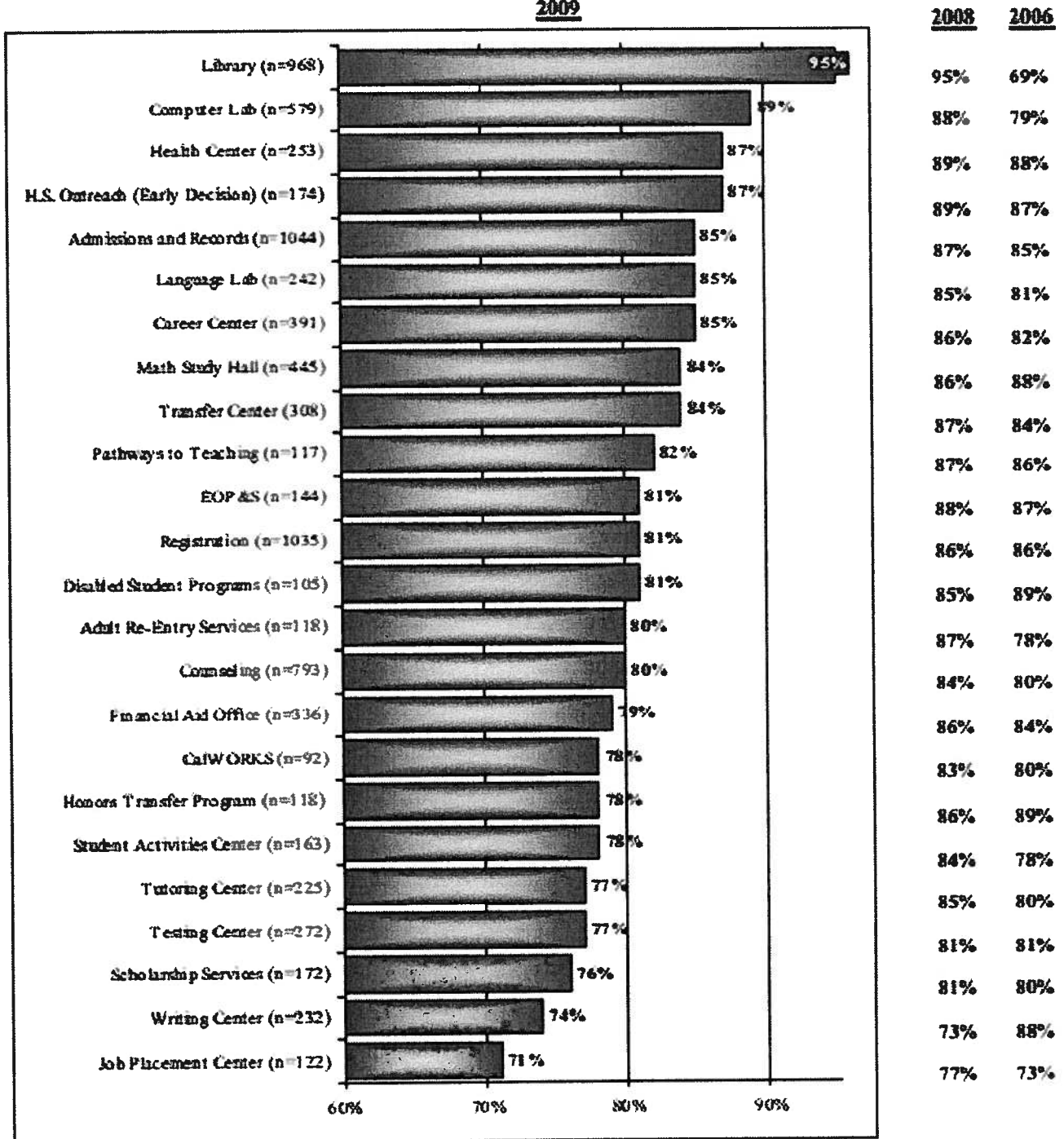
**Persistence Rates of Matriculated and Non-Matriculated Students
 New Freshmen with a Goal of AA Degree or Transfer**



RSCCD Research Department Study – Student Satisfaction Study (Data #9)

A comprehensive student satisfaction survey of students enrolled at SCC was conducted in an attempt to provide an opportunity for students to report their levels of satisfaction with their educational experience, the college environment, and the services and programs provided by the college. Throughout the program review cycle, counseling continues to be ranked by students in the 80 percentile range (refer to chart below).

Ratings of SCC Programs and Services
2009



Placement Testing

RSCCD is now utilizing the Datatel Colleague software system throughout the district. Thus, the Testing Center underwent major changes in technological procedures and forms. All aspects of the placement testing process were successfully converted into the Datatel Colleague software system. In addition, counselors and testing staff went from using a paper/pencil test result form to an efficient computerized placement test result form with pre-weighted multiple measures with great success. Lastly, the Testing Center successfully executed a Computerized Assessment Program (CAP) which streamlines the number of forms students complete during the placement test process. Prior to the implementation of CAP, students had to fill in their respective information onto four scantrons whereas now, students only have to fill in their information once.

The Testing Center administered and scored numerous tests:

2008-2009

- 2,859 English/Reading placement tests
- 3,049 Math placement tests
- 88 ACE/ESL placement tests
- 43 Chemistry placement tests
- 19 Financial Aid "Ability to Benefit" tests
- 1,267 Early Decision testing
- 51 Computerized English/Reading
- 20 Computerized math
- Reading proficiency exam integrated with English placement test

2007-2008

- 3,052 English/Reading placement tests
- 3,359 Math placement tests
- 71 ACE/ESL placement tests
- 39 Chemistry placement tests
- 13 Financial Aid "Ability to Benefit" tests
- 1,322 Early Decision testing
- 110 Computerized English/Reading
- 77 Computerized math
- Reading proficiency exam integrated with English placement test

2006-2007

- 3,110 English/Reading placement tests
- 3,512 Math placement tests
- 135 ACE/ESL placement tests
- 41 Chemistry placement tests
- 21 Financial Aid "Ability to Benefit" tests
- 1,342 Early Decision testing
- 147 Computerized English/Reading
- 84 Computerized math
- 10 Reading proficiency exams

Career Assessment

During this program review cycle, the Testing Center converted from paper/pencil form of career assessment to 100% on-line format.

2008 – 2009

- 1,863 Career assessments administered for counseling classes

2007 – 2008

- 1,953 Career assessments administered for counseling classes

2006 – 2007

- 1,826 Career assessments administered for counseling classes

Adult Re-entry

The adult re-entry program was designed to provide dedicated support services for adult students. Support services included newsletters, specialized outreach during the matriculation process, content specific workshops, e.g., money management, study skills, and an adult re-entry campus club. The campus club strived to provide a support system to encourage and assist in as many ways possible, the return of adults to their education. Overall, 140 students participated in the re-entry program and were recorded in the database. Students in the database received invitations to all events.

VI. ANALYSIS

(Evaluation of strengths, challenges, opportunities and needs of program through interpretation of data and complexity of analysis)

For two and a half years of this program review period, the Counseling Department had a reasonable number of full-time contract and part time hourly faculty and classified staff to support efforts and initiatives of the department. In addition, the department had ample funding for equipment and supplies. New computers and printers were purchased for counseling faculty and staff and new equipment (i.e., computers and projection systems) were also purchased for the testing center and counseling instruction classroom. Sufficient funds were available to provide comprehensive training for counselors and classified staff and there was appropriate funding to support conference attendance and other staff development efforts. However in spring 2009 the Counseling Department loss significant funding due to California's state wide budget crises which in turn, has had a tremendous impact on the department and college.

Throughout this program review cycle, the Counseling Department's commitment to students is evidenced by the data listed on the preceding pages. For most of the program review period the department was able to move ahead in a progressive format yielding excellent progress toward exceptional one-to-one counseling, new student orientation, student success, retention and persistence as evidenced by the data provided in the data section. For example, based on the "Student Satisfaction Study" as previously cited (Data #9), counseling continues to be ranked by students in the 80 percentile range for services rendered. In addition, based upon the "Pathways of Student Persistence and Performance of SCC" report (Data #8), students that participate in the matriculation process (i.e., placement testing, new student orientation and advisement) have higher persistence rates than non-matriculants.

The department was also instrumental in developing and implementing best practices under the Basic Skills Initiative (BSI). For instance, the department refined the delivery of orientation during "Early Decision" in order to improve student access and success. Basic skills students attended a specialized orientation that clearly emphasized the fundamental importance of basic skills courses. In addition, linked classes for BSI students were designed for greater retention and persistence rates. The numbers of attendees in each orientation were also reduced for further student-counselor interaction and opportunities for students to become much more involved.

The counseling faculty continuously cultivated strong working relationships with other areas of student services as well as instruction. Either the dean or department chair participated on all committees that involved the counseling division in any capacity and communicated the information to each respective area. As it pertains to areas of instruction, counselors worked directly with instructional faculty and supported any endeavors that assisted the discipline. For example throughout every semester of the review period, counselors conducted presentations in intermediate algebra classes and clarified the sequential math sequence for students. Counselors also visited pre-algebra classes to provide information and/or tours of student support services. Pre-collegiate basic skills follow up with N-level English students which included counseling and a mini-career research project was also conducted. In addition, counseling faculty and the Academic Success Center (ASC) collaborated and a number of counseling

classes implemented supplemental instruction into the classroom using PLATO software in the center.

Additional strengths of the department include the ability of counseling faculty, staff and dean to work collaboratively. The dean and department chair hold weekly meetings which serves as a conduit of dialog between faculty and dean. In turn, the chair and Department meet monthly. In addition, both the dean and chair meet with support staff to ensure maximum efficiency of the division.

Throughout this review cycle, Student Learning Outcomes (SLO's) have now become standard practice. The department has fully integrated SLO's for its programs and services however it remains in the process of writing SLO's for the entire counseling curriculum. Student Learning Outcomes have indeed been written for most counseling and education classes however the goal for the next review cycle would be to complete outcomes and develop SLO assessments for all classes. Therefore, outcomes and a common assessment for the learning outcomes will serve as an utmost priority.

In regards to the Testing Center, the administering of placement tests has gone from paper and pencil to a pre-weighted multiple measure yielding a placement test report which allows counselors to spend more time with students opposed to filling in forms. An additional strength of the center is constant communication with the Counseling Department to ensure a seamless matriculation process for students.

Challenges throughout this review cycle will become significantly apparent in the next few years. During this cycle the department endured the loss of two full time counselors to retirement. Furthermore, the department's articulation officer resigned. Nevertheless, the Counseling Department continues to offer comprehensive services and remains devoted to providing academic, transfer, career, and personal counseling. The department also continues to be progressive in the delivery of services to students. It competitively writes and competes for new grants, designs new curriculum, is very active within the BSI, and remains current with student learning best practices. For example, many of the faculty that teach attended an On-Course Training Program which models innovative ways to help students achieve greater academic success and retention.

VII. FINDINGS AND FUTURE DIRECTION

(Includes summary of findings and how they have shaped decision making; areas of concern are addressed: recommendations for future direction of the department, program, or services are addressed with applicable needs such as funding, facilities, personnel, and technology)

SCC's Counseling Department continues to provide comprehensive services to all students despite the loss of two counselors that retired within this review period. In addition, SCC's Articulation Officer resigned which leaves an additional vacancy and a void in service to students and faculty. Due to the state budget deficit, there are no immediate plans by the district to fill said positions. In addition, no funding is being allocated for the back fill of these positions. A significant challenge for the Counseling Department will be the need to modify services because of the reduction in workforce it is facing. Due to budget cuts in SCC's general funds in spring 2009, all general funded hourly counseling was suspended. From an instructional standpoint, diminished funding has left no alternative but to reduce the number of course offerings and counseling hours of operation.

In addition to the loss of two contract counselors and a contract articulation officer, the department loss classified staff that supported the reception desk, adult re-entry, transfer center, career services, and testing center. This in combination with severe cuts in matriculation funded hourly counseling and the loss of numerous classified staff thwart the department from providing students with much needed counseling and support services.

Counseling faculty replacements have already reached crisis levels if the college is to continue to provide students with essential services. With the loss of two full time counselors, operational hours of the Counseling Center have been reduced. This has already negatively impacted students' accessibility to counselors. The department lost its adult re-entry program due to funding at a time when it is needed most due to the economy. A re-entry program would have been the appropriate office to assist community colleges latest type of students (i.e., newly unemployed adults, armed forces personnel, and non-traditional students) during their transition time.

According to the California Community College Academic Senate Resolution, there is a longstanding commitment toward increasing the transfer of students to baccalaureate-level institutions. An appropriate number of contract and hourly counseling faculty will aid SCC students toward the overall goal of transferring as recommended by the state senate. In addition to transferring to 4-year institutions, the statewide Basic Skills Initiative mandates above and beyond interventions for student success. Over 50% of incoming freshman is representative of the extensive basic skills population enrolled at SCC and the gap is not expected to change within the next decade. A study of counselor/student ratio conducted by the state Academic Senate suggests that the counselor/student ratio of 1 counselor to 370 students should be implemented. With an approximate student population of 8,000 at SCC, counselors are serving students at **1 counselor to 1,142 students** which does not meet state recommendation for counselor/student ratio for adequate student success along with appropriate classified support.

Although the department recognizes the need for funding and personnel, the realization of such may not be the case with the economic crises in the State of California. Therefore, our future includes the continued need to be highly strategic in the way we offer counseling services to students realistically knowing that the department will not be able to meet the needs of all students.