Program Review - Academic & Service - Counseling Latest Version

Overview

Program Review - Collaborators : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Collaborators
Ruth Babeshoff
Phillip Crabill
Lacy Hedenberg
Dora Escobar

Program Review Overview - Organizational Chart : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Please insert the organizational chart for this program or service area.

Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
STUDENT SERVICES
COUNSELING AND STUDENT SUPPORT SERVICES
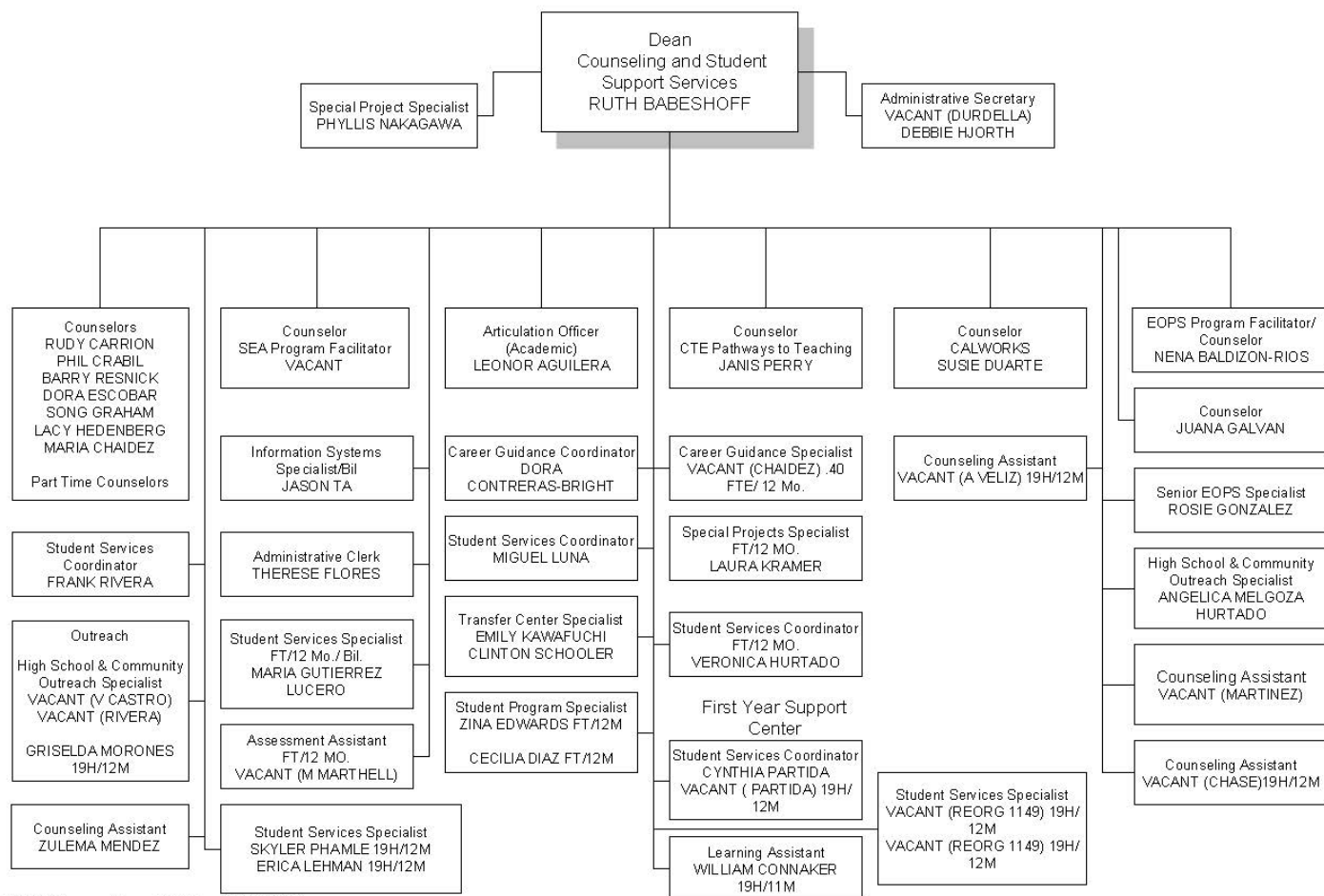
FY19 Counseling_Division 9/16/2019

Program Review Overview - Award Programs : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Award Programs
California State University General Education Breadth (CSU), CA
Intersegmental General Education Transfer Curriculum (IGETC), CA

Award Programs
Liberal Arts: Arts, Humanities, and Communication, AA
Liberal Arts: Mathematics and Sciences, AA
Liberal Arts: Multi-Cultural Studies, AA
Liberal Arts: Social and Behavioral Sciences, AA
Social Work and Human Services, AA-T

Program Review Overview - Course Offerings: Unique Courses : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
5	5	5	5

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
120	29	25	31	35

Program Review Overview - Course Offerings - Total Enrollment : Version by **Crabill, Phillip** on **01/04/2020 04:54**
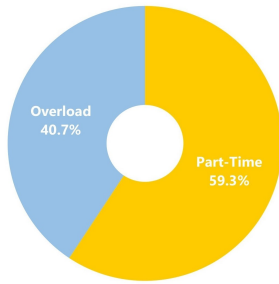
Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
Face to Face	728	581	652	691
Online	143	147	170	206
Hybrid	0	0	0	0
Total	871	728	822	897

Program Review Overview - Course Offerings - Students per Offered Section : Version by **Crabill, Phillip** on **01/04/2020 04:54**
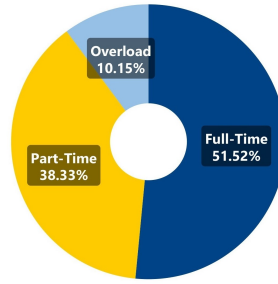
Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
Face to Face	30	29	26	26
Online	29	29	28	26
Hybrid	0	0	0	0
Average # Students per Section	30 per section	29 per section	26 per section	25 per section

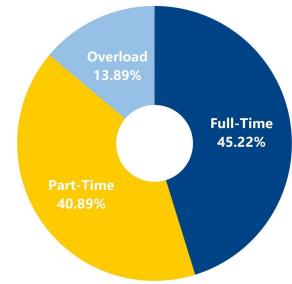## Program Review Overview - Faculty Workload LHE : Version by **Crabill, Phillip** on **01/04/2020 04:54**

LHE by CONTRACT TYPE
TYPE ● Part-Time ● Overload
Instructional

CONTRACT TYPE	LHE	%GT LHE	Faculty Count	LHE/Faculty	FTEF
Overload	35.0	40.70%	3	11.7	1.2
Part-Time	51.0	59.30%	9	5.7	1.7
Total	**86.0**	**100.00%**	**12**	**7.2**	**2.9**

LHE by CONTRACT TYPE
TYPE ● Full-Time ● Part-Time ● Overload
Non-Instructional

CONTRACT TYPE	LHE	%GT LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	318.0	51.52%	12	26.5	10.6
Overload	62.7	10.15%	11	5.7	2.1
Part-Time	236.6	38.33%	19	12.5	7.9
Total	**617.2**	**100.00%**	**31**	**19.9**	**20.6**

LHE by CONTRACT TYPE
TYPE ● Full-Time ● Part-Time ● Overload
Combined

CONTRACT TYPE	LHE	%GT LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	318.0	45.22%	12	26.5	10.6
Overload	97.7	13.89%	12	8.1	3.3
Part-Time	287.6	40.89%	23	12.5	9.6
Total	**703.2**	**100.00%**	**35**	**20.1**	**23.4**

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
Non-Instructional = 318	Non-Instructional = 51.52%	Non-Instructional = 236.6	Non-Instructional = 38.33%	Non-Instructional = 62.7	Non-Instructional = 10.15%	Non-Instructional = 617.2	100%
Instructional = 0	Instructional = 0%	Instructional = 51	Instructional = 59.30%	Instructional = 35	Instructional = 40.70%	Instructional = 86.0	100%

Program Review Overview - Faculty Workload Faculty Headcount : Version by **Crabill, Phillip** on **01/04/2020 04:54**

LHE by CONTRACT TYPE
TYPE ● Part-Time ● Overload
Instructional

CONTRACT TYPE	LHE	%GT LHE	Faculty Count	LHE/Faculty	FTEF
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Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
12	23	12	35

Program Review Overview - Faculty Workload LHE per Faculty : Version by **Crabill, Phillip** on **01/04/2020 04:54**
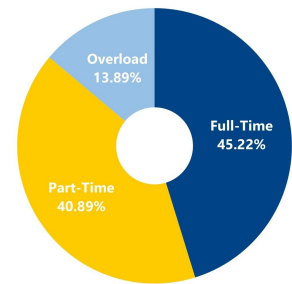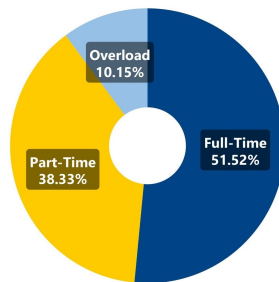
LHE by CONTRACT TYPE
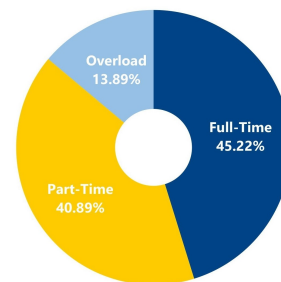TYPE ● Part-Time ● Overload
Instructional

LHE by CONTRACT TYPE
TYPE ● Full-Time ● Part-Time ● Overload
Non-Instructional

LHE by CONTRACT TYPE
TYPE ● Full-Time ● Part-Time ● Overload
Combined

CONTRACT TYPE	LHE	%GT LHE	Faculty Count	LHE/Faculty	FTEF
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Part-Time	287.6	40.89%	23	12.5	9.6
Total	**703.2**	**100.00%**	**35**	**20.1**	**23.4**

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
Non-Instructional = 26.5	Non-Instructional = 12.5	Non-Instructional = 5.7	Non-Instructional = 19.9
Instructional = 0	Instructional = 5.7	Instructional = 11.7	Instructional = 2.9

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by **Crabill, Phillip** on **01/04/2020 04:54**
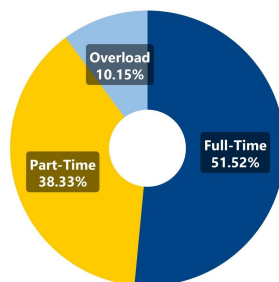
LHE by CONTRACT TYPE
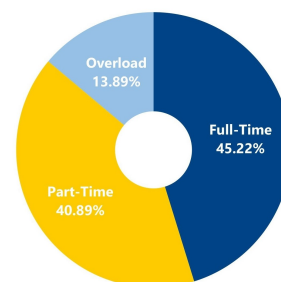TYPE ● Part-Time ● Overload
Instructional

LHE by CONTRACT TYPE
TYPE ● Full-Time ● Part-Time ● Overload
Non-Instructional

LHE by CONTRACT TYPE
TYPE ● Full-Time ● Part-Time ● Overload
Combined

CONTRACT TYPE	LHE	%GT LHE	Faculty Count	LHE/Faculty	FTEF
Overload	35.0	40.70%	3	11.7	1.2
Part-Time	51.0	59.30%	9	5.7	1.7
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Part-Time	287.6	40.89%	23	12.5	9.6
Total	**703.2**	**100.00%**	**35**	**20.1**	**23.4**

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
10.6	9.6	3.3	23.4

Program Review Overview - Faculty Workload FTES and Efficiency : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Total FTES	Overall Efficiency (FTES/FTEF)
2018-2019 = 96.06	33.51

Program Review Overview - Service Area Functions : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Function	Description
Career exploration and university transfer information	SCC Counseling offers individual and group career exploration workshops, events, as well as CNSL 101, 116, 118 and 150 courses which provide students with excellent career exploration activities and yield comprehensive student education plans aligned with student goals.

Function	Description
Career development for undecided majors	SCC Counseling offers individual and group career exploration workshops, events, as well as CNSL 101, 116, 118 and 150 courses which provide students with excellent career exploration activities and yield comprehensive student education plans aligned with student goals.
Interpretation for placement in English, Reading, and Math	SCC Counseling works closely with Assessment throughout the implementation of new legislation (e.g., AB 705) to ensure the most accurate placement of incoming students possible.
One-on-one counseling	A core service offered by SCC Counseling.
Educational planning and course selection	A core service offered by SCC Counseling.
Referral to campus resources	SCC Counseling faculty regularly interface with and make referrals to other support services/programs on campus to better assist our students.
Application workshops for Cal State and University of California	SCC Counseling faculty support application workshops for Cal State and University of California facilitated by SCC's Transfer Success Center, and serve as TAG Application reviewers when called upon.
New Student orientations	A core service offered by SCC Counseling.
Develop optimal abbreviated and comprehensive student education plans	A core service offered by SCC Counseling.
Assess interests and abilities	A core service offered by SCC Counseling.
Find a new approach to problems	A core service offered by SCC Counseling.
Increase sensitivity to others	A core service offered by SCC Counseling.
Learn how to change self-defeating habits and attitudes	A core service offered by SCC Counseling.
Recognize style, purposes and values	A core service offered by SCC Counseling.
Help students who are having academic or personal difficulties	A core service offered by SCC Counseling.
Clarify thinking	A core service offered by SCC Counseling.

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Crabill, Phillip** on **01/04/2020 04:54**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?
1. The Department Annual Plan is reviewed, edited, and goals are consistently evaluated by Counseling department Dean and faculty each fall as part of normal department activities.
2. Past goals are assessed by the dean and faculty, and either marked complete or ongoing.
3. New goals are developed by the dean and faculty, and added to the Department Annual Plan for the current academic year.

How is SCC's mission statement (https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx) reflected in your goals?
The Counseling Department's Vision and Mission are closely aligned with SCC's Mission Statement. The Counseling Department aims to support the educational, career and personal growth of SCC students, providing services dedicated to increasing student success and creating a culture on campus where students are free to learn, to act, to communicate, and to think critically. Counseling faculty assist students is strategically planning for success through goal setting that is informed by one's values, shaped by one's experiences, and aligned with each student's short- and long-term vision. Counseling faculty guide students through a process of career exploration and development, planning for certificate and/or degree attainment, and transfer planning to meet the educational goals and completion needs of all students. The Counseling Department is closely working through the on-boarding process with new and returning students, offering college orientations, academic planning and registration workshops, and assessment and placement into English/ACE, reading and math courses. Counseling faculty work closely with students to develop both abbreviated and comprehensive student education plans, mapping from start to finish a pathway for each student to satisfy their educational goals – all the while encouraging personal reflection and deeper self-exploration at each step of the process.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Annual Plan Goal
N/A

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by **Crabill, Phillip** on **01/04/2020 04:54**

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of **63%**?

Successful course completion rates for Counseling courses offered in 2018-19 are detailed as follows:
- CNSL 101 = 75.4%

- CNSL 106 = 100%
- CNSL 110 = 96.2%
- CNSL 113 = 82.4%
- CNSL 116 = 65.4%
- CNSL 118 = 75.9%
- CNSL 150 = 93.2%

All Counseling courses taught during the 2018-19 academic year exceeded the institution-set standard for successful course completion of 63%.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?
N/A
What is the course retention rate (any grade except W) for courses within the program?
Course retention rates for Counseling courses offered in 2018-19 are detailed as follows:

- CNSL 101 = 87.1%
- CNSL 106 = 100%
- CNSL 110 = 96.2%
- CNSL 113 = 92.6%
- CNSL 116 = 84.3%
- CNSL 118 = 89.7%
- CNSL 150 = 97.3%

What is the course retention rate in basic skills courses (any grade except W) within the program?
N/A

Program Review Data Analysis - 5 : Version by **Crabill, Phillip** on **01/04/2020 04:54**
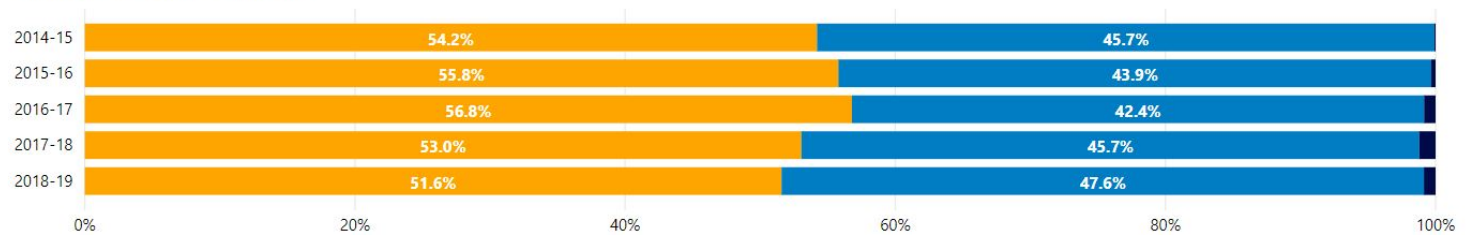
Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
California State University General Education Breadth (CSU), CA	552	616	587	561
Intersegmental General Education Transfer Curriculum (IGETC), CA	238	248	296	377
Liberal Arts: Arts, Humanities, and Communication, AA	714	751	771	842
Liberal Arts: Mathematics and Sciences, AA	271	303	266	318
Liberal Arts: Multi-Cultural Studies, AA	11	4	1	4
Liberal Arts: Social and Behavioral Sciences, AA	321	345	353	356
Social Work and Human Services, AA-T	0	0	0	0

Program Review Data Analysis - 6 to 13 : Version by **Crabill, Phillip** on **01/04/2020 04:54**
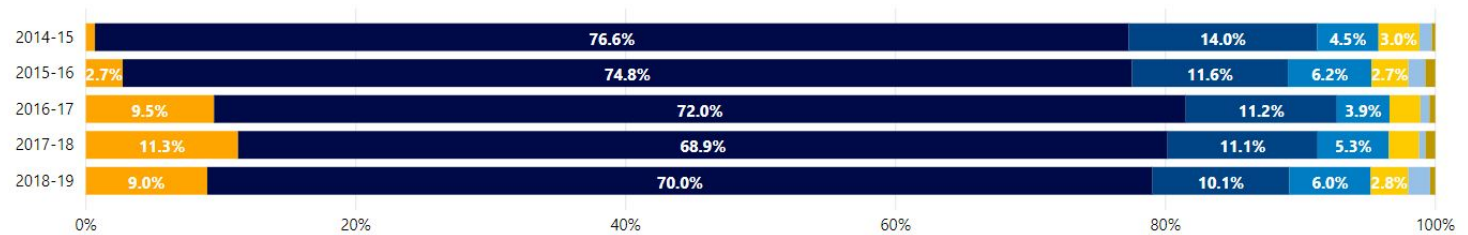
Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?
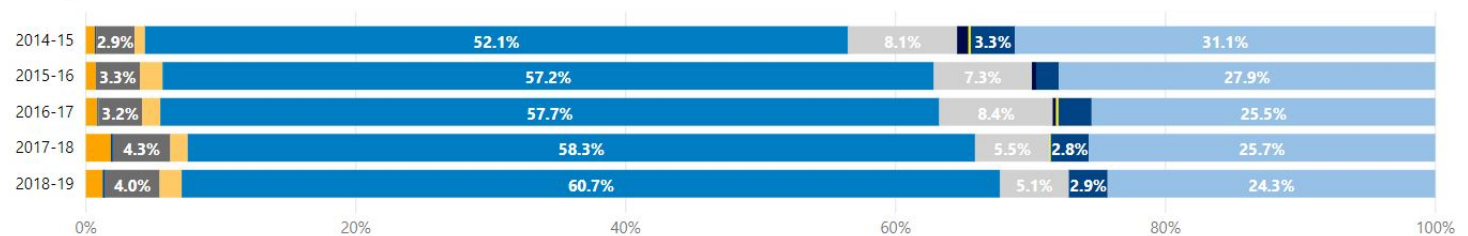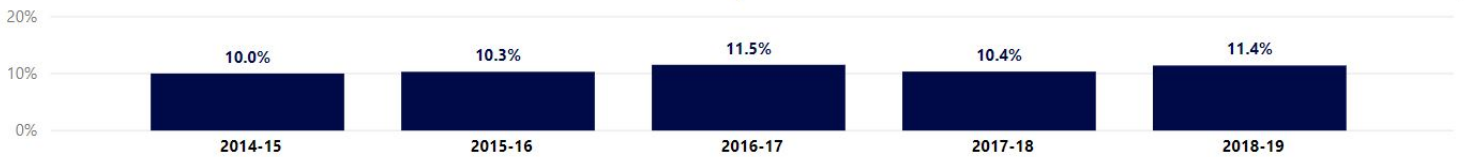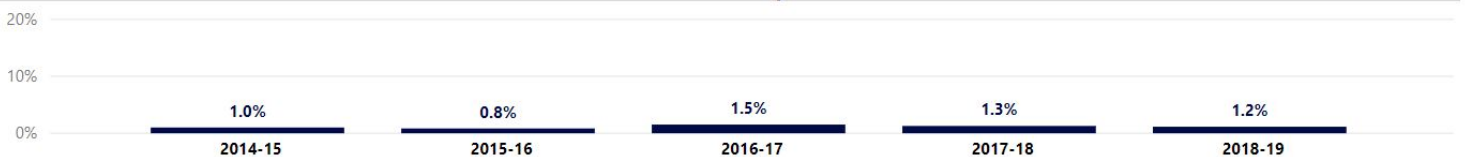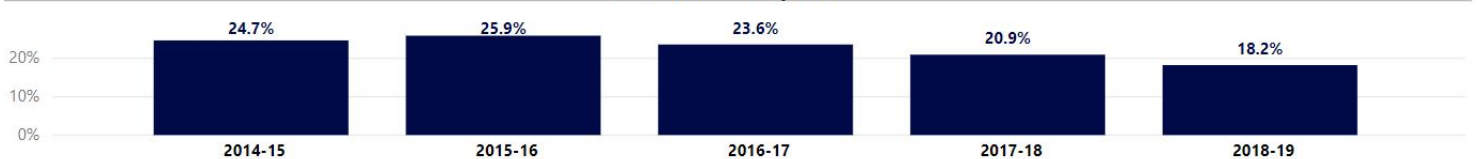**Demographics based on Gender, Age and Ethnicity:**

Gender ● Female ● Male ● Unknown

Year	Female	Male	Unknown
2014-15	54.2%	45.7%	
2015-16	55.8%	43.9%	
2016-17	56.8%	42.4%	
2017-18	53.0%	45.7%	
2018-19	51.6%	47.6%	

Age ● 17 and under ● 18-21 ● 22-24 ● 25-29 ● 30 - 39 ● 40 - 49 ● 50 and over

Year	17 and under	18-21	22-24	25-29	30-39
2014-15		76.6%	14.0%	4.5%	3.0%
2015-16	2.7%	74.8%	11.6%	6.2%	2.7%
2016-17	9.5%	72.0%	11.2%	3.9%	
2017-18	11.3%	68.9%	11.1%	5.3%	
2018-19	9.0%	70.0%	10.1%	6.0%	2.8%

Ethnicity ● African-American ● American Indian/Alaskan ● Asian ● Filipino ● Latino ● Multi-Race ● Other ● Pacific Islanders ● Unknown ● White

Year	Asian	Latino	Multi-Race	Pacific Islanders	White
2014-15	2.9%	52.1%	8.1%	3.3%	31.1%
2015-16	3.3%	57.2%	7.3%		27.9%
2016-17	3.2%	57.7%	8.4%		25.5%
2017-18	4.3%	58.3%	5.5%	2.8%	25.7%
2018-19	4.0%	60.7%	5.1%	2.9%	24.3%

Special Population Demographics:

DSPS Proportion

2014-15	2015-16	2016-17	2017-18	2018-19
10.0%	10.3%	11.5%	10.4%	11.4%

Foster Youth Proportion

2014-15	2015-16	2016-17	2017-18	2018-19
1.0%	0.8%	1.5%	1.3%	1.2%

Low Income Proportion

2014-15	2015-16	2016-17	2017-18	2018-19
24.7%	25.9%	23.6%	20.9%	18.2%

Veteran Proportion

2014-15	2015-16	2016-17	2017-18	2018-19
0.8%	0.7%	0.7%	0.5%	0.6%
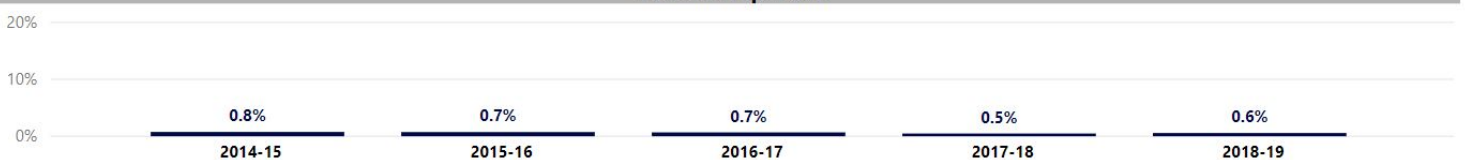
Overall, demographic trends remained relatively constant across the reporting period with minimal fluctuation. We saw a consistent increase in Latina/o students participating in Counseling coursework across the reporting period (from 2014-15 through 2018-19).

Labor market trends and needs: Review the labor market data on the California Employment Development Department (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

1. What occupations are related to your program?
    1. Educational, Guidance, School, and Vocational Counselors (SOC Code: 21-1012)
    2. Child, Family and School Social Workers (SOC Code: 21-1021)

2. What are the occupational projections for employment?
    1. Area = California; Projections for 2016-2026; Employment Estimated = 31,900 in 2016 - Employment Projected = 36,600 in 2026; Employment Change = +14.7%; Annual Average Openings = 3,970.
    2. Area = California; Projections for 2016-2026; Employment Estimated = 31,000 in 2016 - Employment Projected = 35,000 in 2026; Employment Change = +12.9%; Annual Average Openings = 36,900.

3. How do these projections affect planning for your program?

The Counseling Department Dean, Chairs and Faculty regularly review employment trends related to our field and strategically offer courses in part with this consideration in mind. Our department has increased the number of sections of CNSL 150 - Introduction to Human Services (both on-campus and online) to help prepare the next generation of Counseling professionals who will assist our communities.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart Basic Skills Progress Tracker (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

The Counseling Department conducts Service Area Outcomes assessments in the Spring semester of each academic year. The following details our Counseling Program Effectiveness Survey for 2018-19:

A 17-question survey was administered online to students who visit the Counseling Center at SCC from February 28 through March 28. A total of 1,417 students visited the Counseling Center during the assessment period. Of those, 156 students (11%) completed the survey online. Five (5) questions on the Counseling Program Effectiveness Survey were identified as relating directly to the quality of counseling services and student satisfaction on the survey.

Response Frequency Table for Counselor Program Effectiveness Survey, 2017

Response Question	Strongly Agree	Agree	Somewhat Disagree	Strongly Disagree	N/A
5. The counselor was attentive to my needs	80%	13.55%	3.23%	3.23%	-
6. The counselor helped me understand what general education plan I should follow based on my educational goal(s)	74.36%	14.74%	5.77%	1.92%	3.21%
7. Did the counselor assist you with your needs and/or refer you appropriately?	78.21%	14.46%	3.85%	3.21%	1.28%
8. Are you comfortable returning to meet with the counselor you saw?	80%	12.26%	3.23%	4.52%	-
9. Would you refer someone else to see a counselor at SCC?	77.56%	14.74%	4.49%	3.21%	-

The overall results suggest our department met or exceeded the established criteria for success (80%, set by the department), indicating that students who visited the Counseling Center received quality counseling services and support.

Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

N/A

Please provide data pertaining to the instruction or delivery of service, if any.

Counseling services are offered to students by appointment and drop-in/first come-first serve basis. Services are now also being offered Online by appointment and "live-chat" midweek, evenings, and weekends.

Counseling service/instructional delivery outcomes for 18-19:

- 25,947 student contacts where students received academic planning and counseling support services.
- 1,713 Comprehensive Student Education Plans were developed for students who did not previously have a comprehensive plan.
- 2,500 Revised Student Education Plans were created/updated for students.
- 1,779 Abbreviated Student Education Plans were developed for new or returning students.
- 2,121 students served through in-person New Student Orientations & Early Welcome activities.
- 896 students served through Online New Student Orientations.
- 490 students participated in in-person or Online Academic Probation Workshops.
- 29 sections of Counseling classes, including 3 sections of dual enrollment in the high schools, with part time Counseling faculty teaching more than the majority of sections.

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Courses	Section Count
CNSL101 - Educational, Personal, Cultural, and Career Exploration	22
CNSL101 - Educational, Personal, Cultural, and Career Exploration	4
CNSL106 - Inquiries Into Higher Education	1
CNSL106 - Inquiries Into Higher Education	1
CNSL110 - University Transfer Research	2
CNSL113 - Learning Strategies for College Success	2
CNSL113 - Learning Strategies for College Success	1
CNSL116 - Career/Life Planning and Personal Exploration	12
CNSL116 - Career/Life Planning and Personal Exploration	6
CNSL150 - Introduction to Human Services	1
CNSL150 - Introduction to Human Services	1

Program Review Outcomes Assessment - CSLOs : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Student Learning Outcomes	CSLO Count	CSLOs Measured
CNSL101 - Educational, Personal, Cultural, and Career Exploration	2	2
Define higher education options, academic policies and procedures, and support services.		
Apply the role, function and structure of the educational system as they pertain to their educational goals.		
CNSL106 - Inquiries Into Higher Education	2	0
Construct an academic plan based on educational goals and objectives.		Note: No sections of CNSL 106 were offered during 2014-15 through 2017-18.
Demonstrate knowledge of critical thinking techniques by assessing personal interests and skills toward selecting and planning for a major.		Note: No sections of CNSL 106 were offered during 2014-15 through 2017-18.
CNSL113 - Learning Strategies for College Success	4	4
Acquire study techniques and concepts to improve and/or enhance learning skills.		
Recognize their individual learning styles and learn how to apply it for academic success.		
Identify strategies to overcome barriers to their educational goals.		
Gain an awareness of personal barriers that may impede academic success.		
CNSL116 - Career/Life Planning and Personal Exploration	2	2
Identify the relationship between career/education choices and values, interests, skills, and personality traits.		
Integrate career research, educational research, and individual personality research to develop a career/life plan.		
CNSL150 - Introduction to Human Services	3	3
Explain the history and philosophy of the human services profession and assess its role in contemporary society.		
Compare and contrast the orientation and function of human services organizations within their field of potential specialization.		
Identify target populations requiring assistance and make recommendations regarding the appropriate human services organization.		

Program Review Outcomes Assessment - PSLOs : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Program Student Learning Outcomes	PSLO Count	PSLOs Measured

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Counseling*		
Social Work and Human Services, AA-T	2	0
		Note: Program in development; not currently offered in full.
Demonstrate knowledge and understanding of theoretical perspectives, legal and ethical principles and social issues related to Social Work and Human Services fields.		
Develop communication skills and cultural competencies as a foundation to success in the fields of Social Work and Human Services.		
Liberal Arts: Social and Behavioral Sciences, AA	2	2
Think critically about how individuals are influenced by political, economic, cultural and family institutions in various cultural settings.		
Experience using social science methods of data collection and analysis in order to draw logical conclusions about individuals and society.		
Discuss, compare and contrast, and analyze U.S. and world political systems in various historical periods.		
Liberal Arts: Multi-Cultural Studies, AA	2	2
Demonstrate knowledge, skills, and attitudes to function positively and productively within a diverse society and in upper division coursework.		
Communicate effectively with individuals and groups from diverse populations.		
Appreciate the multi-cultural influences on our contemporary culture and society.		
Liberal Arts: Mathematics and Sciences, AA	1	1
Analyze and evaluate scientific and mathematical topics.		
Clearly communicate scientific and mathematical reasoning and qualitative problem solving skills using appropriate vocabulary, methodologies and diverse technologies.		
Liberal Arts: Arts, Humanities, and Communication, AA	2	2
Think critically in terms of constructing arguments and presenting evidence to support their views through oral, artistic and written communication.		
Understand and articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures and disciplines.		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by **Crabill, Phillip** on **01/04/2020 04:54**

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?
Counseling course Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are assessed annually. Based on collaborative efforts between the division Dean, department Co-Chairs and Faculty, Counseling course SLOs and SAOs are reviewed and discussed in detail at Fall and Spring FLEX meetings. Course SLO and department SAO assessment tools vary in structure, and include survey-style questionnaires, items identified in quizzes/exams, and responses detailed in essays or short answer questions. SLO and SAO questions are designed by Counseling faculty, allligned with both department and institutional outcomes, and considered annually during FLEX discussions. Updates are made to SLO/SAO assessment tools as needed, and in consultation with the division Dean.
What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?
COUNSELING COURSE SLOs:
Counseling course **SLO** assessment cycles are as follows:
- CNSL 101 assessed each Fall semester
- CNSL 106 assessed each Fall semester
- CNSL 110 assessed each Summer term
- CNSL 113 assessed each Spring semester
- CNSL 116 assessed each Spring semester
- CNSL 118 assessed each Spring semester

- CNSL 150 assessed each Fall semester

Counseling course **SLOs** are assessed by coordination between department co-chairs and Counseling instructional faculty. SLO reports are authored annually by department co-chairs and/or instructional faculty, and results of each assessment cycle are analyzed and discussed with both faculty and the Dean of Counseling and Student Support Services. Revisions to SLO processes are discussed during FLEX meetings each fall and spring.

COUNSELING DEPARTMENT SAOs:
Counseling department SAOs are assessed each Spring semester. A 17-question survey is emailed to students who visit the SCC Counseling Center from February through March by coordination amongst department co-chairs and program specialists. Responses to survey questions are analyzed each year, with SAO reports being authored by department co-chairs and discussed with out division Dean and at FLEX meetings with Counseling faculty each fall and spring.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:
1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

1. Counseling 116, Spring 2018 Assessment Cycle - **SLO #1**

Description of Measurement Tool:	An all-encompassing assessment with six questions, pertaining to the relationship between career/education, choices and values, interests, skills and personality traits which led to the integration of a career/life plan was utilized to measure the effectiveness of SLO1 and SLO2.
Criteria for Success: Individual & Collective Student Criterion :	Criteria for Individual Success = 2 out of 3 questions answered correctly. Criteria for Collective Success = 70% or above correct response total from all students assessed on SLO #1.
Cycle of Assessment :	This outcome is assessed during each spring semester.
Who is Responsible for Assessment Activity? :	The instructor of record is responsible for administering the assessment. The Counseling Department Chairs are responsible for compiling the data and sharing results with the entire department.
Summary of Findings :	Six sections of CNSL 116 participated in this assessment cycle. A total of 96 students assessed this cycle. There were three questions on the assessment that measured student achievement on SLO1 (questions 2, 5 and 6). The Individual Criteria for Success on SLO1 was set at 2 out of 3 correct responses for each student being assessed. There were a total of 6 students who failed to meet the minimum Criteria for Success on SLO1. The remaining 90 students (or 93.8%) achieved at least 2 out of 3 correct responses on SLO1. The Collective Criteria for Success on SLO1 was set at 70% or above. The average of correct responses for all 96 students taken collectively across the three questions indicated that 89.2% of students achieved success for SLO1. To measure Collective Criteria for Success on SLO1, the total number of correct responses was divided by the total number of responses submitted. There were a total of 257 correct responses out of 288 total responses on questions #2, #5 and #6 when combined.
Results :	Criteria for Success Achievement Status: Exceeded
Analysis of Findings :	Findings indicate that a large majority of students (89.2%) were able to identify the relationship between career/education choices and values, interests, skills, and personality tests.
Recommendations :	Students have met expectations for SLO1. The Counseling Department chairs and instructors will be discussing these results at the Counseling Department Fall 2018 FLEX week meeting. Any additional recommendations derived from Fall 2018 FLEX will be considered for the Spring 2019 assessment period.

2. To date, students completing Counseling course SLOs have all met or exceeded the institutional norms for success. Thus, no changes have been necessary in response to students failing to successfully meet SLO minimums. The department regularly reviews CSLO data each year. Questions are revised when needed to help best assess student learning outcomes.

What changes has the program *already* made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?
The Counseling department consistently reviews and modifies the assessment methods and devices utilized for SLO assessment. One example of a change made to increase student success took place just prior to the Fall 2017 term. The department made the decision at Fall 2017 FLEX meetings to add one question to our Counseling 101 SLO assessment survey related SLO #2 on our assessment protocol. This question helped to assess the degree to which students are successfully synthesizing the information available to them on Assist.org related to transfer major preparation and education planning. Student performance on this SLO has traditionally exceeded the institution norms for success.
Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?
Review of the Counseling department SLO assessment data illustrates a consistent meeting or exceeding of institutional standards and benchmarks for success. The data cited in assessment reports for all Counseling department CSLOs continue to reinforce that core curriculum in each of the Counseling courses is being delivered effectively and efficiently. Core learning objectives in each Counseling course are being met at all levels, allowing students to synthesize information presented in each class in a way that increases their overall success at SCC.

Program Review Outcomes Assessment - SAOs : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
2016-2017 = 1	2016-2017 = 1	2016-2017 = 1
2017-2018 = 1	2017-2018 = 1	2017-2018 = 1
2018-2019 = 1	2018-2019 = 1	2018-2019 = 1

Program Review Outcomes Assessment - SAOs Table : Version by **Crabill, Phillip** on **01/04/2020 04:54**

The Counseling Department conducts Service Area Outcomes assessments in the Spring semester of each academic year. The following details our Counseling Program Effectiveness Survey for 2018-19:

A 17-question survey was administered online to students who visit the Counseling Center at SCC from February 28 through March 28. A total of 1,417 students visited the Counseling Center during the assessment period. Of those, 156 students (11%) completed the survey online. Five (5) questions on the Counseling Program Effectiveness Survey were identified as relating directly to the quality of counseling services and student satisfaction on the survey.

Response Frequency Table for Counselor Program Effectiveness Survey, 2017

Question \ Response	Strongly Agree	Agree	Somewhat Disagree	Strongly Disagree	N/A
5. The counselor was attentive to my needs	80%	13.55%	3.23%	3.23%	-
6. The counselor helped me understand what general education plan I should follow based on my educational goal(s)	74.36%	14.74%	5.77%	1.92%	3.21%
7. Did the counselor assist you with your needs and/or refer you appropriately?	78.21%	14.46%	3.85%	3.21%	1.28%
8. Are you comfortable returning to meet with the counselor you saw?	80%	12.26%	3.23%	4.52%	-
9. Would you refer someone else to see a counselor at SCC?	77.56%	14.74%	4.49%	3.21%	-

The overall results suggest our department met or exceeded the established criteria for success (80%, set by the department), indicating that students who visited the Counseling Center received quality counseling services and support.

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
See Below	Yes	See Below

Program Review Outcomes Assessment - SAOs Prompted Change : Version by **Crabill, Phillip** on **01/04/2020 04:54**

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

The Counseling Department gained a wealth of valuable feedback and data during the Spring 2019 assessment cycle. The overall results suggest our department met or exceeded the established criteria for success, indicating that students who visited the Counseling Center received quality counseling services and support.

The ability to disaggregate the data based on each student's self-reported gender and ethnicity allowed for further analysis of the impact our counselors have with these target Equity groups. Based on this analysis, trends in the data suggest that counselors are successfully meeting and exceeding the needs of those students identified in the Student Equity Plan with the greatest disproportionate gap in achieving success. This speaks to the quality of services our department aims to deliver to all students, but also to services designed for those most underrepresented and at risk of falling short of achieving success in higher education without support and appropriate intervention. The Counseling Department coordinates and/or participates in a multitude of initiatives and events, including both in-reach and outreach efforts, to increase student access to higher education. Quality career exploration and comprehensive student education planning services offered by the Counseling Department assist with student retention, course completion, and the successful completion of each student's education goal(s), both here at SCC and beyond.

Based on this analysis, the Counseling Department has met the established criteria for successfully serving our students – including those identified in the Student Equity Report as most in need. In addition to the valuable data we retrieved across the five most relevant questions pertaining to quality of counseling services rendered, we were also able to determine how students hear about the Counseling services offered on our campus. Overall, a majority of students learned about Counseling services at SCC via the New Student Orientation and the SCC website. We are pleased to see that the third most likely source for information about Counseling services is via the recommendation of an instructor at SCC.

Disproportionate impact among Student Equity Groups assessed?
The Counseling Department proudly serves the SCC community as a whole. Based on this analysis of results, there was no disproportionate impact, or significant difference, in the student response data across all five questions most relevant to the Counseling Center experience when disaggregated based on Equity group. Across all student groups identified as target Equity populations, the Counseling Department met or exceeded our baseline criteria for success.

Recommendations
Counseling faculty, Department Chairs, and Dean of Counseling & Student Support Services will be discussing this report and the analysis of findings at the Counseling Department FLEX meeting for Fall 2019. The Counseling Program Effectiveness Survey will again be examined and updated as needed. And key stakeholders will remain in communication throughout the year as we prepare to once again assess the Counseling Department Service Area Outcomes in Spring 2020. Based on an analysis of the results, student feedback on the Counseling Program Effectiveness Survey surpassed our satisfaction benchmark of 80% across all key measurements.

Counseling faculty will continue to engage themselve in creative approaches to meeting student needs. To that end, we have rolled out and are expanding an Online Counseling service delivery platform that we feel will allow the department reach more students effectively and deliver core education planning and support services virtually in this new online environment.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Crabill, Phillip** on **01/04/2020 04:54**

With *SCC's Mission Statement* in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?
The Counseling Department's Vision and Mission are closely aligned with SCC's Mission Statement. The Counseling Department aims to support the educational, career and personal growth of SCC students, providing services dedicated to increasing student success and creating a culture on campus where students are free to learn, to act, to communicate, and to think critically. Counseling faculty assist students is strategically planning for success through goal setting that is informed by one's values, shaped by one's experiences, and aligned with each student's short- and long-term vision. Counseling faculty guide students through a process of career exploration and development, planning for certificate and/or degree attainment, and transfer planning to meet the educational goals and completion needs of all students. Our department offers designated counseling faculty to serve SCC's special populations such as Athletics, CAMP, DSPS, EOPS, Honors, International students, STEM, TRIO and Veterans. The Counseling Department is closely working through the on-boarding process with new and returning students, offering college orientations, academic planning and registration workshops, and assessment and placement recommendations for English/ACE, reading and math

courses. Counseling faculty work closely with students to develop both abbreviated and comprehensive student education plans, mapping from start to finish a pathway for each student to satisfy their educational goals – all the while encouraging personal reflection and deeper self-exploration at each step of the process. For a full list of Counseling Department support services, click here: https://sccollege.edu/departments/counseling/Pages/default.aspx (https://sccollege.edu/departments/counseling/Pages/default.aspx).

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Yes, the Counseling department offers sufficient courses, workshops and other services with sufficient frequency and at appropriate times to meet the elective needs of the student body. The Counseling department co-chairs and faculty systematically plan course offerings and workshops (including all in-person New Student Orientations and Academic Probation & Success workshops) on days and times that yield the greatest pariticpation from students as possible. The Counseling Center offers an array of in-person career, academic and personal counseling services, Monday through Friday. We also offer Online Counseling services mid-week, evenings (after-hours) and weekends. Our goal is to assist each student at SCC in meeting their unique personal, career and academic goals by delivering a holistic, case management approach to service delivery. For a full list of Counseling Department support services, click here: https://sccollege.edu/departments/counseling/Pages/default.aspx (https://sccollege.edu/departments/counseling/Pages/default.aspx).

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Yes - the Counseling department makes every effort possible to reach students effectively. In addition to in-person services offered in the Counseling Center (see above), counseling faculty take our services "mobile" by providing class presentations to students in various classrooms and across disciplines, hosting workshops across campus, and staffing informational tables at campus- and community-based events. Counseling faculty serve leadership positions in grant-funded programs that offer students incredible access to undergraduate research opportunities, internship and fellowship opportunities, scholarship awards, and enrichment experiences unique in the community college setting. The department is also expanding its Online Counseling program, providing another avenue to effectively reach and assist our students.

How do program/service area faculty and/or staff *review the processes* it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Counseling department co-chairs and faculty consistently set aside a portion of each FLEX week meeting, and monthly department meetings when necessary, to review the processes that the department uses to manage curriculum and program decisions. All department efforts, be it related to new course offerings or new programs/services, are reviewed by the contract counseling faculty body as a whole. Decisions are made collectively, and in consulation with the department dean and part-time adjunct faculty. Quadrennial reviews for instruction are coordinated by the Counseling department rep on the Curriculum & Instructional Council (CIC) and/or other counseling instructional faculty.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

Counseling department faculty make every effort to work effectively with professionals in other Student Services areas, as well as with program leaders and instructional faculty from other disciplines. Counseling faculty regularly meet with and support the efforts of other areas - from working individually with like-minded staff in the support of SCC students, to offering trainings for student services personnel and other discipline faculty related to new state-wide student success initiatives that have impacted campus operations. Counseling faculty participate in Counseling & Student Services division-wide retreats, bringing together all student services personnel for collective skill building and professional growth. The Counseling department offers courses that are often linked to other discipline offerings to form valuable learning communities for students on campus. Finally, Counseling faculty serve on a variety of both on- and off-campus advisory groups - including AB 540/Dreamers and Student Research Symposium task force, College Promise and STEM advisory groups, as well as workgroups in our Region VIII community colleges focused on system-wide updates and program changes (e.g., Common Assessment Initiative, AB 705 MMAP, IEPI, Guided Pathways, etc.).

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next <u>three</u> years?

- Additional full-time counseling faculty are needed at SCC. Our current counselor-to-student ratio is 1:1417, placing us way out of step with the ASCCC recommendation of 1:370. Additional faculty are necessary to help this college maximize its effectiveness in serving students within the new student centered funding formula. Counseling faculty are charged with creating and regularly updating comprehensive student education plans for all students on this campus - a vital ingredient to student success at SCC. Counseling faculty are needed in leadership roles as the college moves toward full implementation of Guided Pathways, AB 705, and other state-wide legislative initiatives. Additional part-time counseling faculty are also needed to support the efforts of contract counseling faculty and the department mission.

- In support of Guided Pathways and strategic onboarding efforts, the Counseling department will be expanding career services to include one-on-one career counseling as well as counseling courses, workshops and events offered on-site at all four OUSD high schools. Counseling faculty will coordinate the administration and interpretation of career assessment protocols to assist students in career exploration and aligning their interests with college programs and majors. Counseling faculty will need college and district support on purchasing necessary career exploration software, technology solutions, and supplies vital to the exploration and onboarding processes.

- The Counseling department is currently expanding its Online Counseling program, increasing counselor availability for student appointments, live-chat sessions, and other online services. Additional funding support needed for technology solutions.

- The Counseling department will continue implementation efforts of AB705, AB1805, collection of data and collaboration with discipline faculty on improving our assessment processes.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	0	20	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Crabill, Phillip** on **01/04/2020 04:54**

- Classrooms: E-303, E-304, E-307
- Computer Lab: E-304
- Offices: D-104, E-302
- Storerooms: E-303, E-304
- Conference Room: E-307

Classrooms	Labs	Offices	Storerooms	Conference Rooms
3	1	2	2	1

Program Review Resources - Specialized Equipment and Resources : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Equipment/Resource	Description
Desktop Computers	Desktop computers used by Counseling faculty and support staff.
Surface Pro tablets	Surface Pro tablets used by Counseling faculty for remote/"mobile" counseling services.
Software programs: Cranium Café; SARS Grid; Eureka; KuderJourney; CollegeSource	Software needs for Counseling service delivery.
Office Printers	For printing.
Student Computers	For student use.

Program Review Resources - Funding Sources : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Funding Source	Description
General funds	undefined
Student Equity and Achievement Program (formerly Student Success & Support Program, SB1456)	
BSI-Transformation Grant for part-time Counseling Faculty Facilitation	
Project RAISE STEM Grant for Counseling Faculty Facilitation and part-time Counseling	
Perkins Funding for part-time Career Education Counseling	

Program Review Resources : Version by **Crabill, Phillip** on **01/04/2020 04:54**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?
Counseling cubicle spaces do not meet the needs of Counseling office space.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Sufficient thus far.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?
Sufficient thus far.
How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?
Sufficient thus far.
How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?
Sufficient thus far.
Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)?   If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?
1. Yes
2. Contract Counseling faculty, Part-time counseling faculty, classified staff, Supplies and materials, food for workshops, computer technology and software solutions.
3. Without this funding, it would be difficult to operate the Counseling Department.
4. Funding for Contract Counseling faculty, part-time Counseling faculty, classified staff, and supplies and materials.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
Categorical funds have remained static. Yet, through union negotiations, salaries have increased. Therefore, we need additional, sustained funding to maintain Contract Counseling faculty, part-time Counseling faculty, classified staff, and supplies and materials allowing the department to operate.

Human Resources

Program Review Human Resources - Support Staff : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Information Systems Specialist	1	FT	12	40
Student Program Specialist	2	FT	12	40
Student Services Specialist - Bilingual	1	FT	12	40
Administrative Clerk (AB 705)	1	FT	12	40

Program Review Human Resources : Version by **Crabill, Phillip** on **01/04/2020 04:54**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Counseling faculty regularly engage themselves in professional development activities, professional organizations and other activities that are based on best practices in the field and enhancing student success. Our faculty explore and implement creative approaches to instructional delivery - both in the Counseling classrooms and individual/group/online/in-person advising sessions and workshops. Counseling faculty attend annual professional development conferences focused on student success, transfer, and strategic funding management. Counseling faculty are in lead positions on several major initiatives that have impacted the CCCs, including SB 1456 - the Student Success Act/SSSP, AB 705 and Guided Pathways to name a few - and regularly attend workshops and conferences sponsored by the CCCCO and IEPI in support of these efforts.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

Counseling faculty are actively involved in leadership activities for statewide inititaitves with AB 705, Guided Pathways development groups, and Guided Pathways leadership team. Resources for the community are provided through activites such as Early Welcome, Family Night, and Senior Day.

Counseling Faculty, staff and administrators particiapte in college-wide shared governance bodies listed below:

Academic Senate
Basic Skills Task Force
Curriculum & Instruction Council
Distance Education
District Curriculum & Instruction
Educational Master Planning
Enrollment Management
Exceptions to Academic Regulations
Faculty Recognition
Guided Pathways
Honors Program
Planning and Institutional Effectiveness
Professional Development
Scholarship
Student Conduct
Student Success and Equity
Valedictiorian

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

While we offer an impressive array of counseling courses and services, our counselor-to-student ratio at SCC 1:1417, placing us way out of step with our 3 comparable community colleges, and over 4 times the ratio recommended by the Academic Senate of California Community Colleges of 1:370. Additional Counseling faculty are needed to expand course offerings and services.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Yes, our Counseling faculty go above and beyond to ensure regular participation in professional development opportunites both on and off campus.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

The Counseling Department offers on-going training opportunites ensuring up-to-date information on counseling practices and standards. Adjunct faculty, part-time staff and interim administrators are encouraged to attend counseling related trainings, conferences and particpate in shared governance. Perspectives of adjunct faculty are taken into consideration when making larger service area decisions.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

- Additional full-time counseling faculty are needed at SCC. Our current counselor-to-student ratio is 1:1417, placing us way out of step with the ASCCC recommendation of 1:370. Additional faculty are necessary to help this college maximize its effectiveness in serving students within the new student centered funding formula. Counseling faculty are charged with assisting students in exploring academic and career interests, clarifying goals, and creating and regularly updating comprehensive student education plans for all students on this campus - vital ingredients to student success at SCC. Counseling faculty are needed in leadership roles as the college moves toward full implementation of Guided Pathways, AB 705, AB 1805 and other state-wide legislative initiatives. Additional part-time counseling faculty are also needed to support the efforts of contract counseling faculty and the department mission.

- In support of Guided Pathways and strategic onboarding efforts, the Counseling department will be expanding career services to include one-on-one career counseling as well as counseling courses, workshops and events offered on-site at all OUSD high schools. Counseling faculty will coordinate the administration and interpretation of career assessment protocols to assist students in career exploration and aligning their interests with college programs and majors. Counseling faculty will need college and district support on purchasing necessary career exploration software, technology solutions, and supplies vital to the exploration and onboarding processes.

- The Counseling department is currently expanding its Online Counseling program, increasing counselor availability for student appointments, live-chat sessions, and other online services. Additional funding support needed for technology solutions.

- The Counseling department will continue implementation efforts of AB705, AB1805, collection of data and collaboration with discipline faculty on improving our assessment processes.

Internal and External Communication

Program Review Internal & External Communication : Version by **Crabill, Phillip** on **01/04/2020 04:54**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?
 Catalog entries are reviewed annually and updated as needed.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?
The Counseling Department DPP is reviewed annually and updated as needed.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

1. Reviewed weekly by Counseling department dean, co-chairs and support staff, and updated as needed.
2. Yes
3. Yes
4. Yes – Counseling department service area outcome reports and results are posted annually to the Student Services SLO/SAO web page.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

Professional development opportunities (e.g., training, workshops, conferences, etc.) are communicated via email to all department faculty and discussed thoroughly in department meetings.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Clear and effective communication within the Counseling department amongst faculty and support staff is vital to Counseling Center operations. Our contract counseling faculty meet at least once per month for regularly scheduled department meetings. Adjunct counseling faculty typically meet once per semester for training opportunities designed by the department. Peer observations and evaluations of all Counseling faculty are conducted in accordance with the current FARSCCD contract stipulations. Counseling faculty members consistently check in with one another when questions arise during the advising process, gaining from the vast array of professional experiences and expertise of colleagues. Program objectives, SLOs and SAOs are each evaluated and discussed annually. All Counseling faculty regularly work together to provide vital input for the design and delivery of key services including but not limited to Assessment and Placement Recommendations, New Student Orientation programs, career exploration services, comprehensive student education planning and follow-up services and interventions. In all aspects of Counseling department business, feedback from faculty and support staff is an essential part of Counseling services delivery at SCC.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

- Additional full-time counseling faculty are needed at SCC. Our current counselor-to-student ratio is 1:1417, placing us way out of step with the ASCCC recommendation of 1:370. Additional faculty are necessary to help this college maximize its effectiveness in serving students within the new student centered funding formula. Counseling faculty are charged with assisting students in exploring academic and career interests, clarifying goals, and creating and regularly updating comprehensive student education plans for all students on this campus - vital ingredients to student success at SCC. Counseling faculty are needed in leadership roles as the college moves toward full implementation of Guided Pathways, AB 705, AB 1805 and other state-wide legislative initiatives. Additional part-time counseling faculty are also needed to support the efforts of contract counseling faculty and the department mission.

- In support of Guided Pathways and strategic onboarding efforts, the Counseling department will be expanding career services to include one-on-one career counseling as well as counseling courses, workshops and events offered on-site at all four OUSD high schools. Counseling faculty will coordinate the administration and interpretation of career assessment protocols to assist students in career exploration and aligning their interests with college programs and majors. Counseling faculty will need college and district support on purchasing necessary career exploration software, technology solutions, and supplies vital to the exploration and onboarding processes.

- The Counseling department is currently expanding its Online Counseling program, increasing counselor availability for student appointments, live-chat sessions, and other online services. Additional funding support needed for technology solutions.

- The Counseling department will continue implementation efforts of AB705, AB1805, collection of data and collaboration with discipline faculty on improving our assessment processes.

Planning Agenda

Program Review Planning Agenda : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Hire additional full-time Counseling faculty to meet the growing needs of students at SCC.	Additional full-time counseling faculty are needed at SCC. Our current counselor-to-student ratio is 1:1417, placing us way out of step with the ASCCC recommendation of 1:370. Additional faculty are necessary to help this college maximize its effectiveness in serving students within the new student centered funding formula. Counseling faculty are charged with creating and regularly updating comprehensive student education plans for all students on this campus - a vital ingredient to student success at SCC. Counseling faculty are needed in leadership roles as the college moves toward full implementation of Guided Pathways, AB 705, and other state-wide legislative initiatives. Additional part-time counseling faculty are also needed to support the efforts of contract counseling faculty and the department mission.	General funding for new full-time, tenure-track Counseling faculty positions at SCC.	Approximately $100,000 per new faculty member.

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Expand Career Exploration and Education Planning services.	In support of Guided Pathways and strategic onboarding efforts, the Counseling department will be expanding career services to include one-on-one career counseling as well as counseling courses, workshops and events offered on-site at all four OUSD high schools. Counseling faculty will coordinate the administration and interpretation of career assessment protocols to assist students in career exploration and aligning their interests with college programs and majors. Counseling faculty will need college and district support on purchasing necessary career exploration software, technology solutions, and supplies vital to the exploration and onboarding processes.	General funding for new full-time, tenure-track Counseling faculty positions at SCC.	Approximately $100,000 per new faculty member.
Expand the Online Counseling services at SCC.	The Counseling department is continuously striving to meet the needs of today's diverse college student body. One avenue we are looking to expand is our Online Counseling service program, increasing counselor availability for student appointments, live-chat sessions, and other online services.	General funding for new full-time, tenure-track Counseling faculty positions at SCC.	Approximately $100,000 per new faculty member.
Continue implementation of AB 705 and AB 1805.	Counseling department faculty serve as leads in the implementation of both AB 705 and AB 1805. Significant effort, both in terms of concept development and design, was required of Counseling faculty leads as the college prepared for full implementation of AB 705 by Fall 2019. This collaborative effort has required countless hours of work by Counseling faculty alongside other discipline faculty, district IT and research. Continued implementation efforts are required to collect and monitor student success data, and improve our assessment and placement recommendation processes. Finally, continued efforts are needed to prepare SCC for full implementation of ACE/ESL placement in 2020.	General funding for new Counseling faculty positions at SCC; Additional staff to support full implementation.	Ongoing and varies by position.

Summary Report

Program Review Summary Report - What is and is not working : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Briefly describe and explain what is working well in your program/service area.
The Counseling Department has been working tirelessly to meet the needs of SCC's students and this institution. Counseling faculty continue to provide leadership, innovative ideas and collaborative program development based on best practices that has helped this institution grow in the past four years. Counseling faculty serve as leads on many of the new state-wide initiatives currently rolling out in the CCC setting - these include Guided Pathways, AB 705 and AB 1805 to name a few. Counseling faculty also go above and beyond in the service of this institution by participating significantly in the shared governance process, representing all faculty on the FARSCCD Executive Board, and in securing outside revenue streams in the form of grants, scholarships, etc. that directly benefit our students and our college.

Counseling services have successfully met the diverse academic, career, and personal needs of our students through individual advisement for both general population and special population students, new student orientations and student success workshops, and a new Hawks Career Series - helping students further engage with the career exploration process. The Counseling department has also taken their services "mobile" with remote counseling services being delivered at informational tables hosted during high-traffic campus events, on-the-spot advising in the quad-areas on campus, and we continue to provide classroom visits to communicate important campus updates at large. Counseling has also begun offering an array of services online Monday thru Saturday, midday, evenings and weekends - including individual online appointments, group advising sessions, and "Live-Chat" sessions.

A review of Counseling department Course SLOs and our center's SAO reports during the past four years further supports the truly innovative and meaningful work we are doing with students at SCC. The data illustrates that students in our Counseling courses are mastering the department's SLOs at rates that consistently meet or exceed the standard for success. Futhermore, students visiting the Counseling Center are reporting high satisfaction rates (93%) with the services they are receiving, as demonstrated by 92% of students feeling comfortable to return to Counseling again for additional assistance and recommending our services to a friend. Our department's CSLOs and SAOs are designed to support SCC's overall Institutional Learning Outcomes (ILOs) and to affirm the experience of each college student on this campus. The Counseling department has expanded its course offerings to include classes taught through dual enrollment with OUSD and at other special off-site locations like Pacific Clinics - serving nontraditional students who benefit greatly from Counseling curriculum. Finally, our

department is continually working on developing new curriculum to meet the needs of today's college student, as illustrated by the new Social Work and Human Services ADT option at SCC.

Overall, our department strives to meet the diverse needs of SCC's students - to break down the barriers that hinder access to higher education for all students, and to support students at each step of the process - through assessment, selection of goal(s), comprehensive education planning, successful course completion, and ultimately succesful graduation/goal fulfillment and transfer. In the coming years, we will continue to collect valuable data on trends in the classroom and in our center, and will consistently enhance our service delivery options to best meet the needs of our students.

Briefly describe and explain what is not working well or needs attention in your program/service area.
Additional full-time counseling faculty are needed at SCC. Our current counselor-to-student ratio is 1:1417, placing us way out of step with the ASCCC recommendation of 1:370. Additional faculty are necessary to help this college maximize its effectiveness in serving students within the new student centered funding formula. Counseling faculty are charged with assisting students in exploring academic and career interests, clarifying goals, and creating and regularly updating comprehensive student education plans for all students on this campus - vital ingredients to student success at SCC. Counseling faculty are needed in leadership roles as the college moves toward full implementation of Guided Pathways, AB 705, AB 1805 and other state-wide legislative initiatives. Additional part-time counseling faculty are also needed to support the efforts of contract counseling faculty and the department mission.

While Counseling faculty and the services we deliver continue to meet the needs of students at SCC extremely well, our location in the D-building is no longer sufficient to serve the department's purposes in an effective manner. Office space is extremely limited, with outdated cubicle workspaces that fail to protect the confidential nature of interactions between counseling faculty and students. In the coming years, we support all efforts for the securing of a new Student Services building and welcome center, where Counseling and other vital support services will be adequately located and prepared to best meet the needs of SCC students.

Program Review Summary Report - Resources : Version by **Crabill, Phillip** on **01/04/2020 04:54**

Facilities	Technology	Equipment	Personnel
Counseling cubicle spaces do not meet the needs of Counseling office space. Additional funding and support for a new Student Services building is required to meet this need.	New computers, hardware and software updates. These needs are ongoing, and supported by district and SCC IT professionals. .	A high definition monitor in the Counseling Center to help communicate services, events and other support activities to students in the center. This will require funding and IT support.	Additional full-time tenure-track Counseling faculty positions (secured with general funds) to meet the needs of SCC students and this institution. This will require institutional support and general funding.
Computer lab room designated for counseling use for workshops, orientations and events.	Possible need for additional technology equipment (e.g., desktop cameras, etc.) related to the expansion of Online Counseling services at SCC. This will require additional funding and IT support.	Possible need for additional technology equipment (e.g., desktop cameras, etc.) related to the expansion of Online Counseling services at SCC. This will require additional funding and IT support.	Additional part-time adjunct Counseling faculty to support the roles of full-time Counseling faculty and meet the needs of SCC students. This will require additional SEAP funding.
			Hire support staff to assist with Assessment efforts.
			Hire additional support staff for the Counseling Center front desk.

Program Review Summary Report - Initiatives and Other Findings : Version by **Crabill, Phillip** on **01/04/2020 04:54**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

- Guided Pathways: https://sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx (https://sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx)

- AB 705: https://sccollege.edu/Departments/testing/Guided%20Self-Placement/Pages/AB-705-Implementation-.aspx (https://sccollege.edu/Departments/testing/Guided%20Self-Placement/Pages/AB-705-Implementation-.aspx)

- AB 1805 (Student Equity & Achievement Program): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1805 (https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1805)

- EOPS (Extended Opportunities, Programs and Services): https://www.sccollege.edu/StudentServices/EOPS/Pages/EOPSCAREHistory.asp (https://www.sccollege.edu/StudentServices/EOPS/Pages/EOPSCAREHistory.aspx)

- DSPS (Disabled Students Programs and Services): https://www.sccollege.edu/StudentServices/DSPS/Pages/default.aspx (https://www.sccollege.edu/StudentServices/DSPS/Pages/default.aspx)

- CalWORKS: https://www.sccollege.edu/StudentServices/CalWORKs/Pages/default.aspx (https://www.sccollege.edu/StudentServices/CalWORKs/Pages/default.aspx)

- Student Equity (now under Student Equity and Achievement Program): https://www.sccollege.edu/StudentServices/StudentEquitySuccess/Pages/About.aspx (https://www.sccollege.edu/StudentServices/StudentEquitySuccess/Pages/About.aspx)

- SSS TRIO Programs: https://www.sccollege.edu/StudentServices/SSSTRiO/Pages/default.aspx (https://www.sccollege.edu/StudentServices/SSSTRiO/Pages/default.aspx)

- Pathways to Teaching: https://www.sccollege.edu/Departments/Pathways/Pages/default.aspx (https://www.sccollege.edu/Departments/Pathways/Pages/default.aspx)

- STEM - Project RAISE (Regional Alliance in STEM Education) Grant Program: http://www.fullerton.edu/projectraise/ (http://www.fullerton.edu/projectraise/)

- The California Promise: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/California-Promise (https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/California-Promise)

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

No Value