

Student Services/Instructional Support Services 2012-13

Program Review

Each program or service area of Santa Monica College is expected to engage in an ongoing process of self reflection and assessment of program effectiveness. Program review is designed to facilitate and document this process, with program improvement as the intended outcome. Programs and service areas must complete an in-depth report every 6 years; a shorter report covering more limited information is due annually. Certain information included in the annual reports will be automatically aggregated in the 6 year report.

Information submitted in both the 6 year and annual report will be considered by the Program Review Committee. Annual reports will be reviewed by the area vice-presidents and relevant information shared with appropriate planning bodies. Through an annual report to the District Planning and Advisory Committee (DPAC), the Program Review committee forwards information and makes recommendations that are considered in annual institutional planning processes.

Program Information

Program name Counseling Department/Transfer Counseling Center
Academic year 2012-2013
Program contact Laurie Guglielmo Extension X4133

Program Type

Check all boxes that apply to your program.

- Instructional
- Career Technical Education (CTE)
- Student or Instructional Support Service
- Administrative Service

Review Period

- 6 year
- Annual

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

6 yr, annual

The Counseling Department is committed to promoting student success by providing a broad range of innovative services that address the educational, developmental, psychological, and social needs of Santa Monica College students. We actively contribute to the broader academic mission of the College

through both our instructional curriculum and counseling services by building and supporting a diverse, multicultural learning community.

The Counseling Department and Transfer/Counseling Center provide counseling, outreach and instruction of the counseling curriculum to the entire student population. Specialized transfer services are also continuously available, including ongoing scheduled visits from transfer institution representatives and transfer preparation, application and appeal workshops. In addition, general academic and personal counseling services, workshop presentations and specialized referrals are provided in twenty-two different locations, both on and off-campus. Special Programs are subject to their own program review processes, but all of the counseling services provided fall under the auspices of the Counseling Department. The twenty-two centers, satellite campuses, departments and/or programs that involve specialized counseling services are:

- The Academy of Entertainment and Technology
- Associated Students
- Athletics Program
- Black Collegians Program
- Bundy Campus
- CalWORKs
- Career Services Center
- Early Childhood Education
- EOP&S (Extended Opportunities, Programs & Services)/CARE
- Financial Aid
- Health Sciences/Nursing
- International Education Counseling Center
- Latino/Adelante Program
- Outreach Program
- Pico Promise
- Scholar's Program
- STEM Program (Science, Technology, Engineering and Mathematics)
- Student Psychological Services
- Transfer/Counseling Center
- TRIO/Student Support Services
- Veteran's Resource Center
- Welcome Center

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

6 yr, annual (see next page)

- Contribute to the supporting goal of the SMC master plan for a "supportive learning environment" by providing an innovative and broad array of student services and programs.
- Teach students self-advocacy and self-responsibility through role modeling, guidance and support.
- Continue collection of longitudinal data on retention, persistence and student success of students who receive counseling services.
- Continue improvements on the recently implemented electronic student history and record-keeping system.
- Expand reporting capabilities of counseling contact data through the existing Counseling Reports program.

- Initiate a “front-end” transcript evaluation process that reduces staff and counseling time spent on this critical task.
- Expand collection of longitudinal data, which focuses on students who take Counseling 20 (Student Success Seminar) or participate in BTS seminars for probationary students.
- Continue to create, assess and revise departmental SLO’s for Counseling and Instruction, in order to improve services and instruction for students.
- Continue to review the statewide student success task force recommendations that pertain to counseling and formulate a reasoned response for local implementation. Take action steps when possible.
- Determine necessary areas of improvement based on longitudinal data analysis.
- Continue to expand services for distance education and online counseling (as appropriate)
- Advertise Counseling Department services and events via social media (ex. Facebook, Twitter)
- Fully implement a process for follow-up tracking of probationary and disqualified students.
- Continue ongoing in-service training to all counseling divisions, including financial aid training.
- Regularly update Transfer/Counseling Center and Counseling Department websites.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.
6 yr, annual

The Counseling Department integrates the supporting goal of an Innovative and Responsive Academic Environment by maintaining a continuous cycle of creating and assessing instructional and service SLO’s. By reviewing the assessment data of the service and instructional SLO’s, we are able to determine how to improve our Counseling curriculum and the services that we provide. Our continual efforts to expand technologically certainly contribute to a Supportive Learning Environment. Since the last program review, we have developed an online version of our three unit Student Success Seminar, Counseling 20 and we now offer up to 25-28 online sections of the course per academic year. The online version of the course is always filled to capacity and students have commented on how well the course prepares them for courses in other disciplines at SMC. This past year, we also initiated a Counseling Department Facebook page, which includes all kinds of relevant and up-to-date information (including links to our Transfer web page) and now has close to 400 “likes”.

The Counseling Department is at the forefront of offering innovative student support services as specified in the supporting goal of a “Supportive Learning Environment”. Each semester, we offer a very wide range of student success workshops that are offered primarily during the Tues/Thurs “free period.” The workshop topics run the entire gamut and include such varied topics such as “Stress Management”, “Self-Compassion and Body Image”, “Networking your way to a Job through Social Media”, “Tips on Writing your Personal UC Statement”, “Test Anxiety”, “How to Transfer to Private, Elite Universities” etc... We offer online counseling for students who can’t always be on campus in order to see a counselor. We offer application labs in the Counseling Complex lab so that students can get direct assistance in completing online transfer applications. We send counselors into the “C” and “B” level English and ESL classes, encouraging students to utilize our services and informing them about all the program options available.

The recent strategic initiative “GRIT (Growth/Resilience/Integrity/Tenacity) represents the very traits that we foster in students through counseling. One of our most important, overarching goals is to teach students self-responsibility and self-advocacy. Our latest Counseling Services SLO focused on “teaching” the student specific steps that he/she should take after the Counseling session, in order to progress towards his/her goal(s). As part of the assessment process for this SLO, counselors asked the student at

the end of the session to restate the “next steps” discussed to ensure that students were clear about what they needed to do next. We found that having the student actually state the necessary action steps that he/she must take after the session appeared to be a powerful way to motivate students.

Similarly, our work and our goals support ILO#1 (personal attitude and behaviors) and ILO#2 (Analytic and Communication Skills). Our second SLO, assessed in Fall 2012, addressed student confidence, as reported by the student after the counseling session. After receiving important information and resources and assisting students with differentiating between their goals and options in the counseling session, students self-reported confidence in their ability to take the next step to meet their educational goals. Integration of ILO#3 is evidenced in our recently created global awareness lesson plan, which has now been incorporated into our Counseling 20 curriculum. A similar type of lesson plan is included in the Counseling 11 (Orientation to Higher Education) curriculum for International Students.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

6 yr, annual

To supplement the minimal discretionary budget, which supports the Transfer/Counseling Center, the center relies on a regular allocation of matriculation funds each year. The amount has been approximately \$50,000- \$60,000 per year. This funding is available for essential program support such as student help, supplies, conferences, food for various transfer fairs and events, rents/leases (for tables/chairs), off campus printing and equipment.

These matriculation funds allow the Department to upgrade computers and printers, throughout the department, on an intermittent basis. Since every single counseling transaction requires a fully functioning computer and printer, the regular updating/upgrading of counselor computers and printers is absolutely essential and cannot be delayed. In 2011-12, we also allocated \$24,000 towards student help from the provided matriculation funds, another key, essential element to the functioning of the Transfer/Counseling Center. The district-funded discretionary budget only allots \$7259.00 towards all of our program support costs, plus the cost of the lease for the CalWORKs bungalow, which houses the CalWORKs program. Therefore, matriculation funds provide 87% of the necessary revenue for program support.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

6 yr

Counseling Services – Transfer Counseling Center

Obtaining demographic data for the students that visit the Transfer Counseling Center each year is challenging. Some of the students are “prospective students” who don’t ultimately ever enroll at the college. Institutional data is not available for these students, except for the information retrieved from the SMC application, which is often not complete.

Nevertheless, our IR office did provide us with “snapshots” of the student population that utilizes our services by retrieving limited data for all of our recorded contacts for 2008-09 and 2011-12, respectively (see appendix A, Counseling Data Request- Transfer Center). The research office noted that the ethnicity information was missing for a large number of students, who either didn’t indicate their ethnicity or checked “other or “unknown”. We did not have any demographic data of our counseling contacts available in the last program review period, because at the point we did not have the capability to capture all student contacts as we do now. So a point of comparison is not possible this time.

General characteristics of SMC students who utilized the TCC during the two “snapshot years” would include:

- Gender:** 54.2% females/ 45.4% males (unknown .04%)
- Age:** Our visitors represent the 20-24 year old age category more than any other age group:
It stands to reason that those in the 18-19 year old age category would be more likely to utilize the Welcome Center, as new and first-year students.
- Citizenship:** Our visitors are generally U.S. citizens, representing 83.6% of the students who visit us annually.
- Residency:** 91.5 of those students who visit the TCC are CA residents

Ethnicity:

2008-2009	Overall
Asian/PI	2503
	16.0%
Black/AA	1803
	11.5%
Hispanic	3742
	23.9%
Native Am/Native Alaskan	79
	0.5%
Other	631
	4.0%
White	5501
	35.2%
Unknown/Declined	1392
	8.9%

2011-2012	Overall
Asian/PI	2301
	14.9%
Black/AA	1908
	12.3%
Hispanic	4965

	32.1%
Native Am/Native Alaskan	37
	.2%
Other	41
	0.3%
Two or More	517
	3.3%
White	5093
	32.9%
Unknown/Declined	625
	4.0%
Total	15487
	100%

The ethnicity breakdowns for 2008-09 cohort as compared to the breakdowns for 2011-12 cohort are fairly consistent. The biggest change was the percentage of Latino students who utilize the Transfer Counseling Center. There was an 8.2% increase in the number of Hispanic students who visited the Transfer Center in 2011-12 as compared to 2008-09. This is not all that surprising, however, when considering that the overall percentage of Hispanic students at SMC has increased by 28% from Fall 2007 to Fall 2011.

When comparing the representation of the various ethnicities utilizing the Transfer Center to the representation of these same ethnic groups in the overall SMC student population, the percentages are again, fairly consistent. There are a slightly higher (approximately 3%) percentage of Black and White students using the TCC than the percentage of these students in the overall population. Conversely, Hispanic students represent 35.8% of the overall population, so Hispanics represent a slightly lower percentage of users in the TCC, when compared to the general population. The Latino Center/Adelante Program reside in the same building as the TCC, so Hispanic students may be more inclined to see an LC counselor when counseling is needed.

Education: 84% of our visitors have a high school diploma. 12.4% have an associate's degree and/or bachelor's degree

Counseling Instruction (Appendix B- 2007-11 Program Review Data & Appendix C- Course Outlines)

For the purposes of this report, Counseling 1 (Developing Learning Skills), Counseling 20 (Student Success Seminar) and Counseling 88A-C (Independent Studies in Mentorship) have been analyzed, as these are the offerings that are coordinated through the Transfer Counseling Center. Other offerings in Counseling, such as Counseling 11 (Orientation to Higher Education), Counseling 12 (Career Development) and the DSPS Counseling courses are reviewed as part of other special program review processes (ex. The Career Services Center, The International Education Counseling Center, DSPS).

Over the course of the last six academic years, the enrollment for Counseling 1 and 20 (and to some degree for Counseling 88A/B/C) grew from 2,016 in Fall 2007 to 2,456 in Fall 2011, an overall increase of 17.9% in just five years' time. By contrast, the overall College's enrollment for the respective periods rose from 81,600 to 87,017 enrollments or by 6.2% (Institutional Research Office, *Credit Course Enrollment: Fall 2007 to Spring 2011*). Thus, the enrollment for Counseling 1 and 20 outpaced that of the College by nearly 3:1.

Data from the Program Review packet prepared by the IR Office indicates that with respect to Counseling 1, 20:

- The percentage of course sections offered in fall 2007 to fall 2011 grew by 20.3%, from 59 to 67 sections.
- The number of Counseling 20 sections offered online grew from 1 to 7, in the same period above.
- Our Counseling 1 and 20 courses positively impact approximately 2500 SMC students per year.

Listed below are select demographic characteristics for students enrolling in Counseling 1, 20, 88A/B/C, as reported in the 2007-2011 Program Review data package (see Appendix B) prepared for us by the Institutional Research Office. The percentages noted represent a low-high range for each group during the 5-years under analysis.

- **Gender:** enrollment by gender remained relatively stable over the period: Males comprised 46-47%; whereas females comprised 53-54%.
- **Race/Ethnicity:** the enrollment of Asian/Pacific Islander students decreased from 10.4% in fall 2007 to 7.8% in fall 2011; similarly, the enrollment of Black students decreased from 18.9% to 15.7% in fall 2011. In contrast, the enrollment for Latino students grew from 46.9% to 55.0% in the same period. No noticeable changes were observed for other groups. White students comprised approximately 16.8%, and Native Americans 0.2%.
- **Age:** The percentage of younger students, 19 and under decreased from 78.5% in fall 2007 to 71.7% in fall 2011. In contrast, the percentage of 20-24 year olds enrolling increased from 15.1% to 21.1%. All other age groups maintained a similar proportion in enrollment for the 5 years under review: approximately, 3.5% of students were 25-29 years of age, 2% were 30-39%; 1.5% were 40 or older.
- **Residence:** most significantly, the percentage of out-of-state students enrolling decreased from 11.2% in fall 2007 to 7.5% in fall 2011. This decrease is explained in the slightly higher percentage of California residents (86.9% to 89.6%) and foreign students (1.9% to 2.9%) enrolling.
- **Enrollment status:** while first-time college students remained by far the largest group enrolling in Counseling 1 and 20, their representation decreased significantly from 75.6% in fall 2007 to 63.1% in fall 2011. This decrease may be attributed to a greater number of continuing students enrolling during the same period (14.5% to 25.7%). The enrollment for most other groups remained relatively stable with approximately 6.8% being first-time transfers, 4% returning, and 0.2% Special Admits (K-12) students.
- **Educational Goal:** the most significant change observed with respect to enrollees' educational goal is the dramatic increase of students desiring to transfer who took Counseling 1 or 20, rising from 78.7% in fall 2007 to 87.1% fall 2011. While not very significant, students pursuing a career objective enrolled in these courses to a lesser degree (decreasing from 3.0% to 1.1% in the same period).
- **Basic Skills:** Approximately 57% of the students enrolled in Counseling 1 and 20 were basic skills.
- **Unit Load:** the percentage of enrollees attending SMC on a full-time basis who also took Counseling 1 or 20 dropped from 67.7% in fall 2007 to 53% in fall 2011. Hence, the corresponding percentage of those attending part-time grew from 32.3% to 47%.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

6 yr

Given the nature of the courses discussed in this report (Counseling 1, 20, 88A-C), we expected to observe that counseling students would differ in some cases from the general student population. Listed below are some observations for the fall:

Younger students (19 or younger and 20-24) encompassed a much higher percentage (71.7% and 21.1%, respectively) of Counseling students, in comparison to those college-wide (31.8%). Older students (25+) comprised a much lower percentage (7.3%) of Counseling students than those at the college (34.8%). These findings are completely consistent with our expectations.

A somewhat striking finding is that Latino students constitute the overwhelming majority of students enrolling in counseling courses (55%), in comparison to their representation at the College (33.7%). While not in the same proportion as Latinos, African-American students also enrolled in greater numbers (15.7%), than their overall representation at SMC (9.8%). It should be noted that the Adelante Program and the Black Collegian's program routinely recommend Counseling 20 to their program participants and offer a special program section of C.20 every Fall (and the Adelante program also offers a specialized C.20 section every Spring). Considering these facts, the disparity in the representation of these populations is not that surprising.

We also observed that Asian and White students were underrepresented in counseling courses (7.8% and 16.8%) in contrast to their proportion college wide (18.5% and 30.5%, respectively). Foreign students were much less likely to enroll in Counseling 1/20 (2.9%) than their distribution at SMC (10.7%). This may be explained given that most F1 students enroll in Counseling 11.

Readily noticeable, albeit expected, is the overrepresentation of first-time college students enrolling in counseling courses (63.1%), in contrast to their proportion at the College (20.7%). Fewer first-time transfers, returning, and continuing students enrolled in counseling courses (36.7%) than their overall representation college wide (78.7%).

Whereas, students declaring a goal of transfer comprised 71.6% of students at the College, those enrolling in counseling courses constituted 87.1%. Counseling students were more likely to be attending full-time (53%) than students in the overall college population (37.9%).

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

6 yr

In our last program review, completed in Spring 2007, our institutional research office provided demographic data for the following Counseling courses during the period of Fall 2003-Fall 2005: Counseling 1, 17, 18, 19, 20 and 23. This data was not disaggregated by course. Since that time, Counseling 17(conflict resolution skills), 18 (Behavior Management), 19 (Orientation Seminar) and 23(Student Success Seminar II) are still "on the books" but are currently inactive. Significant cutbacks in the WTH allocated to each department has necessitated prioritizing our offerings which shifted our focus on our Counseling 1 and 20 courses based on the demand from both students and special programs.

We also now offer an independent studies course series, Counseling 88A-C, "Independent Studies in Mentorship" which is a critical "support" class for the Counseling 20 offering. Students in the Counseling

88A-C sequence are previous Counseling 20 students who have earned an “A” in the class and have been specifically recommended by their Counseling 20 instructor to serve as a Counseling 20 mentor.

In comparing the Counseling curriculum demographic data from Spring 2007 to the Counseling curriculum data received for 2007-2011 (see Appendix B, 2007-11 Program Review Data), we noted the following:

- The percentage of enrolled female students versus enrolled male students has not changed markedly. Conversely, the number of enrolled female students in counseling courses decreased by only 2.7% and the number of enrolled male students increased by 2.7%.
- The ethnicity distribution has stayed relatively constant, only varying by a percentage point or two in each ethnic category, except for Latino Students – 45.2% total enrolled for Fall 2003-Fall 2005 and 50.9% for Fall 2007-Fall 2011 and Whites – 18% in Fall 2003-Fall 2005 and 14.3% for Fall 2007-Fall 2011.
- The increasing enrollment of Latino students in the Counseling courses can probably be attributed to several different factors:
 - An overall increase in the Latino population – Institutional data shows that the Latino population has grown at SMC by 28% over a four year period (Fall 2007-Fall 2011)
 - Specific recommendations by the Latino Center counselors for their program participants to take Couns.20 or a Counseling course
 - A regular dedicated Adelante program section of Counseling 20, every Fall and Spring.
- The number of students enrolled in a Counseling course has increased exponentially since the Fall 2003-Fall 2005 time period. In Fall 2005, for example, four sections of Couns.1 and 37 sections of Couns.20 were offered. This represented enrollment of approximately 1450 students. By comparison, in Fall 2011, we enrolled approximately 2400 students in Counseling 1 and 20.
- This represents a whopping 39% increase in just these two offerings. The Counseling 20 course became UC transferable in Fall 2002 and has gradually become a very popular offering. In recent Fall terms, it has been ranked as the second most highly enrolled course at the college. We believe this is attributed to several reasons:
 - The positive word-of-mouth recommendations that the course typically receives
 - The fact that the course can be useful for anyone transitioning to college, and
 - The CSU/UC transferability of the course and its applicability to CSU GE area E.

C. Program Evaluation

In this section programs/units are to identify how, what, and when program evaluation takes place and summarize the results from data collected. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. Please indicate the number of different disciplines or functions for which information will be provided, and copy, insert and answer one set of questions per discipline, function, or program

Set #1

Program or Discipline: Transfer Counseling Center

Set# 2

Program or Function: _____

Set #3

Administrative Unit/Service Area: _____

1. Discuss how the program, discipline, support service or function evaluates its effectiveness. Include any changes to the evaluation process since the last six-year program review.

6 yr

Counseling Services

Each year, the Counseling department has submitted an “annual review” the Vice-President of Student Affairs, which provides an opportunity to reflect on current practices and goals, develop new ones and note areas for possible improvement as well as areas of achievement. The annual report has provided an opportunity to compare progress from year to year and has allowed us to establish areas for growth for the following year.

Certainly one of the largest changes in our evaluation process since the last six-year program review is the frequency and consistency that we apply to the SLO creation and assessment process. In the last six-year program review, we had just learned how to create SLO’s and had embarked upon our first assessment process. Since that time, the Counseling Department and the Transfer Counseling Center have gone through several SLO assessment cycles and have infused the SLO creation and assessment process throughout our instructional curriculum and our services. The SLO assessment provides a natural and regular way to evaluate our department’s effectiveness and identify areas for improvement.

Finally, our students often present dilemmas or question practices or policies which force us to continually reexamine what we do and whether we can improve up our practices.

2. Describe how the program, discipline, support service, function, administrative unit or service area engages all unit members in the self-evaluation dialogue.

6 yr

The Counseling Department meets twice a month during the non-enrollment periods in the year. In these meetings, all department members have an opportunity to raise concerns and suggest improvements to established processes and procedures. The department discusses Counseling SLO’s at least twice a semester and usually a portion of each dept flex meeting is devoted to SLO’s. All departmental members give input into the creation of SLO’s and how they should be assessed and the SLO process helps to inform us of necessary changes we need to make.

In the Transfer Counseling Center, the counselors meet about four times a semester and discuss what can be improved in the overall functioning of the office. There is often much discussion about how to streamline some of our processes and offer better services to students. Most recently, when we originally thought that there would be no winter 2013 session, we brainstormed ideas for how to offer services in the most expeditious way, knowing that we would be dealing with extremely limited funding. We reviewed the challenges that we had in Winter 2012 when we also had to offer services with very minimal funding. We discussed the services that we would have to cut back or not offer temporarily, and how to publicize that to students. This led to a written plan, which was circulated among all of the counselors, and everyone had the opportunity to give feedback and suggestions. In the very end, we fortunately did not have to realize most of the “plan” because the Winter 2013 session was reinstated and the district recognized the critical need to provide counseling services throughout the six-week term.

When the annual review is prepared, input and assistance from other departmental members is requested. When the six-year program review is drafted, it is sent to all departmental members involved with an invitation to provide suggestions and input. Additionally, we circulate a "Staff Satisfaction" survey to all Transfer Counseling Department members during each six-year review cycle in order to gather input on the overall functioning and operation of the Transfer Counseling Center.

3. Describe how and when the program, discipline support service or function assesses outcomes, sets and measures goals and objectives (annual or long range), and determines areas to target for improvement. Describe how the program uses Student Learning Outcomes (SLOs), Service Unit Outcomes (SUOs) or Unit Outcomes (UOs) assessment data to inform program planning and decision making.

6 yr

As stated in C.1, the Counseling Department and Transfer Counseling Center prepares and submits an annual report each year to the Vice-President of Student affairs and has been doing so for many years. Short and long-term "target" goals are addressed substantially in this report, as well as progress towards previous goals. Our six-year program reviews typically include overarching, ongoing goals, present short-term goals and future long-term goals. All of the various special programs of the Counseling Department also submit specific annual reviews to the Vice-President's office that include goals, outcomes and plans for improvement as needed (ex. The Latino Center, DSPS, The African-American Collegian's Center, The Career Services Center, etc)

The department, through a series of meetings each year for both the Counseling Department and the Transfer Counseling Center, creates student Learning Outcomes and assessment plans. Assessment results are examined and reviewed by departmental members and recommendations are made for improvement as indicated by the results. If a proficiency rate of 85% or more is not achieved, typically modifications are made in the part of the counseling process that is being assessed or the relevant lesson plans in the Counseling courses and the SLO's are assessed again until 85-90% SLO mastery is achieved by the students assessed.

This data absolutely informs us on how we might make modifications in the delivery of our services and instruction. When we conducted our three-year, multi-layered educational planning SLO assessment process, for example, we determined after the first year that we needed to provide more resources for students outside of the classroom and consequently developed student workshops which focused on students learning the details and nuances of the UC and CSU general education plans. Counseling 20 instructors intensified their focus on several key points of the educational planning lessons that seemed to be confusing students. Counselors took more time explaining the prerequisite course sequencing during the follow-up counseling sessions which is required as part of the C.20 educational planning assignment. These steps improved overall student SLO proficiency by approximately 20% by the end of the third year of the assessment process.

4. What have your SLO/SUO/UO assessments revealed or confirmed since your last report?

6 yr, annual

Each Spring, the Counseling Department reviews the current student learning outcomes and assessment results from the preceding Fall term. Most recently, the department decided upon two counseling services SLO's to be assessed in Fall 2012:

SLO#1 As a result of participation in the counseling session, students will be able to state one or two specific steps required to meet their short-term and/or long-term educational goals.

SLO#2 After participating in a counseling session, students will report confidence in their ability to take necessary step(s) leading to their educational goals.

After much discussion in the Spring 2012 semester and the August 2012 department flex meeting, it was decided that special counseling programs would have the option to adopt and assess one or both of these SLO's as their own, but would that it would not be mandatory. Some special programs wanted to continue to assess SLO's which address the unique counseling services provided in those programs while other programs were more than happy to adopt the "departmental" SLO'S. The Transfer Counseling Center, in preparation for this program review report, conducted an assessment process that thoroughly examined these two SLO's.

Throughout Fall 2012, Transfer Center Counselors assessed, when appropriate, SLO #1 by answering several questions on an online survey (see appendix D – TCC counselor SLO survey) 217 "counselor surveys" were submitted. After indicating the counseling program assigned and the student ID# and session date, the counselor rated the following questions as "Strongly Agree", "Agree", "Neither Agree Nor Disagree", "Disagree", "Strongly Disagree"

- Q.1 The student finished the counseling session with greater awareness/understanding of the next steps to take in order to accomplish his/her educational goals
- Q.2 The student was able to differentiate between short-term and long-term educational goals. They also responded "yes" or "no" to the following question:
- Q.3 The student was able to identify one or two steps needed to reach their educational goals

Before concluding the session, the counselor asked the student to restate one or two necessary steps towards the student's educational goal(s) that were discussed in the session. They used this information in addition to student questions and comments that occurred in the session, to determine how to rate each student.

Students were then asked to complete a follow-up survey (see Appendix E- Student Confidence Survey) to provide their perspectives on their level of understanding of their educational goals and level of confidence in taking the next "necessary" steps. At first, students were sent an online survey at their SMC e-mail address but the response level was so dismal that we arranged a survey drop-box and provided a "once a week" raffle for an Amazon gift card, in order to ensure that an adequate number of student follow-up surveys were received right after each counseling session concluded. Students were assured that their confidentiality would be maintained.

Students were asked to rate their level of agreement as ""Strongly Agree", "Agree", "Neither Agree Nor Disagree", "Disagree", "Strongly Disagree" with the following two questions:

1. I now have a better understanding of how to accomplish my educational goal(s).
2. I am confident that I can take the next step(s) I discussed with the counselor to help me accomplish my educational goals.

The results from the surveys completed by the counselors indicated strong agreement or agreement that 99% of the students finished the counseling session with a better understanding/awareness of the next steps to take in order to accomplish their educational goals. 99% of the counselors indicated that the students were able to correctly restate 1 or 2 necessary steps that they needed to take post-session in order to accomplish their goals. It appears that asking students to restate some of the information that has been given in the session before the session concludes is a powerful teaching tool. Students will

probably be more motivated to follow-up on recommended action steps after being asked to recall them and state them out loud.

For the student confidence portion of the SLO, approximately 100 students submitted a follow-up survey. The results were interesting; Out of 100 students, 86 students strongly agreed or agreed that they had a better understanding of how to accomplish their educational goals post-session. Similarly, 87 students strongly agreed or agreed post-session that they were confident that they could take the next recommended action steps discussed with the counselor. 9 students strongly disagreed with these statements.

Without further probing, it is difficult to determine why they did not feel that their understanding of how to accomplish their goals improved or they did not feel confident to take the next necessary steps. If we were to continue assessing this SLO, it would appear that we would need to add some questions such as "if you do not feel that your understanding of how to accomplish your educational goals improved, please state the reason". Sometimes students are given information in the Counseling session that is disappointing or not what they hoped to hear. For example, we may need to tell a student that their current GPA may not qualify them for a desired transfer option. This can certainly cause a negative reaction to the session. We believe it is our responsibility to give students a realistic picture of their options, which is not always favorably received.

Prior to the adoption of these 2012-13 Counseling SLO's, in Fall 2011, the department decided to explore whether the majority of our workshops positively affect student levels of confidence and mastery of the strategies taught. Our departmental SLO's for 2011-12 were: After participating in a student success workshop:

- 1) Students will identify key strategies that will facilitate their success in college.
- 2) Students will express confidence in their ability to utilize these strategies in order to facilitate progress towards their educational goals

Assessment results from Fall 2011 focused on the following six workshop topics: 1) Math Anxiety 2) Stress Management 3) Test Taking Anxiety 4) Time Management 5) UC Personal Statement 6) UC application. Surveys were "customized" to the topic of each workshop in order to best ascertain student confidence levels in utilizing the specific strategies taught. The surveys were administered at the end of each workshop. The first question, relating to SLO #1, asked students to correctly identify two key strategies learned in the workshop. The second question, relating to SLO #2, queried the level of student confidence in using the strategies and skills learned.

In comparing all six workshops, an average of 85% of the students demonstrated mastery of SLO #1. Similarly, 86% of all workshop participants showed mastery of SLO #2. In the Transfer application and personal statement workshops specifically, 70-74% of the students correctly identified two strategies taught. In the Stress Management and Test Anxiety workshops, 75-77% of the students indicated confidence in using the strategies taught to reduce stress and effectively manage test anxiety.

After reviewing these results as a department in Spring 2012, we decided that these SLO's did not merit further study and assessment. Although upon first glance there appears to be some room for improvement in the overall mastery for SLO#1 in the Transfer oriented workshops, it was determined that the word "strategy" does not adequately describe most of the concepts taught in the workshops and that the language on the assessment survey may have confused the students. Considering that the overall percentage of mastery for both SLO's is 85-86%, the department decided to consider other areas of student learning to assess for 2012-13.

In Spring 2011, we concluded our three-year, multi-layered assessment of the Educational Planning SLO's and determined that our students had reached a successful level of SLO mastery for these SLO's. These SLO's (listed below), created by the department in Spring 2008, were focused on the educational planning assignment that is required in the Counseling 20 course, but also involves a follow-up visit with a counselor as part of the assignment.

1. Students will increase self-confidence by formulating a realistic self-appraisal of their educational status and its relationship to their stated educational and transfer goals(s).
2. Students will identify their math and English course sequences and chart their individual math and English course sequences to achieve their educational and transfer goals.

As a result of the assessment data gathered from the Fall 2008 and Fall 2009 cohorts, the Counseling Department:

- Created and offered student workshops each semester which explain the IGETC and CSU general education patterns in detail
- Expanded the Couns.20 mentoring program which provides students with peer support for completing the educational planning assignment
- Allocated more time in the Counseling 20 classes in order for students to practice applying their newly acquired knowledge immediately
- Developed an online educational planning tutorial tool
- Provided students with several samples of educational plans
- Utilized agreed-upon strategies for better explaining how to effectively gather information on colleges/universities in the counseling session
- Provided stronger reinforcement of the concept of making appropriate corrections to the student educational plan
- Provided more in-depth clarification of the concept of "double-counting" courses which apply to both pre-major and general education requirements
- Further strengthened student understanding of general education pattern options for the CSU system.

As a result of the changes made, overall SLO mastery increased by approximately 22% for both SLO's at the end of the three year assessment cycle, with an overall SLO mastery rate of 89% at the end of Fall 2010 (the final year of the assessment cycle)

Instruction:

Overall, The Counseling department has an 84.9% rate of student mastery for our instructional SLO's (See Appendix F- Fall 2012 Counseling Department SLO's). Instructional SLO's in counseling generally focus on evaluating the level of student mastery of specific academic, social and personal skills and strategies that impact student success in all areas of life. Since the overall rate of SLO mastery for the college is 84.5%, it would appear that the Counseling Department is accomplishing a satisfactory level of SLO mastery in instruction.

Examples of recent Counseling Course SLO assessments would include the assessments of the SLO's for Counseling 1 (Developing Learning Skills) and Counseling 20 (Student Success Seminar). In Fall 2011, the two Counseling 1 SLOs focused primarily on the identification and application of learning strategies to improve study skills. The Fall 2011 assessment results for both Couns.1 (learning strategies

and study skills) SLOs revealed student mastery of approximately 89%. The Counseling 1 instructors then slightly revised their SLO's and achieve a slightly higher overall SLO mastery rate in Fall 2012. They also created two new Sol's that were first assessed as of Fall 2012. The student mastery rates for SLO #1, #2 and #3 in Counseling 1 are over 90%. The mastery rate for SLO#4, "Students will utilize time management strategies to accomplish their short and intermediate term' goals during the eight-week class" has a mastery rate of 82%, so it appears that the Counseling 1 instructors could spend some time on analyzing the corresponding lesson plans for that SLO and determine ways to nominally increase mastery. It appears that it may be time for different areas of student learning to be considered for Counseling 1, in the near future.

The Fall 2011 assessment results for the first Couns.20 SLO (focused on the student's ability to apply acquired knowledge of educational planning and time management to create an educational plan within a reasonable time frame) revealed a mastery of approximately 78%. The second Couns.20 SLO (learning strategies and study skills) proved SLO mastery of 88%. Because the student mastery rate for SLO #1 was a little lower than the C.20 instructors had hoped, they decided to utilize some additional teaching strategies and provide more learning resources for Couns.20 students in order to improve SLO mastery rate for SLO#1 for Fall 2012. For example, specific training on the educational planning topic was provided for newer Counseling 20 instructors, the power points utilized in class were modified and the instructors really encouraged C.20 students to work with a C.20 mentor while completing their educational planning assignment.

In addition, they changed the assessment process from an in-class quiz to a "rubric". The rationale for changing the assessment tool was based on the instructors' views that the previous in-class quiz focused too much on educational planning minutia that may or may not be relevant for each student. Accordingly, they adopted an assessment rubric that emphasized a focus on the broader concepts of educational planning. Upon reviewing the SLO data for Counseling 20 in Fall 2012, it appears that overall mastery rate of SLO#1 is now 83%, indicating a positive improvement of 5%. Likewise, the student mastery rate for SLO#2 in Fall 2012 was 85%, an acceptable SLO mastery rate, in the view of the C.20 instructors.

At the March 2013 C.20 flex meeting, the collective group of Counseling 20 instructors have decided that they will assess SLO#1 one more time this Spring and they will provide an intensive training session on educational planning for the Counseling 20 mentors. They will be anxious to see if providing this targeted training will improve overall student mastery of SLO#1 since this has been one additional identified area that needs improvement (training of the C.20 mentors). The group agreed to create new course SLOs for Fall 2013. They plan to consider the following areas for SLO development:

- Knowing and using resources
- Asking for help (students will see it as a sign of strength, not a sign of weakness)
- Self-assertiveness/self-awareness.
- Self-responsibility
- Academic integrity
- Critical thinking.

They may consider a second course SLO after they have adopted the new textbook that they plan to use for 2013-14.

4. Unless addressed in your SUO assessment responses above, please use any available data to describe your program's effectiveness in terms of the following indicators:

- Volume of unit activity (number of students served, number of appointments etc.)
- Efficiency (responsiveness, timeliness, number of requests processed etc.)

- Effectiveness of service in accomplishing intended outcomes (impact on student success, assessment etc.)
- Client/customer satisfaction with services.

Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention. Please include examples of the data used, either in this section or as an appendix to this report.

6 yr, annual

The Transfer Counseling Center serves approximately 38,000 students per academic year. Our service “efficiency” varies depending on the time of year. During non-enrollment cycles, we offer ½ hour appointments that students can schedule up to a week and a half in advance. We also offer “Express Counseling” which takes place at a small, semi-private counseling station adjacent to our lobby. Express Counseling is designed for “quick questions” or other counseling services that typically don’t require more than ten minutes of a counselor’s time. During the enrollment cycle, we don’t offer advance appointments in order to maximize our service efficiency. Despite our many efforts to reach out to students and advise them to see a counselor ahead of the enrollment cycle, student visits to the center still tend to converge around their enrollment dates. This has the unfortunate effect of an “enrollment crush” which means that students can wait as long as two hours to see a counselor during our busiest periods.

We offer online counseling so that students who are not in the local area still have a way to connect with a counselor. Online counseling does not necessarily result in “faster” service, however, because we are only able to allocate a small portion of counselor time to online counseling, since the demand for “in-person” counseling services continues to far out-pace the number of counselors available. During peak enrollment cycles, students are advised that they may not receive a response to their online inquiry for 5 to 7 business days. In the summer session, we offer a “Back-to-Success” reorientation program, which enables us to provide counseling intervention to probationary students in a group format. We previously offered the BTS program in our winter sessions as well, but significant cutbacks in our overall counseling budget have forced us to limit the availability of this successful program to the Summer sessions.

Our last program review in 2006 revealed that overall, students were either satisfied or very satisfied with the service received in Counseling and that after a Counseling session, they believed that they had a much clearer understanding on the steps they needed to take to accomplish their educational goals. As stated in the previous section, we offered a post session, similar student survey this past Fall. Approximately 87% of the students surveyed responded that they had a better understanding of how to accomplish their educational goals post-session and also reported feeling confident that they could take the recommended actions steps towards their goals. This data leads us to conclude that the majority of students are still satisfied with our services and receive the guidance and advisement necessary.

As stated previously, we do not currently have student performance data available for students who visit the Transfer Counseling center. In Fall 2009, however, our institutional research office did conduct a study on student performance (Appendix G- Executive Summary- Examining the Relationship between Freshman Seminars, Student Achievement, and Persistence: A Study of First-Time Santa Monica College Students Enrolled in Counseling 20) and found that first-semester term GPA’s were positively associated with the number of general counseling contacts (sessions with a Transfer Center Counselor). One of our goals is to pursue a long-term, in-depth study on the effects of counseling on student performance and retention.

5. If applicable, discuss any other information or sources (such as surveys) available to or collected by the program, what this information has revealed or confirmed about the impact of the program on student

success, and how it factors into program planning and decision making. Please include relevant information/examples from these additional sources either in this section or as an appendix to this report.
6 yr, annual

The most recent data (Appendix H – Summary Report of Probationary Status Analysis) we have received concerning the impact of our program on student success focuses on our “Back-to-Success” probationary student “reorientation” program and our Counseling 20 (refer to Appendix G) offerings, both offered through the Transfer Counseling Center. In Fall 2009, our Institutional Research office presented detailed studies on our “BTS” probationary student reorientation program which indicated that in general, students who participate in Back to Success program tend to have higher rates of persistence (Fall-to-Spring) and lower rates of continuing on probation (Fall-to-Spring) than students who do not attend a workshop. Similarly, a study was conducted on the impact of student enrollment in our Counseling 20 (Student Success Seminar) during the same time period. Results from this study were also positive; students enrolling in Counseling 20 in their first Fall term were found to be 29.7% more likely to persist to the following fall term than students who were not enrolled in Counseling 20. In addition, the effect of support programs and services was assessed. As stated earlier, the number of general counseling contacts (student sessions with counselors in the Transfer Counseling Center) was determined to be positively associated with first-term GPA.

These affirming results have encouraged the Transfer Counseling Center to continue the practice of offering the BTS program, even as the level of intersession funding has steadily decreased over the past two years. Similarly, we have worked with academic affairs to try to increase the number of Counseling 20 sections available to students in the Spring term, knowing that the course has a research-supported, positive impact on student persistence.

6. What has available data from TIMS reports and/or the Institutional Research website, revealed or confirmed since the last six-year program review report? Include the following indicators, as appropriate: success, retention, number of AA degrees or certificates awarded, completion rates etc. Note trends, differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line). Please include relevant examples either in this section or as an appendix to this report.
6 yr, annual

A review of the data provided in the Program Review report prepared by the Institutional Research Office (refer to Appendix B) indicated that with respect to course completion rates:

- Completion rates for Counseling 1 and 20 grew from fall 2007 (53.4% and 59.2%, respectively) to fall 2011 (65.6% and 68.8%, respectively), nearly reflecting the overall course completion rate for the College (68.8%).
- The highest course completion rate was observed for daytime and “arranged hours” students (70.3% and 71.7%, respectively). By contrast, those of weekend and evening students were considerably lower (43.3% and 58.7%).
- The completion rate for online versus on ground students was nearly identical (69% vs. 70%).
- Female students had a much higher course completion rate (73%) than male students (64.2%).

- Asian and White students had higher completion rates (81.3% and 78.6%, respectively), in comparison to Black, Latinos, and Native American students (51.4%, 69.5%, and 60%, respectively).
- Students 30-39 years of age had higher completion rates (75.5%), than all other age groups (ranging from 54.5% for 40-49 year olds to 70.4% for 19 or younger).

With respect to course retention rates, the following observations are presented:

- Retention rates for Counseling 1 and 20 grew from fall 2007 (68% and 82.8%, respectively) to fall 2011 (77.8% and 86.4%, respectively).
- By contrast, the College's overall retention rate was 85.4% in fall 2011, which means that the overall retention rate for Counseling 20 is slightly higher than the overall College retention rate.
- Retention data provided was not disaggregated according to demographic categories.

D. Program Improvement

In this section, please document what you did last year as a result of what you described in Section C and what you are planning to do for the coming year.

Part 1: Looking back

In this section, please summarize your response to last year's planning efforts.

1. Note the status of the previous year's objectives.

[This relates to an automated response feature expected with the future online submission. If your program set specific objectives for the previous year, please summarize them and indicate whether each objective has been completed, is still in progress, or has been eliminated. Add comments if you feel further explanations are needed. If your program did not set yearly objectives, you may omit this item for the 2012-2013 review.]

- We are regularly working with the institutional research office to follow up on previous research that documents the impact of our services on student success. A longitudinal study on the impact of Counseling Programs on student success has now been included on the campus-wide research agenda by the IR office for 2012-13.
- As noted, we continually create, revise, update and assess departmental SLO's for both our counseling services and all Counseling Courses offered. As we note areas for possible improvement after assessment, we determine modifications that can be made in order to improve the learning process for students.
- We continue to offer online counseling for both students who are taking classes on campus and those who are exclusively distance education students.
- We continue to regularly offer training to all counselors, on time-critical topics which impact student success and goal attainment.
- We have made a number of improvements to our websites for both the Counseling Department and our Transfer/Counseling Center.
- We have greatly improved our capabilities in tracking student contacts, but still have many desired capabilities that we need to have added.
- We continue to explore ways to expand and better utilize our degree audit system and our transcript evaluation system.

2. List accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

6 yr, annual

Santa Monica College continues to send more students to the University of California than any other college or university in the country and has done so for the past 21 years (Appendix I - SMC IR – Transfers to UC/CSU Institutions – Fall 2007- Fall 2011)

- SMC also sends the most Latino/Chicano students and African American students to the UC. Combined UC and CSU transfer numbers put SMC at the top, too. We are also the number one

transfer to the University of Southern California. Our outstanding transfer record is a direct result of the timely and accurate counsel provided to students. Our departmental motto is “Everybody Does Transfer”. This means that a student will be provided with all necessary transfer information and assistance, regardless of which of the 23 counseling programs, centers or areas are utilized.

- Counseling 20 has now become the second most popular offering on campus. As of Fall 2002, the course became UC transferable. In Fall 2007, we created an online version of the course. We now regularly offer 8-9 online sections of the course each Fall and Spring and at least three to four online sections in the Summer and Winter sessions.
- STEM Grant initiatives- The Counseling Department initiated a Student Services STEM (Science, Technology, Engineering and Math) Committee in Spring 2012 that meets weekly and supports the HSI STEM grant awarded to the college in October 2011. Last year, the committee created a STEM program brochure and application, established program criteria and a rubric for selecting program participants, and sponsored several informational workshops and fairs to recruit the first cohort of students for the program. They created and led a program orientation that took place in August 2012. During 2011-12, the Counseling Department also partnered with UCLA on a second STEM grant initiative that has provided funding for a part-time counselor to work with underrepresented students who are interested in transferring to the College of Engineering.
- Since Fall 2012, we have partnered with UCLA on a new “STEM-related” grant called “Cal Learn”, which focuses on Stem students who wish to pursuer careers in STEM areas. An adjunct counselor currently devotes 8 hours per week to this collaborative program.
- A long-awaited counseling session “record-keeping” program has now been implemented and in use for almost two years. All electronic counseling transactions (course repetition, educational planning, unit overload approvals, etc) are now accessible within one screen so that counselors can complete transactions and enter accompanying notes on each student within the counseling session. A “counseling history” is also available in the record-keeping program so that subsequent counselors can see exactly what happened in the previous session.
- Since Spring 2008, the Counseling Department has operated a “Counselor Visitation” program, available for all ESL 10G/10W, ESL 21A, Eng.81A/83/85 and English 21A/20 students. Each academic year, approximately 3500 students are reached through this program. Select counselors visit most sections of each of these course offerings during weeks 2-8 every Fall and Spring term. A 30-minute presentation is provided, where the counselor educates students in the course about available counseling services and programs, the basics of goal setting and strategies for overcoming obstacles to student success. Students are also provided with an SMC folder including a brochure of all SMC Counseling programs, a Student Success Workshop calendar and an SMC pencil. Data obtained in September 2011 (see Appendix J- Counselor Classroom Visitation: The Impact on Future Counseling Center Visitation) by our IR office indicates that students who experience the counselor visitation in their class(es) are 3.4% more likely to see a counselor during that term than their counterparts who do not experience the presentation. Moreover, those who are in classes two levels below transfer (example, ESL 11A, Eng.81A/85) are 6.8% more likely to see a counselor during the term of visitation.
- In Spring 2012, The Counseling Department convened the “Student Success Recommendations” Super Committee, now entitled the “SB 1456 Super Committee”, which is chaired by the Dean of Counseling and Retention and the Chairperson of Counseling. The Super committee is

comprised of counseling faculty members from the Welcome Center, the Transfer Center, Matriculation and Assessment services and the Outreach division. The Dean of Enrollment Services, the Associate Dean of Outreach and the Associate Dean of Student Success Initiatives also participate on the committee. The committee is thoroughly examining all recommendations related to Counseling and is formulating local responses for implementing the state-wide Student Success Task Force recommendations at SMC.

- As part of the work of the SB 1456 Super committee, the online orientation program is being modified. In particular, “Monica” the online guidance counselor avatar, is being updated and enhanced to provide more direct, concrete course planning recommendations for new students. An online career exploration and planning component is also being integrated into the “Monica” program.
- The Counseling Department is now utilizing social media to increase our presence among students and link students more effectively to events and services offered throughout the campus. The Counseling Department launched a Facebook page in Spring 2012 and several other counseling programs have their own face book pages that are linked to the departmental page.
- The Counseling Department continues to spearhead the wildly successful V.I.P. event, which continues to grow in popularity by leaps and bounds each year. Well over 5000 students and their family members attend this Welcome for new students event each August. The V.I.P Day event has been positively associated with fall-to-fall persistence.

3. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

6 yr

Recommendations from Program Review Report -Spring 2007:

1. Beginning now to vision new ways to deliver and coordinate services in the new Student Services Building

Various leaders of the Counseling Department began to meet in Fall 2007 in order to evaluate available space in the new student services building and plan coordination of services. These efforts continued into Fall 2008, with meetings occurring with representatives present from all student service areas on a monthly basis. Careful thought was given to how the various counseling programs should be situated and plans were also made to combine reception areas and staffing for programs that have the most commonalities. For example, the Transfer Counseling Center, the African American Collegians Center, the Latino Center, the Scholar’s program and the Career Services Center will all be located in the same central area, with a shared scheduling process and shared support staff. Likewise, programs which serve primarily new and first-year students will be located on the same floor and work cooperatively together, including programs such as the Welcome Center, the Enrollment Services office, the Financial Aid office, Outreach and Recruitment etc.

It is important to note that when the planning efforts took place, the projected opening date for the new student services building was sometime in 2012. Efforts to begin construction have been continually hampered by various divisions within the Department of State Architects and the building just received approval by the DSA in November 2012. The opening of the building may now be delayed until the latter part of 2015, since construction will start sometime this year

(2013). It is anticipated that additional planning meetings will soon start for the representatives of the various Counseling areas so that efficiency and consolidation of services can be maximized.

2. Pursue innovative strategies for reaching students using tools and technology popular with students.

The Counseling Department has engaged in “E-blasting” select populations since this type of communication has been available. We continually e-mail our disqualified and probationary student populations in order to notify them of their status and request that they see a counselor. We also send mass e-mails to students who appear eligible for an AA or for transfer and provide detailed instructions on the next steps that they need to take in order to meet their educational goals. We also set up, with the expertise and assistance of the MIS division, an innovative “self-scheduling” online system in 2003 so that our probationary students can self-enroll in a “Back to Success” probationary session before the start of the term.

Most recently, we created a Facebook page and have almost 400 “likes” on the page so far. We have one full time counselor/instructor who monitors the page and posts time-critical announcements. For example, she has included a link to our Spring Transfer fair and to our Spring 2013 transfer representative schedule. She also posts timely reminders for students on the page such as an announcement when Winter and Spring enrollment dates are available on Cosair Connect. We also have a Counseling Department webpage with links to all of our special programs and services and many of these programs, including the Transfer Counseling Center, have their own web pages.

3. Engaging in longitudinal study of the impact of all counseling services interventions on retention, persistence and student success- especially on special populations served such as the Latino Center and Black Collegians program.

As referenced in section C.5, the longitudinal data that we have received to date relates to the effectiveness of our “Back-to-Success” “reorientation” program for probationary students, our Counseling 20 (student success seminar) offerings and general counseling contacts both offered through the Transfer Counseling Center (refer to Appendices G and H). In Fall 2009, our Institutional Research office presented detailed studies on our “BTS” probationary student reorientation program which indicated that in general, students who participate in Back to Success program tend to have higher rates of persistence (Fall-to-Spring) and lower rates of continuing on probation (Fall-to-Spring) than students who do not attend a workshop. Unfortunately, ongoing reductions in funding for the winter session has prevented us from offering the Back-to-Success program for the past three winter sessions, so it has become a “Summer Session Only” program.

Similarly, a study was conducted on the impact of student enrollment in our Counseling 20 (Student Success Seminar) during the same time period. Results from this study were also positive; students enrolling in Counseling 20 in their first-term were found to be 29.7% more likely to persist to the following fall term than students who were not enrolled in Counseling 20. In addition, the effect of support programs and services was assessed. Students who participated in the VIP Welcome day, typically held the week before the Fall term begins, were approximately 49% more likely to persist to the following fall term. As stated earlier, the number of general counseling contacts (student sessions with counselors in the Transfer Counseling Center) was determined to be positively associated with first-term GPA.

Although the Latino Center and African American Collegians Center both undergo their own program review process separately from the Transfer Counseling Center, recent longitudinal data collected for the Latino Center Adelante program does speak to the impact of these specialized counseling services on persistence. Comparative data reveals that Adelante cohorts for Fall 2008-09, Fall 2009-10 and Fall 2010-11 are approximately 21% more likely to persist from the Fall-to-Fall terms in comparison to the SMC general population.

4. Exploring the ramifications of expanding on-line counseling services

We are regularly examining and evaluating our on-line counseling service. At the present time, we offer a cyber counseling service for students who are only taking distance education courses and a regular "online counseling" service for students who are taking courses on campus (and perhaps one or two online courses). The number of cyber counseling contacts for distance education students was at an all time high in 2008-09, with approximately 1212 contacts recorded. Since that time, the number of cyber counseling contacts has decreased noticeably, which can be attributed to several key factors. The Cyber Counseling service is generally only accessed via the online course shell and as the overall campus budget has steadily decreased, so has the number of available online courses. Additionally, the Online Counseling service became more accessible and visible to students via the SMC website in 2007-08, so many students became acclimated to posting their inquiries via the online counseling site, which doesn't require enrollment in an online course.

The number of online counseling contacts has continued to grow exponentially. Online counseling was first initiated in Apr.2006 and the total number of contacts yielded in that first year was 1109. For the academic year of 2011-12, the total number of online counseling contacts was 2900. It is startling to note that although 2012-13 has not yet concluded, we have already recorded online counseling 3249 contacts! This represents a whopping increase of almost 200% in comparison to our first year!

Contrary to popular belief, providing counselor guidance online does not necessarily decrease the need for in-person counseling time since counselors must be released from direct student contact in order to respond to online inquiries. Providing an alternative way to connect with a counselor simply increases the amount of student traffic in Counseling, since we are essentially expanding access. In reviewing student contact data from 2010-11 to 2012-13, for example, the number of in-person contacts has not diminished and the number of online counseling contacts recorded has remained relatively constant.

Each summer and winter session, we have to determine whether we can afford to dedicate counselor time to handling online inquiries because there is already such a high demand for direct counselor contact. We usually operate on the assumption that providing online counseling enable some students to have their needs met without having in to meet with a counselor, but we have not determined a reliable method for measuring if this actually the case. Recently, there have been more students who contact our reception staff stating that they cannot come in to see a counselor in person before the semester starts, so this does provide a way to serve such students for their most minimal, immediate enrollment needs.

An online counselor may be able to respond to more students within an allotted hour than an "in-person" counselor, but the types of inquiries allowed via online counseling are also more limited than what is allowed in an "in-person" session. We do keep the role of the online counselor

intentionally limited, for example, we notify students before they post an inquiry that we do not do transcript evaluations and educational plans online. We strongly believe that these very critical counseling tasks must take place during a direct meeting with a counselor, where a thorough examination of the student's future goals and life circumstances can be taken into account.

5. Continuing efforts to increase the number of probationary students who participate in the Back to Success program.

The Back-to-Success program was started in Summer 2003 and we initially reached out to 4579 probationary students and invited them to a BTS session. Approximately 843, or 18.5% of those probationary students contacted actually attended a session.

As of Winter 2010, the BTS program was discontinued in the Winter session, due to greatly reduced funding for Counseling. Instead, probationary students received an e-blast, notifying them of their status and asking them to meet with a counselor to determine the best strategies for improving their academic status. We have continued to offer the program in the Summer session since the funding for counseling has not been as severely reduced during this time period.

Our most recent BTS program was held in Summer 2012, our 16th BTS program to date (refer to appendix K, Summer 2012 Back to Success Report) For this summer session, we contacted the 2684 students who were on progress and/or academic probation as a result of their Spring 2012 grades. Note that the number of probationary students has decreased substantially since Summer 2003 and this change can be attributed to several factors:

- 1) The academic and probation policies were modified to comply more closely with Title V standards for both types of probation
- 2) Probationary students that participate in the BTS program demonstrate lower rates of continuing on probation
- 3) Early Alert interventions, including referrals to a counselor, assist by helping students to overcome academic and personal obstacles earlier, preventing the occurrence of a substandard grade or withdrawal.

In Summer 2012, 519 students participated in a BTS session. This represents 19% of those probationary students who were invited to a BTS session. Although the rate of probationary students each term has decreased considerably in comparison to Summer 2003, by approximately 31%, the rate of participation in a BTS session is only slightly higher. The challenge that we face is that continuing students enroll for the subsequent session and semester before they have completed the preceding term and received notification of their status, therefore, it does not make sense to make the BTS sessions mandatory. Additionally, some probationary students, unbeknownst to us, decide not to reenroll at the college for the subsequent term and consequently would have no need to attend a session. Finally, even if we were to make the sessions mandatory, we simply don't have the manpower and staff time to devote to monitoring such a process. Considering that students are only motivated to attend these sessions because we are telling them that the session will be helpful and informative, an approximate attendance rate of 20% does not seem that surprising.

6. Updating all department and program websites to insure 508 compliance

The basic SharePoint interface for www.smc.edu is section 508 compliant, and the design constraints imposed on the college within SharePoint ultimately facilitate compliance since the college recently transitioned the SMC website to SharePoint. Nevertheless, we have contacted Ellen Cutler in our High Technology Center and our Transfer Center Faculty Leader will be meeting with her soon to discuss possible ways to make our Transfer Center web page and other related web pages even more accessible for students.

4. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors that triggered the changes, and indicate the expected or anticipated outcomes.

6 yr, annual

The Transfer Counseling Center continues to seek the best service formats, particularly during our busiest cycles. This Spring, the TCC counselors and staff worked determinedly to find a better way to manage intake of students during our peak enrollment service cycles. One ongoing problem has involved students with transcripts from other institutions, which come into the center during peak times expecting full transfer credit evaluations. Often, such students do not have the necessary documents with them and have relied on the counselor to assist them with obtaining transcripts and course descriptions during the counseling session. This resulted in reduced service efficiency, since counselor time was being misused to find these necessary documents in order to provide the requested evaluation(s).

We are now utilizing a new process whereby these students can be screened ahead of time and if they are in need of particular documents, we can direct them to the adjacent TRIO/SSS lab where they can print transcripts and course descriptions before signing in to see a counselor. One or two counselors handle the "intake screening" when there is a large number of students waiting in a cue to see a counselor. By asking several targeted questions, the counselors are better able to determine who needs which type of counseling than the general reception staff, which results in less overall waiting time for students. These new processes seem to be favorably received by everyone, but we are continuing to experiment to determine the ideal intake format.

Our Transfer-Counseling Center faculty leader recently implemented UC and CSU transfer application workshops in the TRIO/SSS computer lab so that students can be directly assisted while completing their applications online. This has been a hugely successful endeavor, which provides students with "hands-on" assistance and also reduces the need for these students to see a counselor one-on-one.

5. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

6 yr, annual

In Spring 2011, the Counseling Department was slated to take a \$525,000 reduction in the Counseling budget for the following academic year (2011-12). The Department did reduce available counseling hours, by 13% across the board, in Summer 2011. In late June 2011, the department was notified that there was an opportunity to apply for "restoration" funds for the remaining Fall, Winter and Spring terms. Fortunately, the department was able to restore \$450,000 to the budget, which meant that staffing levels generally remained at close to 2010-11 levels for the aforementioned remaining terms.

6. Describe departmental efforts to improve the teaching and learning environment.

6 yr

The department primarily works to improve the teaching and learning environment through departmental meetings and trainings and the SLO creation and assessment process. Particularly, the department reviews SLO assessment results for both counseling instruction and counseling services at the Fall and Spring departmental flex days. During the Fall departmental flex day, we primarily focus on the assessment process that will take place during the Fall for the instructional and service SLO's that were established previously in the Spring. During the Spring departmental flex day, we examine the assessment results produced in the Fall and determine whether improvements need to be made to our services and instruction depending on the rate of student mastery of the SLO's, or we may decide that the assessment process needs to be modified or, we may decide that the overall mastery for an SLO is more than sufficient and begin the process of brainstorming new SLO's to be assessed in the subsequent fall term. Instructors of the various counseling course offerings also meet separately to discuss lesson plans that may be difficult for the majority of students and to periodically the course outline of record and corresponding syllabi.

7. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

6 yr

There is a learning support service for the Counseling 20 course, which takes the form of the Counseling 20 mentoring program. This program involves selecting previous Counseling 20 students who earned an "A" in the course and were recommended by their Counseling 20 instructor for participation. Depending on the number of semester hours the student can commit, the student is then enrolled in a Couns.88A, B or C class (Independent Studies in Mentoring) so that they can earn course credit for assisting currently enrolled Counseling 20 students. Once enrolled in one of these sections, the students are monitored by several lead Counseling 20 instructors, who train the students to work with enrolled Counseling 20 students and regularly meet with them in order to ensure that they are providing appropriate mentoring to the enrolled C.20 students. These mentors sometimes also accompany an instructor to class and assist by providing some limited feedback to students, under the supervision of the instructor, and serving as a role model in the class. A key assignment in the Counseling 20 course is the educational planning assignment. Counseling 20 students who need extra assistance with the assignment before they meet with a counselor can first see a mentor to go over the general components an educational plan and receive reinforcement of some of the key concepts, such as course sequencing, prerequisites and the difference between general education requirements, pre-major requirements and electives. To some degree, these mentors function as tutors for the class, but their role is more multi-dimensional than that. Data has not yet been gathered regarding the impact of this learning support service on student success, but this would certainly be any area of interest for future examination.

Part 2: Moving forward

In this section, please indicate what your plans are for the coming year(s).

6. Discuss and summarize conclusions drawn from data, assessments (SLO, SUO, UO), or other indicators identified in Section C and indicate any responses or programmatic changes planned for the coming year(s).

6 yr, annual

We will continue to work as a team to examine and experiment with the best ways to serve our students and meet their needs in the most efficient way possible. After assessing our counseling SLO's in Fall 2012, we have determined that our student's mastery of understanding and restating the necessary steps learned in the counseling session in order to meet their educational objectives is more than satisfactory. Students also indicated at a rate of 88%, that their level of confidence was satisfactory in taking these steps. It appears that we need to consider other areas of student learning to assess in the future.

We need to continue to explore and experiment with different modes of service, as the demand for our services grows exponentially, but our funding stays the same or decreases. We know, for example, that we need to improve the transfer credit evaluation process so that it is considerably less burdensome for counselors and students.

Students who attend SMC after completing coursework at other institutions are becoming much more frequent and these students understandably want to know how their previously earned credit will apply towards potentially multiple educational objectives. Right now, we are exploring with our MIS division ways to improve our transfer credit evaluation database so that it would be accessible to students and provide "upfront" information about how previously earned credit can be used towards SMC certificates, AA's and/or future transfer institutions.

We need to take a closer look at our online counseling service and examine how student learning is taking place in this service modality. We know that the service is effective and provides a badly needed alternative for students who have immediate questions and issues but are temporarily unable to visit the campus in person. But we need to determine whether the service actually meets the majority of the needs of students posting the inquiries, so that the student is not forced to visit campus in person. We also need to find a way to determine the optimal balance between online counseling and direct in-person service. The advent of online counseling has not diminished the need for direct face-time with a counselor, since our wait times are generally similar to what they were in the time before online counseling was available. Moreover, as stated earlier on page 23, the number of in person counseling contacts has not decreased while the number of online counseling inquiries has increased.

7. List the objectives or target goals your program or service area has identified for the coming year. Indicate the number of objectives identified 4 Use the comments section to indicate the reason for the objective (assessment results, changes in data, changes in external factors, etc.). Indicate how each objective or goal links to the division goals. Boxes for reporting three objectives have been included here. Please copy and insert boxes if additional objectives are proposed.

Objective 1: Complete recommendations for local implementation of the Counseling-related student success task force recommendations- Begin implementation of these recommended actions, provided that the necessary funding and support is available.

Area/Discipline/Function Responsible: Counseling Department

Assessment Data and Other Observations:

- | | | |
|--|--|--|
| <input type="checkbox"/> SLO Assessment Data | <input type="checkbox"/> Tims Report Data | <input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below) |
| | <input type="checkbox"/> Institutional Research Data | |

External Factors:

- | | | |
|---|--|--|
| <input type="checkbox"/> Program Review Committee Commendation | <input type="checkbox"/> Program Review Committee Recommendation | <input type="checkbox"/> Program Review Recommendation for Institutional Support |
| <input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below) | <input type="checkbox"/> SMC Master Plan for Education Objective #____ | <input type="checkbox"/> Advisory Board Recommendation (for CTE only) |

Other Factors

Timeline to accomplish the objective: Complete recommendations by Spring 2013

Describe how objective will be assessed/measured: Written recommendations with action plans will be presented to the Counseling Department and Senior Staff

Comments: This objective is a response to the recent Student Success Act of 2012, SB 1456, which contains many recommendations that focus on increasing accountability and goal attainment of community college students.

Objective 2: Create a student accessible, online service for preliminary transcript evaluations. This service should allow students to automatically “match” coursework that is already in our transcript evaluation record data base to SMC courses, so that they can determine how the coursework will apply to certificate, AA and transfer institution requirements.

Area/Discipline/Function Responsible: The Transfer Counseling Center

Assessment Data and Other Observations: An ever-increasing number of “reverse transfer” students are requesting evaluation of prior college coursework towards certificate/AA/transfer goals.

- | | | |
|--|--|--|
| <input type="checkbox"/> SLO Assessment Data | <input type="checkbox"/> Tims Report Data | <input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below) |
| | <input type="checkbox"/> Institutional Research Data | |

External Factors:

- | | | |
|---|--|--|
| <input type="checkbox"/> Program Review Committee Commendation | <input type="checkbox"/> Program Review Committee Recommendation | <input type="checkbox"/> Program Review Recommendation for Institutional Support |
| <input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below) | <input type="checkbox"/> SMC Master Plan for Education Objective #____ | <input type="checkbox"/> Advisory Board Recommendation (for CTE only) |
| <input type="checkbox"/> Other Factors | | |

Timeline to accomplish the objective:

To be determined, this will depend on support and availability of a developer from MIS.

Describe how objective will be assessed/measured: A new “self-service” process will be available and well utilized by “reverse-transfer” students before they see an SMC counselor. Assessment will analyze the level of student usage and accuracy of results.

Comments: This objective is a response to the ongoing dilemma observed in the transfer counseling center and other divisions of counseling. As university students are increasingly “priced

out” of their home institutions and class offerings become less available at community colleges throughout the state, we anticipate that we will see many more students who need to know how prior completed coursework will apply to their individual academic goals.

Objective 3: Continue to expand ways to advertise Counseling Services via social media
Area/Discipline/Function Responsible: Counseling Department
Assessment Data and Other Observations: As the current generation becomes more and more reliant on social media as a primary means of communication, we must keep pace. Launching our Facebook page was an important beginning, but we will need to continue to explore ways to keep our presence well known to and understood by our students.

- | | | |
|--|--|--|
| <input type="checkbox"/> SLO Assessment Data | <input type="checkbox"/> Tims Report Data | <input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below) |
| <input type="checkbox"/> Institutional Research Data | <input type="checkbox"/> Institutional Research Data | |

External Factors:

- | | | |
|--|--|--|
| <input type="checkbox"/> Program Review Committee Commendation | <input type="checkbox"/> Program Review Committee Recommendation | <input type="checkbox"/> Program Review Recommendation for Institutional Support |
| SMC Strategic Initiative (indicate specific initiatives in the comments section below) | <input checked="" type="checkbox"/> SMC Master Plan for Education Objective #_1_ | <input type="checkbox"/> Advisory Board Recommendation (for CTE only) |
| <input type="checkbox"/> Other Factors | | |

Timeline to accomplish the objective:

This will be an ongoing initiative for the department

Describe how objective will be assessed/measured: When the advertising of Counseling Services is fully “infused” in the various available avenues of social media and we determine that we have an adequate number of “student followers”, we will know that this goal is being adequately met.

Comments: This objective is in response to the observed influence of social media on our younger generation; we need to be present on most popular social networking sites.

Objective 4: Begin a review of our online counseling services

Area/Discipline/Function Responsible: Counseling Department

Assessment Data and Other Observations: We have observed in 2011-12, we recorded approximately 2900 online counseling contacts. The number of students posting inquiries to our online counseling site each year has exploded since the inception of the service in 2006. It is important that we begin an analysis of the service, to determine what students are learning as a result of their online counseling experiences. We also need to determine whether online counseling increases our overall efficiency. There is no doubt that online counseling is here to stay, but as stated earlier, it is important to determine the optimal amount of online counseling that should be provided

- | | | |
|--|--|--|
| <input type="checkbox"/> SLO Assessment Data | <input type="checkbox"/> Tims Report Data | <input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below) |
| <input type="checkbox"/> Institutional Research Data | <input type="checkbox"/> Institutional Research Data | |

External Factors:

- | | | |
|---|--|---|
| <input type="checkbox"/> Program Review Committee | <input checked="" type="checkbox"/> Program Review Committee | <input type="checkbox"/> Program Review |
|---|--|---|

Commendation

SMC Strategic Initiative (indicate specific initiatives in the comments section below)

Other Factors

Recommendation

SMC Master Plan for Education Objective #____

Recommendation for Institutional Support

Advisory Board Recommendation (for CTE only)

Timeline to accomplish the objective:

By Spring 2014

Describe how objective will be assessed/measured: The current team of online counselors have started a discussion about online counseling SLO's that could be assessed through the use of an automatic online survey after a student receives a response to his/her inquiry. Students can also be asked in the survey whether they have seen a counselor in person before and if so, they can be invited to rate the services received in both direct person-to-person counseling and online counseling, as a point of comparison.

Comments:

E.1 Curriculum Review

The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information: (6 yr)

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content,
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

In the counseling department, all new course proposals or major course revisions are circulated to all full time members (who vote on curriculum matters) of the department in advance of a department meeting. The new course proposals or major course revisions are then discussed during a department meeting and vote is taken to approve, not approve or approve with modifications the new course proposal. As an example of this process, we submitted an "online course proposal" for Counseling 20 in Fall 2006. All departmental members received a copy of the course proposal in advance of our departmental discussion and had a chance to review and give feedback and input. We then discussed the course proposal at a department meeting and engaged all full time members of the department in a vote to forward the course proposal on the curriculum committee.

Counseling course offerings are coordinated by several different divisions of Counseling, since some of the courses are mainly taught by instructors/specialists in that division. Counseling 1, 20 and 88A-B classes are coordinated via the Transfer Counseling Center. All DSPS classes are coordinated and taught by DSPS faculty. Counseling 11 is primarily taught by our International Student Counselors and is an offering targeted to our F-1 visa students. Counseling 12, 16 and 90A-D are coordinated by our Career Services Center faculty. Non-substantive course revisions (such as those which take place for program review) are conducted by the faculty who regularly teach the offering. For example, the regular teachers for Counseling 1 met several times this academic year to review the official course outline of record for Counseling 1 and make necessary changes. As another example, when the Career Services

Center undergoes program review, all official course outlines of record for Couns.12, 16 and 90A-D are reviewed and modified as necessary, by the instructors of those offerings.

Instructors of these four main divisions meet regularly (at least once or twice a year) to review course SLO's, resulting course SLO assessment data and determine what changes, if any, need to be made to the curriculum. Since Counseling 20 is our largest course offering and we have counselors who teach the course throughout the department, we always arrange a "break-out meeting" during the Fall and Spring flex days so that all of our C.20 instructors can participate in SLO creation and assessment review and discuss any modifications to the lesson plans. Newly created lesson plans or modifications to existing lesson plans will often result in the creation of a course SLO or a change to an existing course SLO since the teachers are interested in assessing student learning in relation to these changes. We have just started to post all course SLO's directly on our course syllabi, per the instruction of the institutional effectiveness committee.

The Counseling Department only "cross-lists" one class with another department and that is Business/Counseling 47, Personal Finance for Students. This is a one-unit course that is taught exclusively by Business faculty. The Business Department approached our department several years ago, when the course was first initiated, and asked to cross-list the course because they thought this would make the course more "visible" for students. The class continues to be cross-listed, though it is not currently being offered this Spring, due to the reduction of each department's WTH allocation.

We do not have pre-requisites, co-requisites or advisories in our curriculum, because our courses are not sequential and are primarily academic support offerings. Instructors are advised to develop their syllabi according to the official course outline of record and when new instructors are hired, they are always provided with an official course outline of record for the course. Whenever we undergo program review, all relevant course outlines are reviewed (refer to Appendix C), necessary modifications are made and the course outlines are submitted to the curriculum committee to ensure that the most current course outline is on record.

E2. Community Engagement

1. List the engagement of program members in institutional efforts such as committees and presentations, and departmental activities.
6 yr, annual

Counseling Faculty members in both the Counseling Department and the Transfer Counseling Center are very actively engaged in departmental initiatives, campus committees and even statewide task forces. There are six Counseling Faculty members (full and part time) who currently serve as academic senate representatives. One faculty member presently serves as the Academic Senate secretary. There are five Counseling Faculty members (full and part time) who currently serve as representatives for the Faculty Association. One Counseling faculty member is a co-chairs of the Academic Senate Student Affairs committee. Another FT faculty member has just been appointed the lead faculty member for Counseling for the new Teaching Learning Center. Counseling faculty are part of many different campus-wide committees and task-forces, including but not limited to: The Crisis Prevention team, The Student Affairs Committee, The Basic Skills/CTE task force, the Basic Skills Task Force, The Campus-wide hiring committee, the Chair's/Coordinators committee, the Campus safety and Emergency preparedness committee, the D-PAC Facilities committee, the Academic Senate executive committee, the Faculty Association Executive committee, the Curriculum committee, etc., Several of our faculty members are also members of statewide committees concerning matriculation, career development and assessment.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.) 6 yr, annual (see next page)

Members of the Counseling Department are active in local community, industry and professional groups. Faculty members participate on the SMC GAB board and are presenters to the community via the Speakers Bureau. Our Faculty Leader for the Transfer Center is a regular presenter for the statewide "Ensuring Transfer Success" and UC conferences and is currently the President of WACAC (Western Association of College Admissions Counseling). He also is an active member of the Transfer Counseling Website Advisory board. Our campus-wide articulation officer was recently elected as the President elect of SCIAC, the Southern California Intersegmental Articulation Council (SCIAC). For the past two years, our Dean of Counseling and Retention has arranged a daylong "college experience" for children from Grant Elementary school. Our department, under the leadership of our Dean of Counseling and Retention and our Faculty Leader for the Counseling 20 program, most recently participated in a very important research study with ETS (The Educational Testing Service), conducting an assessment of non-cognitive skills through our Counseling 20 courses. We are continuing to partner with ETS this Spring and the Counseling 20 instructors will be using the results of the assessment to help shape the Counseling 20 course content related to non-cognitive skills.

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.
6 yr

In the Transfer Counseling Center, we are committed to keeping communication open and regularly soliciting feedback and input from staff. We have bi-monthly meetings with the TCC counselors and the two administrative assistants who work in our reception area during non-enrollment cycles, to discuss and air issues and to collaborate and find acceptable solutions. Regular observation of the ongoing communication in the Transfer Center appears to indicate that people mostly feel comfortable with each other and there is a free exchange of ideas and concerns, particularly in the hallway in between counseling sessions! Issues of concern or suggestions for improvement are often made and responded to via e-mail. Even the modification and creation of forms that are used for both students and staff are made available to counselors and staff via e-mail so that input can be provided before documents are finalized.

For each six-year program review, we administer a staff satisfaction survey among all of the faculty and staff who work in the Transfer Counseling Center. The survey allows us to "gauge" how our team members feel about the work we are all doing, the leadership provided and the level of training, resources and funding available to the program. We administered this anonymous, online survey in October and November of 2012. We received approximately 31 responses to the survey questions.

An example of the responses provided by counselors and staff are posted below. The majority of the respondents strongly agreed or agreed that:

- The Transfer/Counseling Center provides services that are appropriate for the majority of SMC students.
- The Transfer/Counseling Center provides enough different types of services for the majority of students being served
- The Transfer/Counseling Center develops and coordinates innovative programs
- The lines of authority for staff are clear and understandable.

- The Transfer/Counseling Center hours of operation are appropriate for the majority of SMC students
- Staff concerns and operational problems are handled by the Transfer/Counseling Center Coordinator, Counseling Chair and/or Dean in a manner that is very satisfactory or satisfactory.
- The level of staff involvement in policy development for the Transfer/Counseling Center is very satisfactory or satisfactory.
- Communication with other student services/ programs is very satisfactory or satisfactory.
- The level of ongoing program evaluation is very satisfactory or satisfactory.
- General Communication with classroom faculty and other SMC staff is very satisfactory or satisfactory.
- The Transfer/Counseling Center staffing level for meeting the demands of SMC students is:
 - *very satisfactory or satisfactory.
 - * 12 of the 31 respondents stated that they felt that the TCC staffing level for meeting demands of students was unsatisfactory or they felt “neutral” about it. During peak enrollment cycles, students in the TCC can easily experience a 1.5 to 2 hours wait. This can only be alleviated by more funding to provide more counseling time during these periods.
- The in-service training provided by the Transfer/Counseling Center is very satisfactory or satisfactory.
- **If I were to assign an overall grade to the Transfer/Counseling Center Program it would be:**
 - “A” - 35.48 %
 - “A-“ 22.58 %
 - “B+” 25.81 %
 - “B” 9.68 %
 - “B-“ 6.45 %

4. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

6 yr

In the Transfer Counseling Center, and the Counseling Department at-large, we adopt the philosophy that we are all part of the same team and must work together to provide the best support possible to our students. Supporting each other in our work is essential in providing excellent service to students. Part-time faculty members have a tremendous impact on our department and the work that we do. In fact, without our part-time faculty, student access to counselors would be so severely limited that we would simply not be able to provide most of the services and interventions that we currently make available beyond the one-on-one counseling session (examples; online counseling, counselor classroom visitations, student success workshops back-to-success sessions, group sessions for new students etc)

Part Time Faculty members are invited to attend all general department meetings and trainings. It is not always possible because many of our part time counselors work at other institutions, so we always ensure that we circulate comprehensive notes from every department meeting. At least every two years, we provide mandatory training sessions on transcript evaluations and degree audits and we offer a multitude of training sessions so that our part time faculty will have several times/days to choose from.

Part Time counselors are always provided with a private office space, a computer and a printer. They often have to work from different offices but our printers are networked so they can print from any assigned space. They are also provided with voicemail accounts upon request so that students have a way of leaving messages for them.

We also update our policies and procedures manually at least every three years, so that all counselors (full or part time) have a centralized place to obtain information on counseling policies and procedures. Our transfer center faculty leader also set up "counseling" public folders that can be accessed by any counselor via e-mail and these folders contain the most up-to-date information in all areas of counseling.

Part time counselors work side-by-side with full time counselors; in the Transfer Counseling Center, they are often assigned to work two-hour "express counseling" shifts together. So there is a free-flowing exchange of information. Many times, our part time counselors provide very time-critical, key information to the rest of us, as they are often working at other colleges and institutions and have the opportunity to obtain information first-hand. In short, we are all part of the same team working towards the same goals, and full or part time status really doesn't have an impact on our efforts to work effectively together.

F. Future Trends, Program Planning, Conclusions and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Present any conclusions and recommendations resulting from the self-evaluation process.
6 yr, annual

- We need to create a process which allows new students with previous coursework completed to receive some kind of automated evaluation, so that they can understand, upon being accepted to SMC, how their prior coursework will generally apply towards the SMC AA and/or transfer objectives.
- We need to continue to explore ways to improve our delivery of service to students, to provide the most efficient service possible, especially during peak enrollment cycles.
- A report needs to be added to the Student Appointment Tracking program, which records the number of times each counseling service is provided during a month, semester and year. This kind of aggregate data will allow us to periodically conduct a "needs assessment", when we know how often a particular type of service is requested, by whom and at what times during the year.
- We need the capability to integrate workshop contacts into our overall counseling contact data base
- We need to decide upon a systematic process for updating our Counseling Policies manual, which is used to train new counselors.
- We must continue to examine how the technology available in our online orientation program can be used to guide new students in the development of a first session/semester educational plan.

- We need to continue our discussion about how to best implement the new requirements of SB 1456 and complete a set of recommendations by the end of Spring 2013.

CURRENT TRENDS, PLANNING, RECOMMENDATIONS

2. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

6 yr, annual

Consistent, regular support from our MIS division. Additional funding which would provide for regular time from a dedicated student services programmer would allow us to move forward on several of the aforementioned goals and recommendations.

3. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [*This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes*].

6 yr, annual

Counselors cannot do their jobs and facilitate successful enrollment for students without updated, current computers, printers and programs that support counseling transactions. So far, matriculation funds have adequately provided for the necessary technological support each year. But we are very concerned about how this need will be supported in the event that matriculation funds are reduced or redirected to some other need on campus. Technology is a critical basis for the work that we do.

4. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [*This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes*].

6 yr, annual

In the Transfer Counseling Center, we were asked to reduce our district funding for adjunct counselors by 14.5 hours per week for the Fall 2012 and Spring 2013. This represents a significant 9% reduction. Consequently, we now open later in the morning and only offer two nights of counseling per week and half days on Fridays. Moreover, our counseling budget has been significantly reduced for the past three years in the Winter session. All Counseling areas have been allocated 50% of the funding available in Winter 2009. This past Winter, we had 1.5 to 2 hour waits and were only able to be open four days a week from 9A-4P. This unfortunate reduction has meant the elimination of our successful Back to Success program for probationary students in the Winter, which has longitudinal data to support its positive long-term impact on student participants.

In Summer 2011, we were asked to take a 13% reduction, which again meant a reduction in services and hours of operation and long waits for students. We again functioned with this significantly reduced budget in Summer 2012. Many students, frustrated by the long waits and limited hours of operation, simply give up on seeing a counselor, which results in poor course selection and lack of direction at SMC. In order

for the Counseling Department and the Transfer Counseling Center to fulfill the future mandates of SB 1456 and provide the necessary, timely interventions and support for our students, our budget must be restored to funding levels as close to the 2008-09 academic year as possible.

5. List all current positions assigned to the program.
6 yr, annual

Administrator

Brenda Benson, Dean of Counseling and Retention

Contract Faculty

Laurie Guglielmo, Chairperson, Counseling Department
Dan Nannini, Faculty Leader, Transfer Counseling Center
Maria Alvarado
Amy Dworsky (reduced contract 55%)
Tina Feiger (40% counseling)
Oscar Galindo (60% counseling/40% teaching C.20)
Karen Legg
Suzanne McDonald
Patti Nakao (Leadership for Couns.20/Degree Audit program)
Estela Narrie (Campus-wide Articulation officer)
Robin Ramsdell
Jackie Seiden (Counseling 20 Instructor)
Esau Tovar, Faculty Leader, Assessment Center (20% counseling)
Alicia Villalpando (Leadership for Online Counseling)

Classified Staff

Maria Bonin, Transfer Services Specialist
Linda Davis, Administrative Assistant, Counseling Department
Julia Gothold, Administrative Assistant, Counseling Department
Joanne Guercio, Administrative Assistant, Dean, Counseling & Retention

Adjunct Faculty

Charles Brinkman – 9.5 weekly hrs
Marie Dahan – 6 weekly hrs
Melissa Edson -18 weekly hrs
Matt Fox – 14 weekly hrs/1 C.20
Susan Maiorano – 14 weekly hrs/1 C.20
Kym McBride – 2 weekly hrs
Elaine Morton – 2 weekly hrs
Sara Nieves-Lucas - 18 weekly hrs
Rebeca Nunez-Mason -14 weekly hrs
Cassandra Patillo – 12 weekly hrs
Maria Semere – 10 weekly hrs/ 8 hrs MLT Grant
Larry Silvers – 9 weekly hrs
Ingrid Sotelo- 7.5 weekly hrs
Michal Temkin – 10 weekly hrs
Lisa Tomlinson – 6.5 weekly hrs
Thelma Valverde – 3 weekly hrs

FUTURE TRENDS, PLANNING, RECOMMENDATIONS

6. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

6 yr annual

SB 1456, the Student Success Act of 2012, will have a significant impact on how we provide service students. A greater emphasis will be placed on educational planning and its role in the enrollment process. It is important for us to now clearly define, as a department and as an institution, what educational planning should consist of, both for new students in their first semester and continuing students who are progressing towards particular educational objectives.

Since funding for student services/counseling is not typically stable in response to the ongoing budget issues in Sacramento, there is a critical need for creating and enhancing technological tools to aid students in the educational planning process. As previously noted, the educational planning avatar provided in our online orientation needs to be updated and enhanced to provide more direction to new students on the front-end.

We are also seeing more and more students coming to SMC for the first time with prior coursework completed at other institutions. A critical, immediate need will be the establishment of some kind of automated, student-accessible process for receiving pre-evaluations for prior coursework completed.

The advent of social media has made it necessary for us to find creative ways to market our services to students and to utilize different modes of communication. We need to critically evaluate online counseling services, as more and more students demand ways to access us through electronic mediums. Perhaps in 5-10 years, our services will be some kind of “blended” version of where we are today, offering online “chat” meetings with counselors, with significantly less “in-person” counseling time available as a result.

In order to consolidate all twenty-two counseling programs, centers and service locations under one roof, we are eagerly awaiting the start of construction for the new Student Services building. Multiple delays have hindered its progress; nevertheless the Department of State Architecture (DSA) has now granted its approval and construction is scheduled to begin this year. We are looking forward to the day that we function as one unified unit on campus.

7. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. *[This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

6 yr, annual

As previously referenced on pages 27 and 28, we need dedicated, consistent support from our MIS division to create and maintain the technological tools necessary to assist students with a “pre-transfer” credit evaluation. In addition, there is extreme pressure on the Counseling Department to find a way to help every single new student develop an educational plan in his/her first semester because of the mandates of SB 1456. We are now attempting to enhance and improve upon an educational planning “avatar” that can guide new students through the process of creating an initial educational plan. We will

need ongoing, continual support from the developers in our MIS department in order to meet this mandate. Because of the ongoing technical support needed for any technological tools that students are required to use in order to enroll, we have determined with our MIS division that the educational planning avatar must be updated and enhanced using “in-house” developers so that the technical support is “built in” whenever we might experience problems with the program in the future.

8. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [*This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes*].

6 yr, annual

Academic options and information has expanded exponentially. Students are using multiple institutions to complete requirements, and are considering many more educational alternatives, like online classes and programs. Although technology can help with managing this information, integrating this information with each student’s unique educational skills and goals and personal circumstances, requires skilled counseling. The SMC Counseling staff must eventually be increased, at least to 08-09 funding levels, to help students navigate the oceans of opportunities available to them and to meet the new mandates of SB 1456.

9. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

6 yr, annual

The Counseling Department was asked to reduce the counseling budget for 2012-13 by \$300,000. This indicated a 9% reduction of counseling hours in all programs for Fall and Spring and a 50% reduction for the Winter session. In Summer 2011 and Summer 2012, we operated with a 13% reduction in overall counseling hours. Dynamic enrollment presents an ongoing, critical concern. Even if we had not had a district-funded Winter session this year, counselors have to be minimally available to assist with enrollment concerns and barriers throughout all weeks preceding each term.

Working with these reductions is especially challenging at this point in time, because the demand for our services is greater than ever before. With many individuals still out of work in California, we are experiencing a huge surge of unemployed workers who need short-term training programs. In response to the ongoing budget crisis, many other community colleges are either greatly reducing their summer and winter sessions or eliminating them altogether, driving these students to SMC to take advantage of our intersession offerings. These external pressures, coupled with sky-rocketing prices at the CSU and UC universities, which temporarily drives even university students back to the community college, result in great unmet student demand for Counseling.

During peak enrollment cycles, students often end up waiting to see a counselor for 1 ½ to 2 hours. We are also often “forced” to close our wait list for students one to two hours before our stated closing times, because we know that if we allow more students to wait, we will not have counselors available to see them.

In addition, the state has drastically reduced several categorically supported counseling programs over the past two years such as EOP&S, DSPS, CaWORKs, etc. In the case of EOP&S, SMC has had no choice but to accept only the amount of eligible students that they can accommodate each year, leaving other eligible students without these essential and much needed services and benefits. DSPS and

CalWORKs have had to figure out how to do as much as possible with less, because these programs are legally mandated to provide certain services and benefits to ALL eligible students.

10. Please use this field to share any information the program feels is not covered under any other questions.

6 yr, annual

Despite our many immediate concerns, we appreciatively acknowledge that the SMC district has a unique and unusually strong commitment to Student Services and Counseling, in particular. Our district understands that for students to be successful in the classroom, they must have equally strong support outside of the classroom. Moreover, we know that we are considered “equal partners” by our colleagues in the classroom, which ultimately benefits our students and their success. Our sincere hope is that with the passage of Proposition 30 and SB 1456, the district commitment to Student Services and Counseling will be maintained and reevaluated as budget circumstances continually change and our course offerings are incrementally increased

APPENDIX A- Counseling Data Request: Transfer Center

Enrollment patterns of the students utilizing Transfer Center counseling services.

The data summarized in this table were unduplicated by term except for those concerning the academic year, marked by asterisks, which were unduplicated by academic year. The unique number of students served (and therefore the denominators in the asterisked columns) in the 08-09 and 11-12 AYs, were 20,810 and 19,149 students respectively.

“Next AY” included only the summer and fall terms of the following academic year, even in the 08-09 year, in order to provide a fair comparison.

	Enrolled Same Term	Never Enrolled	Enrolled Same AY*	Next AY*	Neither AY*
2008-2009 AY (n=28,151)	55.2%	11.8%	71.6%	8.6%	19.8%
2011-2012 AY(n=25,050)	53.9%	14.2%	70.7%	8.6%	20.7%

Research question: What portion of the students who visited in the spring 2012 eventually enrolled in the summer or fall 2012 terms?

	# Not enrolled same term	Enrolled Next Summer or Fall
2008-2009 AY	3769	43.2%

2011-2012 AY	3362	42.6%
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Research question: How do the demographic profiles of students who enrolled in the same academic year differ from those who did not among the students who visited the Transfer Center in the 2011-2012 academic year?

Institutional data was not available in the MIS database for students who have visited the Transfer Center, but not yet enrolled. To help supplement some of this missing data, SMC's Information Management department provided some demographic data that was included in the college's application for admission. Due to these methodological limitations, there was missing data that plagued one group (those who did not enroll) and not the other. To minimize the degree to which this missing data skews the calculated proportions, those students who have never at any time (limited to the available institutional data which dates back to 2001) been enrolled at the college, are excluded.

Unfortunately, ethnicity information is missing for a large portion of students early in their academic careers at SMC, thus skewing proportions to a degree to make interpretation of this data impossible, even when excluding those who have never enrolled as described above. For this reason, ethnicity is excluded from the demographics below.

Gender

	Not Enrolled Same AY	Enrolled Same AY	Overall
Female	1856	7302	9158
	55.5%	53.9%	54.2%
Male	1428	6244	7672
	42.7%	46.1%	45.4%
Unknown	62	0	62
	1.9%	0%	0.4%
Total	3346	13546	16892
	100%	100%	100%

Age

	Not Enrolled Same AY	Enrolled Same AY	Overall
19 and younger	530	3332	3862
	15.8%	24.6%	22.9%
20 to 24 years	1264	6216	7480
	37.8%	45.9%	44.3%
25 to 29 years	649	1743	2392
	19.4%	12.9%	14.2%
30 to 39 years	525	1322	1847
	15.7%	9.8%	10.9%
40 to 49 years	196	575	771
	5.9%	4.2%	4.6%
50 and older	120	358	478
	3.6%	2.6%	2.8%
Unknown	62	0	62
	1.9%	0%	0.4%
Total	3346	13546	16892
	100%	100%	100%

Citizenship

	Not Enrolled Same AY	Enrolled Same AY	Overall
US Citizen	2828	11286	14114

	84.5%	83.3%	83.6%
Perm Resident	303	1309	1612
	9.1%	9.7%	9.5%
Temp Resident	4	5	9
	0.1%	0.0%	0.1%
Refugee	24	144	168
	0.7%	1.1%	1.0%
F1 Visa	26	255	281
	0.8%	1.9%	1.7%
Other	17	29	46
	0.5%	0.2%	0.3%
Unknown	144	518	662
	4.3%	3.8%	3.9%
Total	3346	13546	16892
	100%	100%	100%

Residency

	Not Enrolled Same AY	Enrolled Same AY	Overall
CA Resident	3089	12370	15459
	92.3%	91.3%	91.5%
Out of State	159	889	1048
	4.8%	6.6%	6.2%
International	36	287	323

	1.1%	2.1%	1.9%
Unknown	62	0	62
	1.9%	0%	0.4%
Total	3346	13546	16892
	100%	100%	100%

Highest level of education

	Not Enrolled Same AY	Enrolled Same AY	Overall
No HS degree	153	313	466
	4.6%	2.3%	2.8%
HS degree	2573	11686	14259
	76.9%	86.3%	84.4%
Associate degree	186	441	627
	5.6%	3.3%	3.7%
Bachelor degree or higher	371	1105	1476
	11.1%	8.2%	8.7%
Unknown	63	1	64
	1.9%	0.0%	0.4%
Total	3346	13546	16892
	100%	100%	100%

**APPENDIX B – 2007-11 PROGRAM REVIEW DATA
COUNSELING: TRANSFER CENTER
2007- 2011 PROGRAM REVIEW DATA (See next page)**

Student Profile

Gender

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College-Wide Fall 2011
Female	1095	1295	1240	1206	1309	16195
	54.3%	53.1%	52.6%	53.1%	53.3%	54.0%
Male	921	1145	118	1066	1147	13782
	45.7%	46.9%	47.4%	46.9%	46.7%	46.0%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Age

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College-Wide Fall 2011
19 or Younger	1582	1922	1796	1672	1761	9525
	78.5%	78.8%	76.2%	73.6%	71.7%	31.8%
20 to 24	304	366	383	427	518	11816
	15.1%	15.0%	16.2%	18.8%	21.1%	39.4%
25 to 29	74	81	89	85	85	3690
	3.7%	3.3%	3.8%	3.7%	3.5%	12.3%
30 to 39	36	44	52	52	53	2812
	1.8%	1.8%	2.2%	2.3%	2.2%	9.4%
40 to 49	12	20	20	23	22	1226

	0.6%	0.8%	0.8%	1.0%	0.9%	4.1%
50 or Older	8	7	18	13	17	908
	0.4%	0.3%	0.8%	0.6%	0.7%	3.0%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Ethnicity/Race

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College- Wide Fall 2011
Asian/PI	210	200	193	203	192	5545
	10.4%	8.2%	8.2%	8.9%	7.8%	18.5%
Black	381	437	431	353	385	2925
	18.9%	17.9%	18.3%	15.5%	15.7%	9.8%
Hispanic	945	1211	1169	129	1351	10096
	46.9%	49.6%	49.6%	53.2%	55.0%	33.7%
Native Am	8	7	5	7	5	74
	0.4%	0.3%	0.2%	0.3%	0.2%	0.2%
Other	60	68	--	--	--	--
	3.0%	2.8%	--	--	--	--
White	334	106	406	380	413	9149
	16.6%	4.3%	17.2%	16.7%	16.8%	30.5%
Multi-Races	--	--	33	74	76	1041
	--	--	1.4%	3.3%	3.1%	3.5%
Unreported	78	411	121	46	34	1147

	3.9%	16.8%	5.1%	2.0%	1.4%	3.8%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Residence Status

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College-Wide Fall 2011
California	1752	2146	2115	2026	2200	25027
	86.9%	88.0%	89.7%	89.2%	89.6%	83.5%
Out-of-State	225	238	197	177	184	1755
	11.2%	9.8%	8.4%	7.8%	7.5%	5.9%
Foreign Country	39	56	46	69	72	3195
	1.9%	2.3%	2.0%	3.0%	2.9%	10.7%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Enrollment Status

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College-Wide Fall 2011
First-Time Student	1524	1828	1627	1411	1550	6211
	75.6%	74.9%	69.0%	62.1%	63.1%	20.7%
First-Time Transfer	113	127	159	171	157	3306
	5.6%	5.2%	6.7%	7.5%	6.4%	11.0%
Returning	79	71	93	100	114	3130

Student	3.9%	2.9%	3.9%	4.4%	4.6%	10.4%
Continuing Student	293	410	475	578	630	17176
	14.5%	16.8%	20.1%	25.4%	25.7%	57.3%
Special Admit (K12)	7	4	4	12	5	154
	0.3%	0.2%	0.2%	0.5%	0.2%	0.5%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Educational Goal (continued from previous page)

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College-Wide Fall 2011
Transfer	1586	2023	1965	1939	2138	21460
	78.7%	82.9%	83.3%	85.3%	87.1%	71.6%
Associate Degree	71	78	54	67	80	1696
	3.5%	3.2%	2.3%	2.9%	3.3%	5.7%
Certificate	7	6	3	3	1	407
	0.3%	0.2%	0.1%	0.1%	0%	1.4%
Career Objective	60	42	60	26	27	1831
	3.0%	1.7%	2.5%	1.1%	1.1%	6.1%
Educational Development	56	38	30	28	34	15811
	2.8%	1.6%	1.3%	1.2%	1.4%	5.3%
Improve Basic Skills	11	9	3	1	3	96
	0.5%	0.4%	0.1%	0%	0.1%	0.3%
Complete HS	18	13	7	4	4	61

Credits/GED	0.9%	0.5%	0.3%	0.2%	0.2%	0.2%
Move from NC to Credit	0	0	0	1	0	13
	0%	0%	0%	0%	0%	0.0%
4-Yr Stu	0	59	78	63	55	1155
	0%	2.4%	3.3%	2.8%	2.2%	3.9%
Unreported	207	172	158	140	114	1677
	10.3%	7.0%	6.7%	6.2%	4.6%	5.6%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Education Status

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College- Wide Fall 2011
Not a High School Graduate	70	74	86	59	71	727
	3.5%	3.0%	3.6%	2.6%	2.9%	2.4%
High School Graduate or Equivalent	1929	2347	2244	2187	2356	25316
	95.7%	96.2%	95.2%	96.3%	95.9%	84.5%
Associate Degree	11	11	12	11	14	768
	0.5%	0.5%	0.5%	0.5%	0.6%	2.6%
Bachelor's Degree or Higher	6	8	16	15	15	3166
	0.3%	0.3%	0.7%	0.7%	0.6%	10.6%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Basic Skills Status

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College- Wide Fall 2011
No	874	1144	1227	916	1048	23694
	43.4%	46.9%	52.0%	40.3%	42.7%	79.0%
Yes	1142	1296	1131	1356	1408	6283
	56.6%	53.1%	48.0%	59.7%	57.3%	21.0%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Part/Full Time Status

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	College- Wide Fall 2011
Part-time	652	859	917	1016	1155	18607
	32.3%	35.2%	38.9%	44.7%	47.0%	62.1%
Full-time	1364	1581	1441	1256	1301	11370
	67.7%	64.8%	61.1%	55.3%	53.0%	37.9%
Total	2016	2440	2358	2272	2456	29977
	100%	100%	100%	100%	100%	100%

Count of Sections Offered by Discipline

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total	59	72	67	67	71

100%	100%	100%	100%	100%
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Count of Sections Offered by Time of Day

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Arranged Hours	1 1.7%	9 12.5%	9 13.4%	11 16.4%	10 14.1%
Day	52 88.1%	56 77.8%	51 76.1%	49 73.1%	52 73.2%
Evening	5 8.5%	6 8.3%	6 9.0%	6 9.0%	8 11.3%
Weekend	1 1.7%	1 1.4%	1 1.5%	1 1.5%	1 1.4%
Total	59 100%	72 100%	67 100%	67 100%	71 100%

Count of Sections Offered by Online/On Ground

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
On Ground	58 98.3%	66 91.7%	61 91.0%	60 89.6%	64 90.1%
Online	1 1.7%	6 8.3%	6 9.0%	7 10.4%	7 9.9%
Total	59 100%	72 100%	67 100%	67 100%	71 100%

Course Enrollment by Discipline

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total	2027	2453	2370	2283	2471
	100%	100%	100%	100%	100%

Course Enrollment by Time of Day

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Arranged Hours	29	193	182	190	219
	1.4%	7.9%	7.7%	8.3%	8.9%
Day	1810	2050	1968	1849	1963
	89.3%	83.6%	83.0%	81.0%	79.4%
Evening	155	171	189	206	259
	7.6%	7.0%	8.0%	9.0%	10.5%
Weekend	33	39	31	38	30
	1.6%	1.6%	1.3%	1.7%	1.2%
Total	2027	2453	2370	2283	2471
	100%	100%	100%	100%	100%

Course Enrollments Offered by Online/On Ground

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
On Ground	1998	2275	2205	2105	2264
	98.6%	92.7%	93.0%	92.2%	91.6%
Online	29	178	165	178	207
	1.4%	7.3%	7.0%	7.8%	8.4%
Total	2027	2453	2370	2283	2471
	100%	100%	100%	100%	100%

Achievement

Successful Course Completion Rates by Discipline

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
COUNS 1	53.4%	38.7%	48.3%	68.4%	65.6%
COUNS 20	59.2%	63.0%	63.8%	67.3%	68.8%
COUNS 88A/B/C	--	100%	94.1%	91.7%	100%
Program	58.9%	62.3%	63.4%	67.5%	68.9%
College-Wide	64.3%	65.1%	66.7%	68.2%	68.8%

Successful Course Completion Rates by Time of Day

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Arranged Hours	62.1%	59.1%	68.7%	78.4%	71.7%
Day	59.3%	63.1%	64.1%	66.6%	70.3%
Evening	54.8%	61.4%	55.6%	68.4%	58.7%
Weekend	51.5%	35.9%	38.7%	52.6%	43.3%
Program	58.9%	62.3%	63.4%	67.5%	68.9%
College-Wide	64.3%	65.1%	66.7%	68.2%	68.8%

Successful Course Completion Rates by Online/On Ground

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
On Ground	58.8%	62.9%	63.2%	66.7%	68.8%
Online	62.1%	55.6%	66.1%	77.5%	70.0%
Program	58.9%	62.3%	63.4%	67.5%	68.9%
College-Wide	64.3%	65.1%	66.7%	68.2%	68.8%

Successful Course Completion Rates by Gender

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
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Female	62.1%	65.8%	68.4%	73.5%	73.0%
Male	54.9%	58.5%	57.9%	60.7%	64.2%
Program	58.9%	62.3%	63.4%	67.5%	68.9%
College-Wide	64.3%	65.1%	66.7%	68.2%	68.8%

Successful Course Completion Rates by Ethnicity

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Asian/PI	76.3%	73.1%	69.4%	82.4%	81.3%
Black	44.2%	49.0%	50.3%	52.5%	51.4%
Hispanic	56.9%	63.8%	63.3%	66.0%	69.5%
Native Am	75.0%	57.1%	100%	85.7%	60.0%
Other	55.0%	61.8%	--	--	--
White	68.3%	67.6%	72.3%	77.2%	78.6%
Multi-Races	--	--	75.8%	69.3%	66.2%
Unreported	69.2%	60.7%	66.7%	68.1%	61.8%
Program	58.9%	62.3%	63.4%	67.5%	68.9%
College-Wide	64.3%	65.1%	66.7%	68.2%	68.8%

Successful Course Completion Rates by Age Group

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
19 or Younger	58.4%	62.6%	63.6%	68.3%	70.4%
20 to 24	61.4%	57.9%	60.5%	63.0%	63.7%
25 to 29	67.6%	63.4%	65.9%	70.6%	69.8%
30 to 39	54.5%	77.3%	64.8%	71.2%	75.5%
40 to 49	27.3%	81.0%	80.0%	69.6%	54.5%
50 or Older	50.0%	57.1%	68.4%	69.2%	61.1%

Program	58.9%	62.3%	63.4%	67.5%	68.9%
College-Wide	64.3%	65.1%	66.7%	68.2%	68.8%

Course Retention Rates by Discipline

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
COUNS 1	68.0%	60.2%	65.2%	78.9%	77.8%
COUNS 20	82.8%	83.1%	85.5%	86.1%	86.4%
COUNS 88A/B/C	--	100%	100%	100%	100%
Program	82.1%	82.3%	84.8%	85.8%	86.1%
College-Wide	81.3%	81.3%	83.3%	84.3%	85.2%

APPENDIX C – Updated Course Outlines for Counseling 1, 20 and 88A-C

Santa Monica College

Course Outline For COUNSELING AND TESTING 1, Developing Learning Skills

Course Title: Developing Learning Skills Units: 1

Total Instructional Hours (usually 18 per unit): 18

Hours per week (full semester equivalent) in
Lecture: 1 In-Class Lab: 0 Arranged: 0

Date Submitted: • May 2011

Date Updated: • December 2012

Transferability: • Does NOT transfer to CSU or UC

SMC GE Area: Does NOT satisfy any area of SMC GE:

Prerequisite(s):

Pre/Co requisite(s): None

Co requisite(s): None

Skills Advisory(s): None

I. Catalog Description

This course is designed to help students at all academic levels to improve their study skills in time management, goal-setting, lecture and textbook note-taking, textbook reading, exam preparation, and test-taking to increase their academic success. This course is offered on a pass/no pass basis only.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Counseling 1 Developing Learning Skills Supplemental Packet, Spring 2011, Santa Monica College © 2011, ISBN:
2. Van Blerkom, Dianna. *Achieving Academic Success, Strategies for College and Lifelong Learning*, Santa Monica College Custom Edition. 6th Ed. Mason, Ohio: Cengage Learning, 2010. Print.
3. Carter, Carol, Joyce Bishop and Sarah Lyman Kravits. *Keys to Success*. 7th Ed. Boston: Pearson Education, Inc., 2012. Print
4. Downing, Skip. *On Course-Strategies for Creating Success in College and in Life*. 7th Ed. Boston: Houghton Mifflin Company, 2005. Print.
5. Ellis, Dave. *Becoming a Master Student*. 14th Ed. Boston: Wadsworth Cengage Learning, 2012. Print.
6. Gardner, John N. and Betsy O. Barefoot. *Your College Experience, Strategies for Success*. 10th Ed. Boston: Bedford/St. Martin's, 2012. Print.
7. Hopper, Carolyn H. *Practicing College Learning Strategies*. 6th Ed. Boston: Wadsworth Cengage Learning, 2013. Print.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Formulate personal and academic short, intermediate and long-term goals.
2. Incorporate time management techniques that can be used to create a viable personal time management model.
3. Demonstrate active study strategies for text and lecture note taking, reading and marking textbooks, memorization, exam preparation, and test taking.
4. Learn specific strategies and successful behaviors to develop self-efficacy.

IIIb. Arranged Hours Objectives:

Upon completion of the arranged hours students will be able to:

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify)

Other Methods: Group activities, internet activity, video presentations, and guest speakers.

IVb. Arranged Hours Instructional Activities:

V. Course Content

<u>% of course</u>	<u>Topic</u>
20%	Adjusting to college/Components of student success
15%	Goal-setting
20%	Time management
10%	Memory and concentration
10%	Note-taking
15%	Textbook reading strategies
10%	Exam preparation
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
40 %	Projects - Projects and Assignments
30 %	Class Participation
20 %	Final exam
10 %	Other
100 %	Total

VII. Sample Assignments:

1) Assignment

The SQ3R reading/study system is mainly designed to assist college students to read more difficult text material. Despite the fact that this system may initially seem like too much work, it assists in gathering, organizing, processing, and learning the information in five steps. By using these five steps (Survey, Questions, Read, Recite, Review), students are using their learning styles (visual, auditory, and kinesthetic) that enhance a fuller understanding of the reading materials.

First Assignment: Article: "The Developmental Stages of Erik Erikson,"

Use the five steps in the SQ3R reading/study system to read the text selection, "The Developmental Stages of Erik Erikson," available in your packet. Compare your marking notes and questions with those of others in your groups. Describe the process you used and your results in several paragraphs. Did you find the SQ3R useful?

2) ASSIGNMENT

The 32-Day Commitment

The 32-Day Commitment gives you an opportunity to:

...make one **SMALL** change that will make a **BIG** impact on your progress toward

your goals.

...experience a small success **EVERY DAY**.

...Remember that we **ALWAYS** have a choice.

Step One:

- Answer the following question: What is **ONE** thing that, if you did it **EVERY** day, it would help you make the most progress toward your goals?"
- Need some ideas? See the following page, "32 Suggestions for 32-Day Commitments." You are not limited to this list of ideas – choose a commitment that will help **YOU**.

Step Two:

- Write down the **ONE** choice you commit to making every day on the worksheet "Being Persistent: A 32-Day Commitment," which follows the "32-Suggestions for 32-Day Commitments."
- Next to "Day 1," write today's date.
- Record the action you took to complete the commitment and check that you've completed the action.
- Repeat daily.
- Note: If you prefer, you can track your progress in your planner or on a separate sheet of paper. Choose an approach that will work for you.

What if I miss a day?

- Chances are, you will. The solution is simple: begin again with a new worksheet. Because the assignment is completed when you've completed 32 days in a row, you need to begin again at Day 1.

Step Three:

Answer the following questions on a separate sheet of paper and submit the completed assignment.

1. Why did you choose the commitment that you did?
2. What difference did it make in your experiences, outcomes or progress toward your

goals?

3. What strategy will you use to continue to experience the benefits of the 32-Day Commitment? Many students begin another 32-Day Commitment – either the same one or a different one – after they complete this assignment

**Course Outline For
COUNSELING AND TESTING 20, Student Success Seminar**

Course Title: Student Success Seminar

Units: 3

Total Instructional Hours (usually 18 per unit): 54

Hours per week (full semester equivalent) in
Lecture: 3

In-Class Lab: 0

Arranged: 0

Date Submitted: • May 2011

Date Updated: • November 2012

Transferability: • Transfers to UC
• Transfers to CSU

IGETC Area:	Does NOT satisfy any area of IGETC:
CSU GE Area:	<ul style="list-style-type: none"> • CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> ○ E - Lifelong Understanding and Self-Development
SMC GE Area:	Does NOT satisfy any area of SMC GE:
Prerequisite(s):	None
Pre/Co requisite(s):	None
Co requisite(s):	None
Skills Advisory(s):	None

I. Catalog Description

This course provides an exploration of intellectual, psychological, social and physical factors that impact lifelong learning, well-being and success. Topics include motivation and self-efficacy; critical thinking, academic integrity and active study strategies; health issues and lifestyle choices; relating to others as a global citizen; written and oral communication; time management; career exploration; and educational planning.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Achieving Academic Success, Strategies for College and Lifelong Learning, Santa Monica College Custom Edition , 6th , Van Blerkom, Dianna , -Cengage learning © 2010 , ISBN: 1424074800
2. Hanson, Nancy. Counseling 20 Supplemental Packet, SMC Reprographics, 08-27-2012
3. Carter, Carol, Joyce Bishop and Sarah Lyman Kravits. "Keys to Success". 7th Edition Boston:Pearson Education, Inc.,2012. Print
4. Downing, Skip. "On Course- Strategies for Creating Success in College and in Life." Boston: Houghton Mifflin Company, 2005. Print.
5. Ellis, Dave. "Becoming a Master Student". 14th Edition. Boston: Wadsworth Cengage Learning, 2012. Print.
6. Gardner, John N. and Betsy O. Barefoot. "Your College Experience, Strategies for Success". 10th Edition Boston: Bedford-St.Martin's, 2012. Print.
7. Hopper, Carolyn H. "Practicing College Learning Strategies". 6th Edition Boston: Wadsworth Cengage Learning, 2013. Print.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Understand the factors that influence motivation, and develop strategies to increase motivational levels.
2. Learn the concept of self-efficacy, and learn specific strategies and successful behaviors to develop self-efficacy.
3. Formulate effective short-term and long-term personal and educational goals.
4. Examine the principles of critical thinking and academic integrity for academic and personal decision-making.
5. Identify effective study/life strategies and practice applying these strategies to academic and personal goals.
6. Examine health issues such as stress, nutrition, and exercise that affect lifelong well being.
7. Examine lifestyle choices and the impact these choices have on learning and health.
8. Demonstrate self-awareness and awareness of cross-cultural and global issues.
9. Demonstrate effective written and oral communication, and group process skills.
10. Understand effective strategies for managing time and achieving lifelong goals.
11. Assess interests and values as a foundation for career and educational planning.
12. Identify educational goals based on an understanding of the systems of higher education and the use of print and electronic resources. Develop a plan to achieve an educational goal.

IIIb. Arranged Hours Objectives:

Upon completion of the arranged hours students will be able to:

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify)

Other Methods: small group discussions, student presentations, guest speakers and various multimedia resources.

IVb. Arranged Hours Instructional Activities:

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Motivation and self-efficacy
15%	Time management and goal-setting
25%	Critical thinking, academic integrity and learning skills
10%	Health and lifestyle issues

10%	Global Citizenship and Relationships
20%	Written and oral communication and research
10%	Educational planning; career exploration
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Exams/Tests
15 %	Class Participation
55 %	Written assignments
100 %	Total

VII. Sample Assignments:

1) C20 Educational Plan Assignment

ASSIGNMENT OVERVIEW:

For this assignment, you will be completing the Student Educational Plan Form in your packet.

1. On this form, you will:
 - Identify a school, major and academic goal
 - List the courses required in four areas:
 - o Major
 - o General education (if applicable)
 - o Prerequisites required
 - o Courses in progress, and courses planned for two additional terms

2. You will also be required to meet with an SMC academic counselor to review your

- plan. The counselor will sign off on your form when it is completed correctly.
- You can see a counselor at any center on campus that provides academic counseling, e.g., the Transfer Center, EOPS, Latino Center, Black Collegians Program, SSP, TRIO, International Student Center, Center for Students with Disabilities, Welcome Center.
 - **Make your appointment early!** This assignment may require more than one meeting with a counselor.
3. Also submit any general education or major sheets or printouts given to you by the counselor.

BEFORE YOUR APPOINTMENT:

1. Gather the information for your academic goal: identify the major and general education courses required and prerequisite courses needed using the resources presented in class and on the Counseling 20 Ed Plan site at <http://www.smc.edu/AcademicPrograms/Counseling/CounselingCourses/Pages/Educational-Planning.aspx>
2. IN PENCIL, fill out the major, GE (if applicable), and prerequisite sections of your Ed Plan
3. IN PENCIL, using the coursework laid out in the categories and your learning about course planning, enter your current classes, then plan your coursework for the next two terms.

AT YOUR APPOINTMENT:

1. Review your completed form with the counselor. The counselor will review it for accuracy and help you make corrections as needed.
2. This is also your opportunity to ask any and all questions you may have about your academic goals!
3. Have the counselor print and sign your form when it is accurate and complete.

GETTING HELP PRIOR TO YOUR COUNSELOR MEETING:

Here are some resources if you are unsure how to complete the form or find appropriate resources:

- Your instructor
- An Express Counselor in the Transfer Center for quick questions
- A Counseling 20 peer mentor
- The Counseling 20 Educational Planning website:
<http://www.smc.edu/AcademicPrograms/Counseling/CounselingCourses/Pages/Educational-Planning.aspx>

- A first meeting with an academic counselor for guidance
- 2) C20 Lifeline Assignment

ASSIGNMENT OVERVIEW:

For this assignment, you will be **creating your lifeline**, which will represent your significant past events and your future goals. You also will be **giving a brief presentation** to the class of the highlights of your lifeline. A strong lifeline will demonstrate creativity, thought and effort.

INSTRUCTIONS:

The Lifeline:

1. You will create a visual presentation, which will be a **CONTINUUM** with a **THEME**:
 - Minimum size of 22" by 14," OR
 - Create a PowerPoint. If you make a PowerPoint:
 - o Bring your presentation to class on a flash drive, **AND**
 - o Print out a copy of the PowerPoint to submit to your instructor
2. Start with your birth date (year is optional) and place of birth
3. Write the date and title of ____ number of significant events in your life thus far
 - These significant events can either be good or bad, positive or negative. Everything that has happened to you contributes to who you are today.
4. Include today's date and place it in the correct part of your continuum
5. Add the date and title of ____ number of future goals
 - What do you want to accomplish in the rest of your life?
 - Consider the following areas:
 - o Academic
 - o Career
 - o Creative
 - o Contribution (to your community or other)
 - o Adventure
 - o Health
 - o Travel
 - You may include marriage and family; **HOWEVER**, they must be in addition to the specific goals above
7. Finish the continuum by adding the year of your "death" at the end. Give yourself a good, long life. If you are uncomfortable with this, still include an end or final PowerPoint slide

The Presentation:

1. Prepare and practice a **one-minute presentation** about your lifeline that will include **ONLY** the information in #2 below
2. Prepare two (2) 3X5 cards with the information below. You will use one card for your

presentation. You will submit the second card to your instructor before you give your presentation:

- Your name
- Where you were born (country, city)
- Your theme
- Two most significant events from the past
- Three most important goals for the future (do NOT include marriage and/or family in your presentation)

Santa Monica College

Course Outline For COUNSELING AND TESTING 88A-C, Independent Studies In Mentorship

Course Title: Independent Studies In Mentorship Units: 1-3

Total Instructional Hours (usually 18 per unit): 18-54 hrs

Hours per week (full semester equivalent) in
Lecture: 1-3 In-Class Lab: 0 Arranged: 1-3

Date Submitted: • May 2011

Date Updated: • February 2013

Transferability: • Transfer to CSU, transferability to UC pending UC review upon acceptance of applicant

SMC GE Area:

Prerequisite(s): None

Pre/Co requisite(s): None

Co requisite(s): None

Skills Advisory(s): None

I. Catalog Description

Please see "Independent Studies" section. This course is designed to help students at all academic levels improve their leadership skills and ability to work with faculty members as well as with students on an individual and group level. The student must be selected by a Counseling 20 faculty member to enroll in the course and selection is based upon successful competition of Counseling 20 with a grade of an A. prior to enrollment. Student must receive approval from the Department Chair of Counseling in order to enroll.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Achieving Academic Success, Strategies for College and Lifelong Learning, Santa Monica College, Custom Edition, Van Blerkom, Diana , Cengage Learning © 2010 , ISBN: 1424074800
2. Hanson, Nancy. Counseling 20 Supplemental Packet, SMC Reprographics, 01-23-2013

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Work collaboratively and effectively on a one-on-one basis and in a group setting with students. Demonstrate leadership skills. Continue to apply the strategies learned as a Counseling 20 student and in mentoring students while in the independent study class in their academic and everyday lives.

IIIb. Arranged Hours Objectives:

Upon completion of the arranged hours students will be able to:

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Critique, Directed Study (independent study and internships)

IVb. Arranged Hours Instructional Activities:

Course Content

- 25% Leadership/Mentoring Skills
- V. 25% Educational/Career Planning
- 20% Time Management
- 20% Study Skills

10% Intellectual//Interpersonal/Personal Decision-Making Strategies

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
50 %	Class Participation - participation in assigned C.20 section and/or outside mentoring
40 %	Class Work - accurate completion of assigned tasks
10 %	Other - participation in Counseling 20 mentor meetings and trainings
100 %	Total

VII. Sample Assignments:

Sample Assignment #1: A two-page paper is required at the beginning of the term.

Couns.88 students respond to a specific questions which prompts them to examine their motivation for becoming a peer mentor, the skills that they hope to develop and improve upon in the Couns.88 class and how they currently apply the skills learned in Couns.20 in their life at present. An example of two of the questions are listed below:

2. 1) How do you feel now, at this point in time, in regards to your leadership and communication skills in working one-on-one and with large groups? (Be specific. Use examples to illustrate your points.)
3. 2) Do you currently apply the skills you learned in Counseling 20 today? If so, identify and describe one of these strategies that you currently use in your everyday life and how you carry it out. Also, why is applying this strategy important to you? (Be specific. Use examples to illustrate your points.)

Sample Assignment #2: A two page "Reflections" writing assignment is required at the end of the term. In this paper, Couns.88 students are required to reflect on their experience as a Couns.20 mentor and to comment on how they have changed and grown as a result of the experience. Two example writing prompts are posted below:

- 1) Do you feel you have changed in regards to your confidence and ability in taking on a

leadership role? Why or why not? (Be specific, explain, and provide examples.)

2) Did you face any obstacles this semester in working with students or with other peer mentors? If so, what were they and how did you deal with them? (Be specific, explain, and provide examples.)

APPENDIX D – TCC COUNSELOR SLO SURVEY

Counselor SLO Summary Report

Survey: SMC Counselor Survey SLO 1

1. For which Counseling Program are you reporting?

	Transfer/Counseling Center	Responses
For which Counseling Program are you reporting?	100.0% 217	217

4. The student finished the counseling session with greater awareness/understanding of the next steps to take in order to accomplish his/her educational goals.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Responses
The student finished the counseling session with greater awareness/understanding of the next steps to take in order to accomplish his/her educational goals.	67.8% 145	31.3% 67	0.5% 1	0.5% 1	0.0% 0	214

5. The student was able to identify 1 or 2 steps needed to reach their educational goals.

	Yes	No	Responses
The student was able to identify 1 or 2 steps needed to reach their educational goals.	99.1%	0.9%	216
	214	2	

6. The student was able to differentiate between short-term and long-term educational goals.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	NA	Responses
The student was able to differentiate between short-term and long-term educational goals.	42.1%	41.7%	6.9%	0.0%	0.0%	9.3%	216
	91	90	15	0	0	20	

APPENDIX E – STUDENT CONFIDENCE SURVEY – ADMINISTERED IN TCC, Fall 2012

Student SLO Summary Report

Survey: SMC Counseling Student Survey

1. SLO2 – Student express whether he/she has a better Understanding of Educational Goals, post-session

Value	Count	Percent
Strongly disagree	9	9.0%
Disagree	1	1.0%

Neither Agree Nor Disagree	4	4.0%
Agree	20	20.0%
Strongly agree	66	66.0%

Statistics		
Total Responses		100
Sum		433.0
Avg.		4.3
StdDev		1.2
Max		5.0

2. SLO 2 – Student express confidence about taking next steps post-session.

Value	Count	Percent
Strongly disagree	9	9.0%
Disagree	1	1.0%
Neither Agree Nor Disagree	3	3.0%
Agree	20	20.0%
Strongly agree	67	67.0%

Statistics	
Total Responses	100
Sum	435.0
Avg.	4.4
StdDev	1.2
Max	5.0

APPENDIX F – FALL 2012 COUNSELING COURSES – DEPARTMENT SLO RESULTS

Category	SLO 1 TOT ASSESSED	SLO 1 %SUCCESSES	SLO 2 TOT ASSESSED	SLO 2 %SUCCESSES	SLO 3 TOT ASSESSED	SLO 3 %SUCCESSES	SLO 4 TOT ASSESSED	SLO 4 %SUCCESSES
COUNS 1 All Sections	56	95	56	93	56	91	55	82
COUNS 20 All Sections	1413	83	1145	85	-	-	-	-

APPENDIX G- Examining the Relationship between Freshman Seminars, Student Achievement, and Persistence: A Study of First-Time Santa Monica College Students Enrolled in Counseling 20 Fall 2009

Executive Summary Findings:

- Counseling 20 was a significant predictor of fall-to-fall persistence; however it was not a significant predictor of first-term GPA; Students enrolling in Counseling 20 in their first-term were 29.7% more likely to persist to the following fall term than students who were not enrolled in Counseling 20, all other factors held constant.
- With regard to support programs and services, the strongest predictors of first-term GPA are participation in the Scholars program and completing Orientation. Other significant predictors positively associated with first-term GPA include: participation in Pico/TRIO, EOPS, Athletics, and the number of *general counseling contacts

*General counseling contacts are those contacts, which take place in the Transfer Counseling Center

- Other student support programs and services positively associated with persistence include participation in VIP Welcome day, completion of Orientation, and participation in EOPS, Scholars, and the Teacher Academy.

APPENDIX H – Summary Report of Probationary Status Analysis

Office of Institutional Research Summary Report of Probationary Status Analysis Title V Welcome Center Back to Success Program

Background

The Title V Welcome Center's Back to Success Program provides support services to Santa Monica College students who are on academic and/or progress probation. The program includes a workshop in which an academic counselor leads students through support services and strategies to succeed in returning to a student status absent probation. During the Spring 2009 semester, the Project Manager, Grant Research collaborated with the faculty leader of the Back to Success Program on designing and executing a program evaluation. In the evaluation design, some activity objectives, process measures, and/or program goals identified by the faculty leader were determined to already have been collected through the Student Learning Outcome (SLO) assessment process.

Purpose

The purpose of the evaluation of the Back to Success Program was to examine if a relationship exists between participating in a Back to Success workshop and next-term probationary status among students who participate in a workshop and students who do not. The goal was to understand if students remained on academic and/or progress probation after having attended a workshop. Without building a model that statistically controls for the effects of background characteristics or college experiences on the outcomes, we were interested in describing the rates of persistence and probation of students who participate in a Back to Success workshop compared to students who do not participate in one. Under the same assumptions, we were also interested in examining the relationship of participating in a Back to Success workshop and persisting from Fall to Spring or continuing on probation. We were interested in evaluating the following two sets of questions:

1. Are rates of Fall-to-Spring persistence different for students who participate in the Back to Success workshop and students who did not? Are levels of continuing probationary status different for students who participate in the Back to Success workshop and students who did not?

2. Do students who participate in the Back to Success workshop tend to have higher Fall-to-Spring persistence rates than students who do not? Do students who participate in the Back to Success workshop tend to have higher Fall-to-Spring persistence rates than students who do not?

These research questions relates to the following program activity objectives and program goals:

- 1) 2001-2002 baselines: 82% continuing probation group were on probation again at the end of the spring.
- 2) By 2008-2009, decrease the rate of continuing probationary students who are still on probation at the end of the spring term by 25%.
- 3) 2008-2009 target: No more than 66% of the continuing probationary group placed on probation again at the end of the spring.
- 4) Improve academic achievement of students on academic and/or progress probation

The research questions and activity objectives guided the design and analysis of this study.

Methods

Data sources for the analysis included Fall 2008, Winter 2009, and Spring 2009 data. Descriptive and correlation data analyses were used to evaluate the research question. First, frequency distributions of the number and percentage of students on academic or progress probation in Fall 2008 was conducted. Second, using the Fall 2008 cohort of students on academic or progress probation, a second frequency distribution of students by probationary status in Spring 2009 was performed.

Third, cross-tabulation analyses with Chi-square statistics were performed to examine (a) persistence rates and (b) probationary status levels from Fall 2008 to Spring 2009 between students who participated in Back to Success in Winter 2009 and those who did not. Cross-tabulations display the joint distribution of two or more variables (in this case, program status by persistence or probationary status) in a table. Whereas a frequency distribution provides the distribution of one variable, a contingency table (matrix) describes the distribution of two or more variables simultaneously. Further, Chi-square statistic tests the statistical significance of the cross-tabulations and examines whether a row variable is significantly related to a column variable in the table.

Fourth and finally, co relational analysis was performed examine the relationship between participating in Back to Success and both persistence and continuing on probation. A correlation is a bivariate measure of strength of the relationship between two variables. That is, co relational analysis tests whether and how strongly pairs of variables are related. In this case, the analysis tests whether and how

strongly participation in a Back to Success workshop is related to persisting from Fall 2008 to Spring 2009 and not continuing on probation in Spring 2009 (after having a probationary status in Fall 2008). In co relational analysis, we look for the strength and direction of a relationship using a correlation coefficient. Accordingly, a positive correlation coefficient means that as the value of one variable increases, the value of the other variable increases, and likewise as one decreases the other decreases. By contrast, a negative correlation coefficient indicates that as the value of one variable increases, the value of the other variable decreases, and vice-versa. In this analysis, we were interested in looking to see if as the value of participating in a Back to Success workshop rose or fell, the value of persisting or not continuing on probation rose or fell. When interpreting a correlation coefficient, a general rule that we use is that the closer an absolute value of the correlation coefficient is to 1.0, the stronger the correlation between two variables. Alternatively, the closer an absolute value of correlation coefficient is to 0.0, the weaker the correlation between two variables. In any co relational analysis, it is important to note here that correlation does not necessarily mean causation (i.e., cause-and-effect relationship between two variables).

Analysis and Results

Table 1 displays the results from frequency distribution analyses. Results from the analyses demonstrate that 3,703 students were on either academic or progress probation in Fall 2008. Among the 3,703 students on probation in Fall 2008, 494 participated in a Back to Success workshop in Winter 2009, representing 13.34% of all students on probation in Fall 2008. By contrast, 3,209 students who were on probation in Fall 2008 did not participate in Back to Success in Winter 2009.

When the relationship between participation in a Back to Success workshop and persistence was examined, results demonstrate that workshop participants persisted at dramatically higher rates than students who elected to not participate in a workshop. Table 2 presents results from a cross-tabulation of students who enrolled in Spring 2009 among students who were on probation in Fall 2008 and either attended a Back to Success workshop in Winter 2009 or did not. Results show that 93.72% of students (n=463) who attended a workshop in Winter 2009, after having been enrolled and placed on probation in Fall 2008, persisted to Spring 2009. By contrast, only 57.72% of students (n=1692) who enrolled and placed on probation in Fall 2008 but did not participate in Back to Success in Winter 2009 persisted to Spring 2009. The Chi-square statistic shows that the difference in the rate of persistence between students who participated in a Back to Success workshop and students who did not was statistically significant ($\chi^2 = 295.772$, $p < .0001$).

With respect to the relationships between participation in a Back to Success workshop and subsequent probationary status, results show that workshop participants had dramatically higher levels of exiting probation and lower levels of remaining on probation than students who did not participate in a workshop. Among students who were on probation in Fall 2008 and either attended a Back to Success

workshop in Winter 2009 or did not, Table 3 displays results from a cross-tabulation of students who were (a) disqualified in Spring 2009, (b) not on probation in Spring 2009, or (c) still on probation in Spring 2009. Results show that 38.44% of students (n=178) who attended a workshop in Winter 2009 were not on probation in Spring 2009, compared to 28.01% of students (n=474) who did not attend a workshop in Winter 2009 and were not on probation in Spring 2009. Further, only 35.21% of students (n=163) who attended a Back to Success workshop in Winter 2009 were still on probation in Spring 2009 (after having been placed on probation in Fall 2008), whereas 39.48% of students (n=668) who did not participate in Back to Success in Winter 2009 were still on probation in Spring 2009. When disqualification status was examined, results generally mirrored the results related to probation status. That is, students who participated in a workshop had lower rates of being disqualified than students who did not participate in a workshop (26.35% vs. 32.51%, respectively). The Chi-square statistic shows that the difference in the levels of continuing on probation or not between students who participated in a Back to Success workshop and students who did not was statistically significant ($\chi^2 = 19.213$, $p < .0001$).

To evaluate the second set of research questions, co relational analyses were performed. Table 4 presents results from co relational analysis. When the relationship between participating in a Back to Success workshop in Winter 2009, after having been placed on probation in Fall 2008, and persisting to the Spring 2009 term, results demonstrate that persistence is positively and significantly related to participation in a workshop. However, a closer look at the correlation coefficient shows that the outcome (i.e., persistence) is weakly associated with participation in a workshop ($r = .28$, $p < .0001$). Similarly, when the relationship between participating in a Back to Success workshop in Winter 2009, after having been placed on probation in Fall 2008, and not continuing on probation in Spring 2009 (after having been placed on probation in Fall 2008), results show that not continuing on probation is positively and significantly related to participation in a workshop. In interpreting the results, looking more closely at the correlation coefficient suggests that not continuing on probation is very weakly associated with participation in a workshop ($r = .09$, $p < .0001$).

Concluding Remarks

From the results of cross-tabulations and Chi-square statistics and from co relational analyses, findings suggest that students who participate in Back to Success workshops tend to persist and not continue on probation. The results demonstrate that, in general, students who participate in Back to Success tend to have higher rates of persistence (Fall-to-Spring) and lower rates of continuing on probation (Fall-to-Spring) than students who do not attend a workshop. In addition, the results from co relational analysis suggest that there is a relationship—a weak relationship—between student participation in Back to Success workshops and their persistence to the next regular term and their not continuing on probation in the next regular term.

The models used in these analyses are limited in the extent to which they explain variance in the outcomes. The two outcomes in these analyses—persistence and probation—were examined in univariate and bivariate models. These models exclude important student background characteristics and college experiences that likely have an effect on both outcomes and help explain the variance in the outcomes. Thus, a next step in examining the effect of participation in Back to Success would be to build a multivariate model. Still, we know that from the results of these analyses that there appears to be a benefit of participating in a Back to Success workshop for students who are on probation. To extend this benefit to as many students as possible, it is clear from these analyses that increasing the workshop participation rate of students who are on probation would maximize the chances of students persisting and succeeding.

Table 1. Frequency of Students on Academic or Progress Probation, Fall 2008-Spring 2009

Probationary Status	Number and Percent of Students Who Participated in Back to Success in Winter 2009	
	n	%
On Academic or Progress Probation in Fall 2008 (N=3703)	494	13.34

Table 2. Cross-tabulation Results for Fall-to-Spring Persistence by Back to Success Workshop Participation

Back to Success Program Status in Winter 2009	Number and Percent of Students Who Persisted to Spring 2009			
	Did Not Persist		Persisted	
	n	%	N	%
Did Not Participate in Back to Success (n=3209)	1517	47.28	1692	57.72
Participated in Back to Success (n=494)	31	6.28	463	93.72

$\chi^2 = 295.772$ ($p < .0001$)

Table 3. Cross-tabulation Results for Fall-to-Spring Probationary Status by
Back to Success Workshop Participation

Back to Success Program Status in Winter 2009	Number and Percent of Students by Academic or Progress Probation Status in Spring 2009					
	Disqualified		Not on Probation		On Probation	
	n	%	n	%	n	%
Did Not Participate in Back to Success (n=1692)	550	32.51	474	28.01	668	39.48
Participated in Back to Success (n=463)	122	26.35	178	38.44	163	35.21

Note: Students who enrolled in Fall 2008 but did not re-enroll in Spring 2009 are excluded from the analysis.

$\chi^2 = 19.213$ ($p < .0001$)

Table 4. Correlations between Students' Participation in Back to Success and
Persistence and Probation (n = 3704)

	Persistence from Fall 2008 to Spring 2009	Fall 2008 Probation Status to Spring 2009 Non-Probation Status
Participated in Back to Success in Winter 2009	.28**	.09**

* $p < .05$, ** $p < .0001$

APPENDIX I – SMC IR – Transfers to UC/CSU Institutions – Fall 2007- Fall 2011

The following table describes the number of SMC students that transferred to any UC/CSU university. 2007-2010 data is based on counts generated by the California Postsecondary Education Commission

(CPEC). According to CPEC “the UC and CSU report the transfer source institution as the community college where the student earned the most transferable units”. Data for 2010-2011 and 2011-2012 are based on numbers taken directly from the CSU/UC systems.

http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Fall%202012%20Website%20Docs/UCCSU_Transfers_fa12.pdf

APPENDIX J – Counselor Classroom Visitation: The Impact on Future Counseling Center Visitation – By Ani Aharonian

Introduction

The current report examines whether students who received a classroom visit and short presentation from a counselor were more likely to utilize counseling services during the same term than students who do not get a classroom visit.

The counseling program identified lack of knowledge of counseling services as a potential barrier to students seeking the assistance of a counselor. Beginning in the spring term of 2008, the program began making “classroom visits” to selected basic skills English and ESL classrooms during regular (fall or spring) terms. During these visits, the counselor gives a presentation detailing the variety of counseling services available, in addition to outlining some of the most common issues with which students seek help and providing some strategies for addressing them. Between spring 2008 and fall 2010, 470 sections of the following courses were visited: These courses included: ENGL 21A, ENGL 81A, ENGL 81B, ENGL 83A, ENGL 84W, ESL 10, ESL 10G, ESL 10W, ESL 11A, ESL 21A, and ESL 21B.

In order to provide a comparison group to those students who were enrolled in courses that were visited by a counselor, those students who were enrolled in sections of these same courses that were *not* visited were also tracked. The data are unduplicated, such that if a student was enrolled in a section of a course that was visited by a counselor one term, they were not included in either the visited or non-visited groups for any other term. Similarly, if students were enrolled both in sections that were visited and were not, then only the visited section was considered and the students were included in the visited group.

Findings

Chi-square analyses were utilized to determine whether students whose classrooms were visited by a counselor were more likely to visit a counselor within the same term than students whose classrooms were not visited by a counselor. Across all counseling programs (except EOPS, which was considered separately due to a program requirement to attend counseling) overall, there was a statistically significant difference of 3.2% in the proportion of students who visited a counselor, such that 53.1% of those students who had a classroom visit went to counseling, whereas 49.9% of those students who did not have a classroom visit went to counseling. Examining only general counseling programs (AET, BSI/Welcome Center, Bundy, Counseling, Madison, and Welcome Center), there was a statistically significant increase of 3.1%, where 33.4% of students who did and 30.3% of students who did not receive a counseling visit went to counseling during the term.

Students who received a classroom visit were no more likely to seek counseling (5.3%) from a culturally oriented counseling program (e.g. AAPIA, African, Latino) than students who did not receive a classroom visit (4.9%). Finally, EOPS was considered separately because the program requires students to make a minimum number of counseling visits per year. A slightly larger proportion of students whose classrooms were visited by a counselor (5.1%) visited an EOPS counselor than the proportion among students whose classrooms were not visited by a counselor (4.0%).

Because the basic skills classrooms that are visited each term span different levels of remediation, the level of the courses was also included in the analyses. Overall, across all counseling programs (except EOPS), statistically significant differences were observed only for courses that are one or two levels below transfer. The largest differences in the proportion of students visiting a counselor were observed among students enrolled in courses that were two levels below transfer, an increase of 6.8% in the number of visits to counseling was observed among students in this cohort who experienced the presentation as compared to those in the same cohort who did not experienced the counselor visitation. Results for courses three levels below should be interpreted with caution, as these courses yielded small samples.

Summary

Students in classrooms that are visited by a counselor and informed about counseling services available to them are significantly more likely to utilize those services compared to students in classrooms that are not visited by a counselor. Overall, a 3.4% greater proportion of the students in the visited classrooms utilized counseling services.

APPENDIX K – Back To Success Probationary Student Program – Summer 2012

Counseling Sessions for Probationary Students

Attendance Numbers

Summer 2012:	2,684 letters were sent
	519 (19%) students showed to a session
	<i>An average of 6.5 students per session</i>
	<i>80 sessions offered</i>
Summer 2011:	2,715 letters were sent
	520 (19%) students showed to a session
	<i>An average of 6.5 students per session</i>
	<i>80 sessions offered (1 cancelled due to college lock down)</i>
Summer 2010:	3,023 letters were sent
	590 (20%) students showed to a session

An average of 6.8 students per session

87 sessions offered

Winter 2010 -2013: no sessions offered due to reduction in budget

Summer 2009:

3,133 letters were sent

1,074 (34%) students signed up for a session

624 (20%) students actually showed to a session

58% show rate with an average of 7.2 students per session

86 sessions offered

Winter 2009:

3,242 letters were sent

733 (22%) students signed up for a session

515 (16%) students actually showed to a session

70% show rate with an average of 10 students per session

51 sessions offered

Summer 2008:

2,828 letters were sent

900 (32%) students signed up for a session

475 (17%) students actually showed to a session

53% show rate with an average of 5.5 students per session

86 sessions offered

Winter 2008:

2,984 letters were sent

721 (24%) students signed up for a session

446 (15%) students actually showed to a session
62% show rate with an average of 8.7 students per session
51 sessions offered

Summer 2007: 2,717 letters were sent
835 (30%) students signed up for a session
464 (17%) students actually showed to a session
55.6% show rate with an average of 5.5 students per session
85 sessions offered

- Incentive program – free flash drive to all attendees

Winter 2007: 2,595 letters were sent
603 (23%) students signed up for a session
366 (14%) students actually showed to a session
61% show rate with an average of 7.6 students per session
48 sessions offered

Summer 2006: 2,564 letters were sent
639 (25%) students signed up for a session
359 (14%) students actually showed to a session
56% show rate with an average of 4.7 students per session
76 sessions offered

Winter 2006: 2,764 letters were sent
477 (17%) students signed up for a session
284 (10%) students actually showed to a session

59% show rate with an average of 5.9 students per session

48 sessions offered

Summer 2005: 2,692 letters were sent
609 (23%) students signed up for a session
390 (14%) students actually showed to a session
64% show rate

Winter 2005: 2,789 letters sent
812 (29%) students signed up for a session
431 (15%) students actually showed to a session
53% show rate with an average of 5.2 students per session
83 sessions offered

Summer 2004: 3,443 letters sent
1,123 (33%) students signed up for a session
688 (20%) students actually showed to a session
61% show rate

Winter 2004: 4,239 letters sent
1,274 (30%) students signed up for a session
627 (15%) students actually showed to a session
49% show rate

Summer 2003: 4,579 letters sent

1,217 (27%) students signed up for a session

843 (18%) students actually showed to a session

69% show rate

APPENDIX L- TCC Staff Satisfaction Survey

TCC 2012 Staff

1. Employment Status:	Count	Percent
Full Time Counselor	15	48.39 %
Part Time Counselor	13	41.94 %
Classified Staff	3	9.68 %
Total Responses	31	100 %

2. Current Counseling Assignment:

The Transfer/Counseling Center exclusively	23	74.19 %
The Transfer/Counseling Center and one other counseling program	6	19.35 %
The Transfer/ Counseling Center and two or more other counseling programs	2	6.45 %
Total Responses	31	100 %

3. Hours worked per week in the Transfer/Counseling Center:

5 hours or less	1	3.23 %
6- 18 hours	15	48.39 %
19-24 hours	1	3.23 %
25 hours or more	14	45.16 %
Total Responses	31	100 %

4. Number of years worked in the Transfer/Counseling Center (Includes part and full time):

1 year or less	1	3.23 %
more than 1 year -3 years	1	3.23 %
more than 3 years	29	93.55 %
Total Responses	31	100 %

5. Classes typically taught or teaching during semesters (and/or sessions):

None	23	74.19 %
1-2 classes	7	22.58 %
3 or more classes	1	3.23 %
Total Responses	31	100 %

6. The Transfer/Counseling Center provides services that are appropriate for the majority of SMC students.

Strongly Agree	24	77.42 %
Agree	7	22.58 %
Total Responses	31	100 %

7. The Transfer/Counseling Center provides enough different types of services for the majority of students being served.

Strongly Agree	20	64.52 %
Agree	11	35.48 %
Total Responses	31	100 %

8. The Transfer/Counseling Center develops and coordinates innovative programs

Strongly Agree	16	51.61 %
Agree	10	32.26 %
Neutral	5	16.13 %
Total Responses	31	100 %

9. The lines of authority for staff are clear and understandable.

Strongly Agree	17	54.84 %
Agree	12	38.71 %
Disagree	2	6.45 %
Total Responses	31	100 %

10. The Transfer/Counseling Center hours of operation are appropriate for the majority of SMC students

Strongly Agree	11	35.48 %
Agree	17	54.84 %
Neutral	2	6.45 %
Disagree	1	3.23 %
Total Responses	31	100 %

11. Staff concerns and operational problems are handled by the Transfer/Counseling Center Coordinator, Counseling Chair and/or Dean in a manner that is:

	Count	Percent
Very Satisfactory	20	64.52 %
Satisfactory	8	25.81 %
Neutral	3	9.68 %
Total Responses	31	100 %

12. The level of staff involvement in policy development for the Transfer/Counseling Center is:

Very Satisfactory	14	45.16 %
Satisfactory	13	41.94 %
Neutral	3	9.68 %
Unsatisfactory	1	3.23 %
Total Responses	31	100 %

13. Communication with other student services/ programs is:

Very Satisfactory	18	58.06 %
Satisfactory	9	29.03 %
Neutral	4	12.90 %
Total Responses	31	100 %

14. The level of ongoing program evaluation is:

Very Satisfactory	16	51.61 %
Satisfactory	11	35.48 %
Neutral	4	12.90 %
Total Responses	31	100 %

15. General Communication with classroom faculty and other SMC staff is:

Very Satisfactory	14	45.16 %
Satisfactory	13	41.94 %
Neutral	4	12.90 %
Total Responses	31	100 %

16. The Transfer/Counseling Center staffing level for meeting the demands of SMC students is:

Count	Percent
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Very Satisfactory	7	22.58 %
Satisfactory	12	38.71 %
Neutral	6	19.35 %
Unsatisfactory	6	19.35 %
Total Responses	31	100 %

17. The in-service training provided by the Transfer/Counseling Center is:

Very Satisfactory	14	45.16 %
Satisfactory	13	41.94 %
Neutral	4	12.90 %
Total Responses	31	100 %

18. The equipment provided to Transfer/Counseling Center staff (etc., computers, printers, office supplies etc.) is:

Very Satisfactory	9	29.03 %
Satisfactory	19	61.29 %
Neutral	2	6.45 %
Unsatisfactory	1	3.23 %
Total Responses	31	100 %

19. The physical facilities and space provided to Transfer/Counseling Center staff is:

Very Satisfactory	5	16.67 %
Satisfactory	10	33.33 %
Neutral	5	16.67 %
Unsatisfactory	9	30.00 %
Very Unsatisfactory	1	3.33 %
Total Responses	30	100 %

20. If I were to assign an overall grade to the Transfer/Counseling Center Program it would be:

A	11	35.48 %
A-	7	22.58 %
B+	8	25.81 %
B	3	9.68 %
B-	2	6.45 %
Total Responses	31	100 %

G. Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Can this be done automatically?

Narrative

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support