SANTIAGO CANYON COLLEGE

STUDENT SERVICES

PROGRAM REVIEW

2009-2012

DEPARTMENT/PROGRAM:

<u>Counseling</u>

I. SIGNATURE PAGE

Department/Program:

<u>Counseling</u>

_____   _____

Jennifer Coto   Date

Counselor/Department Chair

_____   _____

Ruth Babeshoff   Date

Dean, Counseling & Student Support Services

_____   _____

Dr. John Hernandez   Date

Vice-President of Student Services

II. Executive Summary

Program Review Summary Report

This "executive summary" report is intended to be shared with College Council and other areas of the college that may not see your department's entire program review document. This report allows you to provide an update of your department's plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Department: Counseling   **Date:** June 26, 2012

Briefly describe and explain what is working well in your department.

Quality one-to-one counseling appointments, number of students served on walk-in basis throughout summer in order to accommodate influx of students, and student satisfaction with the department as reflected in the Counseling Program Effectiveness Survey. In addition, Student Learning Outcomes for New Student Orientation and achievement rates for counseling classes are high along with course success rates.

Briefly describe and explain what is not working well or needs attention in your department.

With the impending implementation of the Seymour Campbell Student Success Act of 2012, counselors have been at the forefront for providing input on recommended changes for SCC. However, most of the recommendations for change will significantly impact the work of the department. The new processes created will need continuous attention to ensure the department's effectiveness toward contributing to student learning, development outcomes, and meeting the requirements of the Student Success Act.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.

Facilities: Acquire additional offices for individual counseling appointments and also secure classroom space to host an array of educational services for the Counseling Department, e.g., Transfer, Career, STEM, specialized workshops, university representatives, etc. (fall 2012/spring 2013).

Technology: Ensure counseling faculty and classified support staff computers are replaced as recommended by RSCCD's Technology Advisory Group (reviewed annually).

Personnel: Throughout the last program review cycle, the Counseling Department had two faculty members retire. One position was replaced via administrative re-assignment of a faculty member with a counseling faculty service area (FSA) however, the second position remains unfilled. The department submits a request for additional counselors every year (annual request).

Summarize any other findings from your program review and planning process that you would like to share with the college community.

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 as authorized by College Council, designs new curriculum, and remains current with student learning best practices. On an annual basis the Counseling Department conducts a planning session whereby SLO outcomes are reviewed, department goals are set along with a plan of action. In addition, facility, technology, and personnel needs are reviewed and requested in the DPP annually.

III. Program Description

A. VISION AND MISSION

VISION

The Counseling Department will deliver an integrated system of services designed to enhance student success by providing the highest level of timely and effective information. Counseling faculty will serve the educational, career and personal needs of students with a level of academic rigor that will launch the student's successful college career (created 4/10; revised 4/2012).

MISSION

To provide the educational and personal counseling support and information that will enable students to strategically plan for success as they set goals that directly focus and align with their visualized educational, career, and personal outcomes. In addition, counseling faculty guide students through the transformational process that occurs once they have taken the steps forward in selecting a major and beginning the journey towards the desired career of their dreams by developing the habits of a self managed and self driven individual where balancing school and work come naturally in an increasingly complex world (created 2006; revised 4/2012).

B. OVERVIEW OF SERVICES-FUNCTIONS

1. Educational Planning Services

- New Student Orientation and Advisement
- Early Decision and Early Welcome Orientation and Advisement
- Placement Testing (Interpretation of CTEP, MDTP, TELD, Reading, Chemistry) and course sequence counseling
- Pre-requisite clearance (if course or placement test taken at another institution)
- Basic Skills (English N60) classroom presentations and follow-up counseling
- Math classroom presentations to ensure students understand appropriate math sequence
- Academic counseling for the development of an educational plan
- Specialized Counseling: Athletics; Honors Program, Adult Re-Entry; Science, Technology, Engineering, Math (STEM), Financial Aid Probation, Academic Probation, etc.
- Career Assessment Interpretations
- Short-term personal counseling
- Financial Aid "Ability to Benefit" tests (ATB)

2. Participation in Innovative Outreach Activities

- Annual High School Counselor Breakfast
- Annual Parent Night
- Annual Early Decision and Early Welcome Registration Program for high school seniors
- OUSD/SCC Transition Council
- Discover SCC

3. **Grants**

- STEM^2 – Strengthening Transfer Education & Matriculation in STEM
  Designed to develop a system to increase the number of STEM major students, in particular under-represented students, who successfully complete their bachelor's degree in four years, using a 2+2 model (2+3 for engineering).
- Teacher Pathway Partnership
  Program for "at risk" students due to multiple factors, impacted by gang community, and first-generation college students. Cohort of students are enrolled in classes leading to the achievement of two SCC certificates: After School Program Assistant and After School Assistant Teacher.
- CTE Community Collaborative
  Seeks to inspire the occupational exploration skills and educational interests of middle school students in the Orange Unified School District by expanding each individual's awareness of high wage/in-demand career opportunities, as well as pathways into higher education that promote degree completion and student success.

4. **Instructional Component**

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

5. **Probation Interventions**

- Academic Probation workshops for students earning below a 2.0 gpa
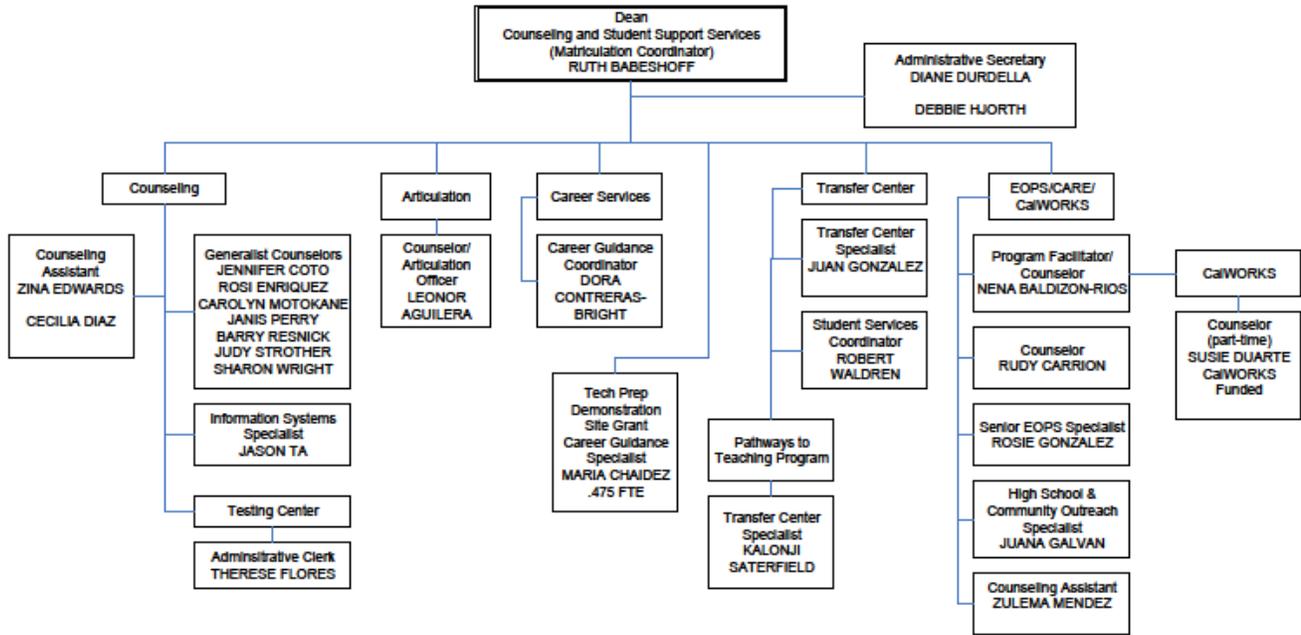- Specialized workshops for Financial Aid students on academic probation

6. **Committee Participation**

- Counseling Department meetings
- Honors Program meetings
- Students Services Program Leaders meetings
- Early Decision/Early Welcome Planning
- Student Testing and Placement Committee
- Liaison meetings with Financial Aid, Veteran's, Admissions and Records, CAMP, DSPS
- Academic Senate representation
- Other (AB 540 Advisory Group, Crisis Intervention)

C. **Funding Source Statement**

- RSCCD General Funds – Contract counselors, instructors of counseling and education classes, and most classified staff
- Matriculation Funds – The Testing Center administrative clerk and computer technology (instructional and non-instructional supplies)
- Other Categorical – VTEA, Title III, Title V, Basic Skills Initiative and the CTE Community Collaborative fund various areas such as adjunct counselors, etc.

Santiago Canyon College
STUDENT SERVICES
COUNSELING AND STUDENT SUPPORT SERVICES

6/20/2012

Dean
Counseling and Student Support Services
(Matriculation Coordinator)
RUTH BABESHOFF

Administrative Secretary
DIANE DURDELLA

DEBBIE HJORTH

Counseling

Counseling Assistant
ZINA EDWARDS

CECILIA DIAZ

Generalist Counselors
JENNIFER COTO
ROSI ENRIQUEZ
CAROLYN MOTOKANE
JANIS PERRY
BARRY RESNICK
JUDY STROTHER
SHARON WRIGHT

Information Systems Specialist
JASON TA

Testing Center

Adminsitrative Clerk
THERESE FLORES

Articulation

Counselor/ Articulation Officer
LEONOR AGUILERA

Career Services

Career Guidance Coordinator
DORA CONTRERAS-BRIGHT

Tech Prep Demonstration Site Grant Career Guidance Specialist
MARIA CHAIDEZ
.475 FTE

Transfer Center

Transfer Center Specialist
JUAN GONZALEZ

Student Services Coordinator
ROBERT WALDREN

Pathways to Teaching Program

Transfer Center Specialist
KALONJI SATERFIELD

EOPS/CARE/ CalWORKS

Program Facilitator/ Counselor
NENA BALDIZON-RIOS

Counselor
RUDY CARRION

Senior EOPS Specialist
ROSIE GONZALEZ

High School & Community Outreach Specialist
JUANA GALVAN

Counseling Assistant
ZULEMA MENDEZ

CalWORKS

Counselor (part-time)
SUSIE DUARTE
CalWORKS Funded

CNSLG-12

V. Summary of Progress – Key Accomplishments & Challenges

Throughout the 2009 – 2012 program review cycle, the Counseling Department strived to provide students with a complete counseling package. From New Student Orientation for matriculating students, to on-going quality counseling, to Academic Probation Intervention Workshops for first time students falling below a 2.0 grade point average, the evidence collected and presented attempts to reflect on student achievement, satisfaction, and progress through the department's educational programs and services.

During this review cycle, the Counseling Department lost significant funding due to California's state wide budget crises which in turn, has had a tremendous impact on the department. Since the last program review when the department lost two counselors to retirement, only one counselor has been replaced. The assignment was replaced via administrative re-assignment of a faculty member with a counseling faculty service area (FSA) however, the second position remains unfilled. Given the state budget crises a replacement in all probability is not feasible; nonetheless, the department made great strides in servicing students and moved ahead in a progressive approach. Delivery strategies and enhancements were made to all services offered in order to still provide quality services and to not reduce the number of students served given the shortage in counseling faculty.

The Counseling Department has identified Student Leaning Outcomes for its programs and services and counseling curriculum. In addition, outcomes and SLO assessments for all counseling curriculum has been completed throughout this review cycle. The completion of outcomes and SLO assessments served as a chief priority after the last review cycle and the department has followed through accordingly. The results of assessment are being examined and linked back to the educational quality of services and instruction. Assessment data has served toward implementation of improvements where needed along with dialogue for continuous improvement.

The department has been active toward seeking alternative funding in order to provide quality programs and services for students and has been responsible for three grants during this review cycle:

- STEM^2 – Strengthening Transfer Education & Matriculation in STEM
  Designed to develop a system to increase the number of STEM major students who successfully complete their bachelor's degree in four years, using a 2+2 model (2+3 for engineering).
- Teacher Pathway Partnership
  Program for "at risk" students due to multiple factors, impacted by gang community, and first-generation college students. Cohort of students are enrolled in classes leading to the achievement of two SCC certificates: After School Program Assistant and After School Assistant Teacher.
- CTE Community Collaborative
  Seeks to inspire the occupational exploration skills and educational interests of middle school students in the Orange Unified School District by expanding each individual's awareness of high wage/in-demand career opportunities, as well as pathways into higher education that promote degree completion and student success.

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 actively involved with the Student Success Task Force Initiative along with recommended changes, and remains current with student learning best practices.

VI. Student Learning Outcome Data

a. Data set #1 (2009-2010, 2010-2011, 2011-2012)

a. Data

Pre & Post Assessment designed to assess the effectiveness of material covered during New Student Orientation.

b. Description of Data

Students 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.

c. Data Analysis Summary

2009-2010 – 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. Question #6 saw a significant increase in correct responses, from 36% in pre to just over 86% in the post test. In general, students saw 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 course work 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.

Correct Response Frequency Table for 2009-2010

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
PRE	74%	34%	81%	54%	62%	36%	71%	90%
POST	94%	82%	79%	90%	93%	86%	94%	96%
% Change	20%+	48%+	2%-	36%+	31%+	50%+	23%+	%6+

2010-2011 - Across questions 1, 2, 4, 5, 6, and 7, there was a 19 to 47% increase in correct responses. Question #2 saw a significant increase in correct responses, from 36% in pre to just over 83% in the post test. Question #4 saw a significant increase in correct responses, from 54% in pre to 94% in the post test. Question #5 saw a 34% increase in correct responses from pre to post test. In general, students saw a marked increase in their knowledge and understanding of essential information needed in order to achieve success in their academic goal, demonstrating higher-order critical thinking skills. Question #8 saw a minimal change from pre to post in correct responses (5% increase). This indicates that students have a basic understanding of the need to include general education coursework to earn a college degree. Question #3 saw moderate change (14% increase). This indicates that a majority of incoming students are aware that an associate degree can be obtained at the community college level.

Correct Response Frequency Table for 2010-2011

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
PRE	74%	36%	85%	54%	63%	75%	75%	94%
POST	98%	83%	99%	94%	97%	94%	99%	99%
% Change	24%+	47%+	14%+	40%+	34%+	19%+	24%+	5%+

2011-2012 - Across questions 1, 2, 4, 5, 6, and 7, there was a 14% to 37% increase in correct responses. Question #1 saw a 14% increase in correct responses, while Question #5 saw a 21% increase in correct responses. Questions #2 and #7 each saw a 24% increases in correct responses. Question #6 saw a significant increase in correct responses, from 52% in pre to 80% in post test (28% overall increase). Finally, question #4 saw a significant increase in correct responses, from 46% in pre to 84% in post test (38% overall increase). In general, students saw a marked increase in their knowledge and understanding of essential information needed in order to achieve success in their academic goal, demonstrating higher-order critical thinking skills. Question #3 saw only minimal change from pre to post in correct responses (91% Pre ~ 95% Post = 4% increase). This indicates that students were successfully able to identify which degree may be earned in the community college setting at the onset. Question #8 saw a slight decline from pre to post in correct responses (97% Pre ~ 95% Post = 2 %-). This suggests that new students enter with a basic understanding of the types of classes that constitute general education coursework at Santiago Canyon College, but are also being presented with additional information on Major requirements during New Student Orientations, which may or may not explain the drop in correct responses for this question.

Correct Response Frequency Table for 2011-2012

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
PRE	79%	41%	91%	46%	73%	52%	71%	97%
POST	93%	65%	95%	84%	94%	80%	95%	95%
% Change	14%+	24%+	4%+	38%+	21%+	28%+	24%+	2%-

    d. Findings/Conclusions/Recommendations

New Student Orientation is the opportune time to administer a pre and post assessment in order to ascertain a baseline in regards to student's knowledge of academic requirements. The findings for the past three years clearly indicate a significant increase in correct responses across all major components, therefore; demonstrating the viability and necessity of New Student Orientation. The increase in correct responses also assesses the department's effectiveness with respect to contributing to student learning and development outcomes. 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.
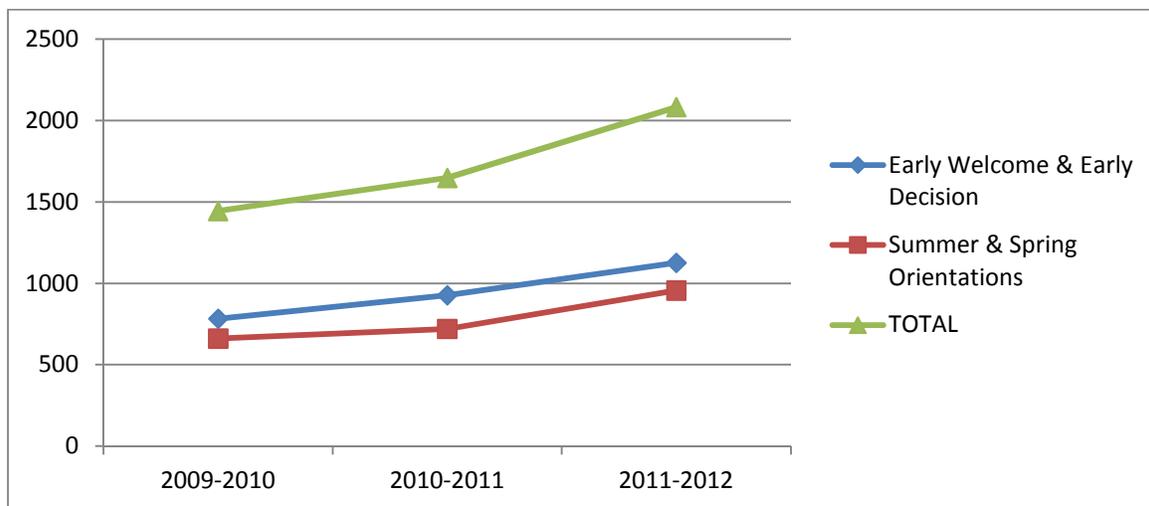
VII. Data Analysis Section

SCC – Counseling

Counseling Department
Counseling & Student Support Services

Data Set #1: Number of Students Served through New Student Orientation 2009 – 2012

	2009-2010	2010-2011	2011-2012
Early Welcome & Early Decision	783	927	1126
Summer & Spring Orientations	661	720	956
TOTAL	1,444	1,647	2,082

Data Analysis Summary

Throughout the past three years, the total number of students served throughout the Early Welcome and Early Decision Programs which are designed to provide incoming freshmen with priority registration, has risen steadily. In addition, the number of students attending New Student Orientation throughout the summer session and onset of the spring term has also increased.

Findings/Conclusions/Recommendations

Given the influx of students attending New Student Orientation, It is readily apparent there is a strong demand for effective yet efficient orientations. Therefore, the need to research alternative types of orientation programs in the future may be a possible direction for the department. Additional constraints such as resources, staffing, etc. should also be assessed in order to still accommodate the growing numbers of students. A strong recommendation is to continually assess student's requests in regards to the type of information that is most relevant for new college matriculants to ensure needs and concerns are continuously being addressed.

SCC – Counseling

Santiago Canyon College

Counseling Department
Counseling & Student Support Services

Data Set #2: Combined Total of Appointments/Walk-Ins/E-Advising 2009 – 2012

	2009-2010	**2010-2011**	**2011-2012**
Appointments	4,672	4,377	4,935
Walk-Ins & E-Advising	7,020	7,666	7,989
TOTAL	11,692	12,043	12,924
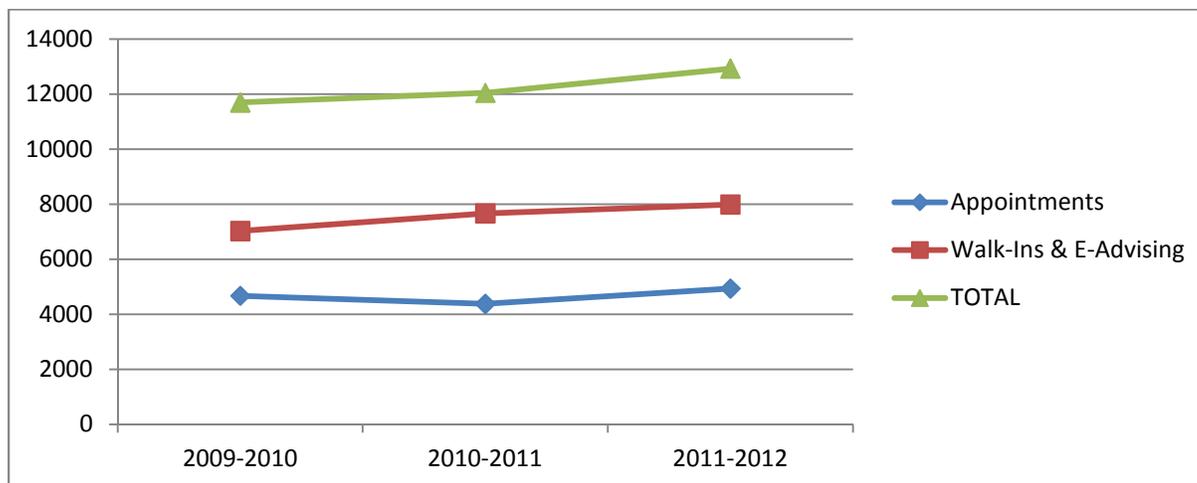
Data Analysis Summary
Over time, the influx of counseling appointments, walk-ins and E-Advising, has continuously increased which suggests students are taking advantage of counseling services and scheduling the time to meet with counselors.

Findings/Conclusion/Recommendations
Overall, the total number of students served has continuously increased throughout the review period. Although the department is functioning with fewer counselors, innovative scheduling approaches to serving students are clearly evident given the number of students serviced. Recommendations to ensue include continuous review of current institutional practices systematically analyzed in terms of what is and is not working for the department in order to continually provide quality counseling services.

SCC – Counseling

Santiago Canyon College

Counseling Department
Counseling & Student Support Services

Data Set #3: Response Frequency Table for Counseling Program Effectiveness Survey

Response Question	Strongly Agree	Agree	Somewhat Agree	Strongly Disagree
The counselor was attentive to my needs	74%	24%	1%	0%
The counselor helped me understand what general education plan I should follow based on my major	69%	28%	0.25%	0%
The counselor explained the differences between general education and major preparation coursework.	56%	33%	0.13%	0.25%
Did the counselor assist you with your needs and/or refer you appropriately?	73%	25%	0.5%	0.5%
Are you comfortable returning to meet with the counselor you saw?	78%	20%	0.25%	0.75%

Data Analysis Summary

In a continuous effort to provide quality counseling services for students, a Program Effectiveness Survey was disseminated to 195 students utilizing the Counseling Center during fall 2010 and 200 students during fall 2011.

Findings/Conclusion/Recommendations

Findings clearly suggest student's needs are being met through one-to-one counseling sessions. Recommendations could include polling a group of students to rate survey, prior to disseminating survey at large, to ensure the questions are reflective of student's expectations during a counseling session.

SCC – Counseling

Santiago Canyon College

Counseling Department
Counseling & Student Support Services

Data Set #4: Course Enrollment Count and Course Success Rates for Counseling Courses

Year TERM	2010-2011		2011-2012	
	N	Success Rate	N	Success Rate
Fall	704	89%	712	97%
Spring	681	87%	607	87%

Source of Data: RSCCD's Enrollment Management Tool (2009-2010 data not available).

Data Analysis Summary

For the past two years, success rates for counseling courses have remained figuratively stable. Completion rates in counseling courses fare higher when compared to the success rates in other credit courses.
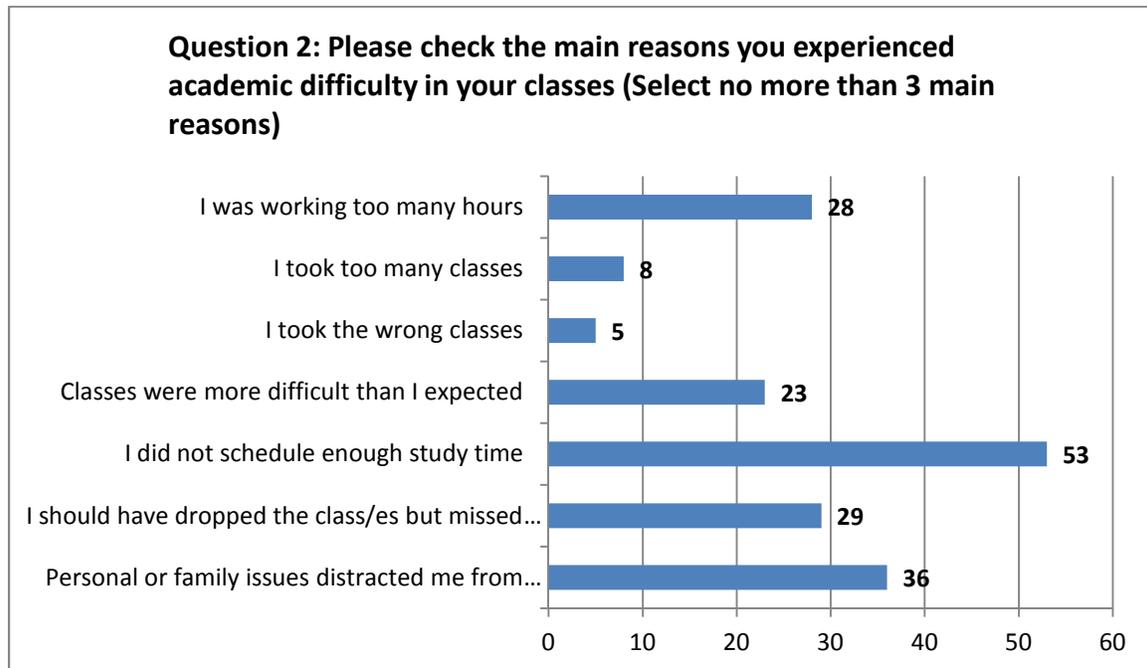
Findings/Conclusion/Recommendations

Generally, success rates for counseling courses throughout a two year period remain constant however; the success rate of 97% during fall 2011 may be viewed as an anomaly. In addition, completion rates exceed the college average. Recommendations include continuously reviewing Student Learning Outcomes and analyzing results in order to uphold a high completion rate.

SCC – Counseling

Counseling Department

Counseling & Student Support Services

Data Set #5: Academic Probation Workshop Data – Main Reasons for Academic Difficulty (N=68)

Question 2: Please check the main reasons you experienced academic difficulty in your classes (Select no more than 3 main reasons)

Reason	Count
I was working too many hours	28
I took too many classes	8
I took the wrong classes	5
Classes were more difficult than I expected	23
I did not schedule enough study time	53
I should have dropped the class/es but missed…	29
Personal or family issues distracted me from…	36

(Horizontal bar chart with axis marked 0, 10, 20, 30, 40, 50, 60)

Data Analysis Summary

The overall reason why students felt they experienced academic difficulty was because they did not schedule enough study time. Taking the incorrect classes or too many classes appears to be the least of the reasons which in turn, suggests students answered the pre-test honestly. This initial pilot group was tracked throughout the subsequent semester, after attending a workshop, to examine whether or not grade point averages (gpa's) increased. Out of 68 students, 43 increased their gpa's (63.2%) which demonstrates the workshops offered strategies for academic success.

Findings/Conclusion/Recommendations

Academic Probation Workshops conducted by the counseling department appear to be favorable for students. However, additional follow up with students is critical in order to gain a holistic understanding of their academic progress and to comprehend how workshops can continuously be improved upon by ensuring students needs are being met.

VIII. Future Direction & Anticipated Challenges

The demand for counseling services is exceptionally high as demonstrated in this program review. Offering students a systematic approach to counseling and its complete package of services in order to enhance student success and demonstrate valuable contributions to student learning and outcomes is of the utmost priority for the department. Diminished funding has left no alternative but to reduce the departments counseling hours of operation.

From an instructional standpoint, the number of course offerings has been reduced in order to meet the workload reduction imposed by the state. 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. However, with the impending implementation of the Seymour Campbell Act of 2012 and the fact that SCC now has its own independent Veteran's Office, the work load of the department continues to evolve. Therefore, our future includes the continued need to be highly strategic in the way we offer counseling services to students. In addition, the department must continually define ways, primarily within existing resources, whereby we can continue to improve in the quality of our programs, services, activities, and operations.

From an operational standpoint, the counselor/student ratio is inadequate as defined by the State Academic Senate. With the loss of counselors due to retirement and increased initiatives being requested of the department, additional counseling faculty are essential to the mission of the college and district. Furthermore, counseling offices are at a premium and the department needs additional offices for individual counseling appointments in order to meet student's needs.

Appendix A: RSCCD Board Goals with Department Goals

1. Your department should consider the RSCCD Board Goals, SCC's Mission, Goals, and Objectives, and SCC's Educational Vision when it sets goals. Briefly explain how this occurs in your department. A list of the RSCCD Board goals is included as an appendix to this document. Using the table below, indicate which Board goals your department's goals support. Explain briefly.

RSCCD Goal	Supporting Department Goals From DPP
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	To maintain an effective service delivery paradigm that provides faculty and staff with a working environment that enhances efficiency levels through all phases of student contact.
2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.	To utilize all mass media forms, information systems, application software and informational resources available to assist with counseling and guiding students towards their educational goals. In addition, to create develop, and offer ongoing seminars and workshops that will further enhance the counseling services available for students in educational, career, and personal decision making.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.	
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.	To write, plan, apply and implement grants that aim to enhance the academic experience for SCC students.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.	
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.	
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.	To participate in innovative outreach activities that further familiarize the community and incoming students with all of the available student services.

2. How does the department evaluate progress toward the program's goals and objectives? How does this evaluation inform the creation and updating of goals and objectives?
    Each spring, the Counseling Department reviews and updates its Department Planning Portfolio accordingly. Student Learning Outcomes data for counseling services and instructional courses are also reviewed to ensure students needs are being met.

3. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?
   As it pertains to RSCCD Board goal number 5, though the department is active in seeking grants, special projects do require an individual to oversee the grant which is typically done by a counseling faculty member. In turn the department attempts to factor in backfill however, certain grants may stipulate what may or may not be funded. This can lead to an overall shortage of counselors, not assigned to special projects, which can ultimately negatively affect the number of students the department serves.

DEPARTMENT PLANNING PORTFOLIO
DEPARTMENT: Counseling
DIVISION: Counseling and Student Support Services
ACADEMIC YEAR: 2011-2012

Department's Vision:

The Counseling Department will deliver an integrated system of services designed to enhance student success by providing the highest level of timely and effective information. Counseling faculty will serve the educational, career and personal needs of students with a level of academic rigor that will launch the student's successful college career.

Department's Mission:

To provide the educational and personal counseling support and information that will enable students to strategically plan for success as they set goals that directly focus and align with their visualized educational, career, and personal outcomes. In addition, counseling faculty guide students through the transformational process that occurs once they have taken the steps forward in selecting a major and beginning the journey towards the desired career of their dreams by developing the habits of a self managed and self driven individual where balancing school and work come naturally in an increasingly complex world.

GOALS/TASKS/ACTIVITIES	WHO'S RESPONSIBLE	ESTIMATED TIMELINE/COMPLETION	RESOURCES NEEDED	PROGRESS
To utilize all mass media forms, information systems, application software and informational resources available to assist with counseling and guiding students towards their educational goals.				
1. Access and utilize SCC Counseling Websites	All Members	On going	None	In Progress
2. Utilize ASSIST.org and Datatel to guide students towards respective goals	All Members	On Going	None	In Progress
3. Introduce students to Monstertrak.com; collegesource.org; Career Cafe and Eureka/Bridges to guide them with decisions with majors and careers	All Members	On Going	Research Websites available that are newly available that contain mostrecent information	In Progress
4. To introduce and demonstrate the usefulness of CSUMentor,universityofcalifornia, and AA-T's,AS-T's at SB1440 and CCtransfer.	All Members	On-Going	Reasearch time	In Progress
To maintain an effective service delivery paradigm that provides faculty and staff with a working environment that enhances efficiency levels through all phases of student contact.				

1. Purchase ergonomically tested furishings for each of the offices	babeshoff_ruth	Spring 2012	Estimates from respective furniture companies	In Progress
2. Acquire, maintain, and replace faculty office computers and other related hardware as needed	babeshoff_ruth	On-Going	Prices and vendors	In Progress
3. Acquire additional offices for individual counseling appointments	babeshoff_ruth	On-going	Adequate space or reconfiguration of Counseling Center	In Progress

To provide and enhance counseling programs that support students on academic probation.

1. Counsel students on probation, matriculation follow-up	All Members	On-going	None	Completed
2. Conduct academic probation workshops for grade point deficiencies below 2.0 with 12 units or more	All Members	On-Going	Beyond contract summer compensation	In Progress
3. Conduct probation Workshops in collaboration with the Financial Aid Specialists.	All Members	On-Going	Time for preparation	In Progress
4. Ensure ratio of counseling faculty to student population is maintained in accordance with recent SSTF recommendations.	All Members	On-Going	Submission of yearly counseling faculty requests	In Progress

To develop counseling programs that support students in basic skills classes

1. Counsel pre colligiate Basic Skills English students follow up matriculation	All Members	On-Going	None	In Progress
2. Counsel pre collegiate Basic Skills Math students (N48-081) follow up matriculation	All Members	On-Going	None	In Progress
3. Conduct presentations in Math 081 classes which outline and explain the math level sequence for respective majors	All Members	On-Going	Time for prepararion	In Progress

To create, develop, and offer ongoing seminars and workshops that will further enhance the counseling services available for students in educational, career, and personal decision making

1. Update mandated new student orientation practices for all new incoming matriculated students on a yearly basis	All Members	On-Going	Time for revisions and preparations	In Progress
2. Offer sufficient walk-in counseling hours to accomodate students' changing schedules.	All Members	On-Going	None	In Progress
3. Offer specialized counseling such as STEM, transfer,financial aid, honors, career tech ed, veterans and athletics	All Members	On-Going	Time for preparation	In Progress

To hire full time counseling faculty to proactively meet the expanding counseling needs of the growing number of students coming to community college; to maintain the number of counseling faculty commensurate with the increased responsibilities brought

1. Submit hiring requests for counseling faculty on a yearly basis.	coto_jennifer	On-Going	Hiring Request form	In Progress

To increase counselor collaboration with all program leaders/specialists in the areas of transfer, career services, financial aid and veterans affairs.

1. Provide cross training opportunities with student services programs	All Members	On-Going	Time for planning and preparation	In Progress

To provide effective professional development opportunities for counseling faculty and staff

1. Encourage participation in UC/CSU 4 year university workshops designed for training CC educators	All Members	On-Going	Conference requests	In Progress
2. Allocate time for counseling faculty to participate in related Webinars.	All Members	On-Going	Schedule accomodations	In Progress
3. Create a comprehensive training program for part-time counselors with a seris of workshops	All Members	Ongoing	Time and funding for workshop participation	In Progress

To maintain the student support services required by increased student enrollment

1. Review, refine and update support services accordingly.	All Members	On-Going	Review of data collected	In Progress

To provide support services for students enrolled in CTE, VTEA, ACE, basic skills, math and english..

1. Visit classrooms to inform students of specialized counseling services	All Members	Ongoing	Time in counselors schedules for visitations	In Progress

To write, plan, apply and implement grants that aim to enhance the academic experience for SCC students

1. Implement currently awarded grants in STEM ETC.	All Members	3-5 years	Time for planning the steps of implementation	In Progress

To participate in innovative outreach activities that further familiarize the community and incoming students with all of the available student services

1. Plan which innovatiove outreach activity will be conducted for the following year	All Members	Ongoing	Money and time allocated depending on the event	In Progress

To encourage all full time students to participate in the matriculation process of placement testing, orientation, mandatory new student orientaiton and advisement

1. Enhance matriculation process by making new student orientation mandatory	All Members	On-going	Handouts and updated Powerpoints	In Progress
2. Reward all new students who attend orientation with priority registration	All Members	On-going	Student ID's and email addresses	In Progress

To continue updating SLO's for programs and services and entire conseling curriculum

1. Dialogue and review among counseling faculty all SLO's on a yearly basis	All Members	On-going	Time for collaboration and completion of revisions	In Progress

To develop SLO assessments for all classes and a common assessment for the learning outcomes

1. Review and validate current assessments utiliized on a yearly basis	All Members	On-going	Time for collaboration of tabulated results	In Progress

To maintain the instructional component and LHE's at a place which will yearly contribute to student success

1. Submit faculty requests every fall	All Members	On-going	Data on the number of students served	In Progress

To monitor the number of students counseled via appointments and walk-ins during the school year

1. Determine which counseling services requested could be offered in a large group setting to maximize resources and time	All Members	On-going	Data that demonstrates where there is the most need	In Progress

To outline a process for the hiring and training of adjunct counseling faculty

1. Determine the skills and knowledge base needed and provide training where needed	All Members	On-going	Checklist of qualifications reauired to do the job	In Progress
2. Secure appropriate funding for continual professional growth and development for all adjunct faculty	All Members	On-going	Funding	In Progress