**College of the Canyons Program Planning and Review**

**Year(s): 2011/2012 to 2013/2014**

| Program Information for: Counseling  
**Year(s): 2011/2012 to 2013/2014** |
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<tbody>
<tr>
<td><strong>College of the Canyons' Mission Statement</strong></td>
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<td>College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.</td>
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<th><strong>Program Description</strong></th>
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<td>Describe the Department's Mission (e.g. services offered and functions performed by this department). The mission of the non-instructional Counseling Department is to provide educational, career, and personal counseling and program advisement. Our purpose is to empower students by providing program information and by counseling students to establish goals, evaluate options, develop an educational plan, and learn to study effectively so they may reach their educational and career goals. Counseling faculty are trained to meet with students individually in private counseling appointments for educational counseling, career counseling, and personal counseling; they help students develop educational plans, they facilitate group counseling workshops, and they teach Counseling courses. Counseling involves self-awareness, establishing goals, exploring alternative plans of action and possible consequences, considering possible challenges and how to overcome them, establishing a support network, and evaluating actions. Counselor-counseled interaction leads to exploration of immediate alternatives or options that will assist in decision making.</td>
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| Who are the customers/recipients of the services and functions? |
| All new, continuing, returning, and prospective students as well as members of the general public have access to information regarding counseling services, educational programs and their requirements. All students have access to educational planning resources through the comprehensive website and by calling or e-mailing the Counseling Office. They have access to program advising M-Th, 10am - 7pm. Currently enrolled students have access to individual private counseling appointments, workshops, and counseling courses. The recipients of our services and functions reflect the enrollment patterns for the college and range in age, gender, ethnicity, educational preparation, interests, and work. |

| Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes. |
| Chart #1: [2012-2013 Counseling Office Organizational Chart.docx](#)  
Chart #2: [2013-2014 Counseling Office Organizational Chart.docx](#) |
Provide a short description of the history of your department, including how it has changed over the years.

From 2004-2009, the department added a full-time classified counseling assistant in Valencia and a full-time counselor at the CCC, increased the use of technology to deliver services, hired 7 adjunct counselors, and increased student contacts. Unfortunately, the state budget crisis in 2009-2010 resulted in a 27% decrease in the Counseling budget, resulting in a decrease in adjunct counseling faculty. In 2009-2010 there was a decrease in counseling appointments and drop-ins. Conversely, there was an increase to 2822 students in workshops and to 1798 in online contacts. In 2010-2011 we experienced a surge in appointments to 9032 and a decrease in drop-in to 3906. The classified full-time counseling assistant position which became vacant in 2009-2010 remains unfunded and the 2 full-time counselor positions approved by the Academic Staffing Committee for hiring in 2008 were never funded. In addition, online counseling services ceased in 2009-2010. The Counseling Department reduced its hours to M-Th, 10am - 7pm. The adjunct counseling faculty was reduced from 7 to 2 adjuncts in 2011, and in 2013 the adjunct budget was reduced by 30%. We have experienced reductions in budget, hours, faculty, and staff while at the same time experiencing unprecedented growth in students, both applicants and those enrolled. Since 2007, despite reduced funding, the Counseling Office has grown from one main office to a second office at the CCC and a third for student athletes. From Spring 2011 to Spring 2012 counselors met with 10,476 students in individual appointments and developed 5,224 student educational plans. There were also 2,438 students who attended group workshops, 5,288 students seen at the drop-in desk and 2,022 online tutorial contacts. A reduction of Department staff has impacted our ability to serve students: since June 2012 four full-time counselors have retired, with only two approved for replacement. In spring 2014, the Department will also lose a program advisor to reclassification. Two counselors also receive release time to serve as Chair (40%) and Academic Senate President (50%), and one counselor teaches at 60% of total load. The result has been an increasing demand for counseling services that cannot be met with limited personnel. The Counseling Chair continues to advocate for new and replacement Counseling faculty and classified staff through presentations to the various Academic and Classified Staffing Committees.

### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
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<td>2008-2009: The Counseling Department will provide counseling services to our diverse student population.</td>
<td>The Counseling Department will review statistical reports on the number of counseling contacts with students broken down by demographic</td>
<td>Statistical reports captured by the SARS Counseling Appointment System and reported to MIS revealed that the Counseling Department had 6.6% of its counseling contacts with African-American</td>
<td>1st Assessment Cycle</td>
<td>The Counseling Department was pleased to find that the number of counseling contacts with students of various ethnicities and gender are proportional to the number of</td>
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<tr>
<td>Provide Counseling Services to Our Diverse Student Population</td>
<td>data on ethnicity and gender and see that counseling contacts are proportional to the ethnic and gender demographics of the total student population.</td>
<td>these students in the total student population. The Department will consider assessing this AUO in 3 years to monitor whether Counseling services are provided proportionally to all segments of our diverse student population.</td>
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and they represent 55% of the total student population and 44% of the counseling contacts were with male students and they represent 45% of the total student population.

2011-2012: 75% of the students who meet with counseling faculty in person will develop an individualized education plan that identifies their educational goal(s) and lists appropriate COC classes to achieve their stated goals.

Student education plans which include educational goal(s) and correct sequence of courses to achieve stated goal(s).

From Fall 2011 to Spring 2012 Counseling Faculty met with 10,476 (duplicated) students in individual counseling appointments and out of those counseling appointments, 5,224 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals. In addition, we developed 382 1-semester educational plans in the New Student Advisement and FYE workshops. The total is 5,606 student educational plans developed or 54%.

The Counseling Department did not achieve its target for success with 54% of students that developed student education plans. One contributing factor to the low % may be a result of using duplicated student appointments and an educational plan may have not been produced during a second or subsequent visit. The department will continue to analyze the data and study the other contributing factors affecting this outcome.

2012-13: 75% of the students who meet with Counseling Faculty met with student education plans that include the following:

From Fall 2012 – Spring 2013, Counseling Faculty met with 6 The Counseling Department did not achieve its target for Spring 2014

5

Spring 2015
Teach students how to identify their educational goal(s) and develop an educational plan to meet their goal(s).

Counseling Faculty in person will develop an individualized education plan that identifies their educational goal(s) and lists appropriate COC classes to achieve their stated goals.

Educational goal(s) and the correct sequence of courses to achieve stated goal(s).

6,253 (duplicated) students in individual counseling appointments and out of those counseling appointments, 3,628 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals.

Success, with only 58% of students developing student educational plans in individual appointments. This may be explained by the general reduction in counseling resources, specifically the loss of counselors to retirement, the reduction of adjunct faculty funding, reassigned time of counselors, and reduced full-time load of counselors. Another contributing factor to the low percentage may be a result of using duplicated student appointments—an educational plan may not have been produced during a second or subsequent visit. The department will continue to analyze the data and study the other contributing factors affecting this outcome.

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Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Advocate for the hiring of three new additional counseling faculty as recommended by the Academic Staffing Committee which include a VA Counselor and two Generalist Counselors.

   **Goal:** Human Resources
   **Status:** In progress
   **Add'l Comment:** In October 2013, the Counseling Chair gave presentations on the need for new Generalist and Veterans Counselor positions to the Academic Staffing Committee. At the conclusion of staffing committee deliberations, the committee chose to recommend for immediate hire the Veterans Counselor position, and elevated to "urgent" from "strongly recommended" the Canyon Country General Counselor position. The leaves two new General Counseling positions on the Academic Staffing Committee "urgent" list. The Veterans Counselor position was approved for hire by the Chancellor and Board of Trustees in December 2013, and is currently slated for a spring 2014 hire.

2). Update the Counseling Department website.

   **Goal:** Technological Advancement
   **Status:** In progress
   **Add'l Comment:** In fall 2013, the District redesigned the College website and began rollout of this project with Student Services departments. In October, the Counseling Chair participated in SharePoint training--the new website management program used by the District--so to learn how to create and maintain the Department Website. The Chair worked with Computer Support Services to create the new Department website, edit existing pages, links, and documents, and then move all content to the new location. Both Counseling faculty and staff were involved in the design of the new website, and used this opportunity to create a website that would be easier to navigate by students. In spring 2014, the Counseling Department website will undergo another redesign as statewide mandates from the Student Success Act of 2012 are nearing implementation in fall 2014. The website will communicate matriculation and enrollment priority requirements to new and continuing students in a well-organized and efficient manner, and will be created in coordination with the Admissions & Records and Student Success and Support Program offices.

3). Develop capability for real time on-camera online counseling services.

   **Goal:** Technological Advancement
   **Status:** In progress
   **Add'l Comment:** The Counseling Department has equipped each Counseling office with an external video camera attached to the computer monitor. When a dedicated online Counseling appointment system is established, these cameras will allow counselors to view and speak to students in real time during the appointment. The Department has also begun exploring options for video conferencing software, and is currently experimenting with several products that may be used to connect students and counselors across the internet.

4). Create a master calendar of Counseling Office annual operations and procedures.

   **Goal:** Institutional Effectiveness
   **Status:** Yet to be started

5). Hire an additional adjunct counselor at 20 hrs/week to provide online counseling which includes
managing the “Ask a Counselor” feature on the Online Advisor software.

**Goal:** Human Resources  
**Status:** On hold - pending funding  
**Add'l Comment:** We anticipate an influx of student contacts due to the implementation of the Online Advisor tool to meet the state-wide mandate of SB 1456. This part-time counselor would also assist with creating and facilitating workshops throughout the year to assist students with how to choose a major and related career topics.

6). Advocate for the hiring of a Counseling Technician to provide technical support as it relates to SB 1456 to the Counseling Department.

**Goal:** Human Resources  
**Status:** On hold - pending funding  
**Add'l Comment:** This position has been vacant for three years and has never been replaced. Counseling is in dire need of a Counseling Technician to provide support in the daily technical duties of the office in response to the implementation of mandates imposed by SB 1456. This Counseling Technician would be responsible for maintaining data on educational plans, reports on student contacts and related technical functions, and will aid the Counseling Department in managing the expected increase in student contact caused by the use of the Online Advisor program, which provides a one-semester student educational plan to all new students. As it stands, our Program Advising staff is unable to adequately manage the volume of phone calls received by the department. We expect the number of calls and student inquiries to increase as we approach the fall 2014 implementation of SB 1456 matriculation guidelines, and the Counseling Technician position will provide much needed assistance in fielding these student requests.

**Completed Objectives**

1). Ensure that Counseling faculty and staff continue to improve their career counseling and advising knowledge and skills by participating in training opportunities and to take the opportunity provided by CTE funding to visit industries in the community to meet with employers, observe first-hand the various work settings, and learn about new and emerging occupations.

**Goal:** Teaching and Learning  
**Status:** Completed

2). Continue to provide educational, career, and personal counseling to students on demand via individual counseling appointments, counseling workshops, and Counseling classes and provide advisement at the Drop-in-Desk via Program Advisers.

**Goal:** Student Support  
**Status:** Completed

3). Meet with students, who are mandated by their involvement in other services such as veteran services and financial aid, to develop an educational plan.

**Goal:** Student Support  
**Status:** Completed

4). Ensure participation in MediCal Administrative Activities (MAA) program so as to educate students on the subject of health insurance opportunities in California.

**Goal:** Student Support  
**Status:** Completed

5). Counseling will continue to advocate and will make a presentation to the staffing committee for the replacement of two full time Counseling Faculty to replace retirees.

**Goal:** Human Resources
Status: Completed
Add'l Comment: In April 2013, and again in October 2013, the Counseling Chair presented to the Academic Staffing Committee on the acute need to replace four vacated Counseling positions: two vacated in June 2012 due to retirement, and two imminent retirement/resignations in December 2013. The two positions vacated in June 2012 were not replaced, and funding is no longer available due to the 1-year expiration of all replacements in the District. Replacements were approved for the two positions vacated in December 2013. One of these has been replaced through in inter-departmental transfer, and one is still pending replacement for the 2013-14 academic year.

6). Ensure that Program Student Learning Outcomes are reviewed and assessed annually.

Goal: Institutional Effectiveness
Status: Completed

7). Tap into existing grant funded programs on campus and outside sources such as MAA to supplement the Counseling budget to purchase supplies and materials and maintain counseling services to students.

Goal: Institutional Effectiveness
Status: Completed

8). Participate in professional development opportunities to maintain up-to-date counseling knowledge and skills.

Goal: Institutional Effectiveness
Status: Completed

Add'l Comment: Counselors attended the On Course National Conference and a 3 day On Course Training to enhance interactive learning strategies for self-regulated learners.

9). Purchase Online Advisor Software to meet the state-wide mandate imposed by SB 1456, which states that to be fully matriculated, new students (8900 new, unduplicated students enrolled 2011-2012) must have a one semester educational plan on file prior to registration.

Goal: Technological Advancement
Status: Completed

Add'l Comment: Endorsed by Dean of Enrollment and the VP of Student Services.

10). Participate in planning efforts in preparation for relocation to a new Counseling Office space upon completion of a projected new Student Services building at the Valencia campus, a projected permanent building for Student Services at the Canyon Country Campus, and any new third campus.

Goal: Physical Resources
Status: Completed

Add'l Comment: The planning efforts for the relocation of Counseling Services was completed in January 2013. For CCC and any new third campus is yet to be determined.

Canceled Objectives

1). Use SARS Grid to track the number of students who cannot schedule counseling appointments due to high student to counselor ratio.

Goal: Technological Advancement
Status: Canceled

Add'l Comment: SARS Grid was used to create a waiting list, but unfortunately it did not serve the intended purpose and did not assist in keeping track of students who were unable to make an appointment with a counselor. Other alternatives will be explored.

Additional Accomplishments. (Review College Strategic Goals)
1). Designed a How to Choose A Major and Educational Planning Workshop offered throughout the academic year to students undecided on a major. (Goal: Student Support)

2). Participated in the design and implementation of the Freshman Year Experience (FYE) program. (Goal: Student Support)

3). Participated in the design, scriptwriting, and filming of videos for the Virtual Learning Lab. (Goal: Technological Advancement)

4). Collaborated with Career Services to design and implement Career-on-the Go Workshops. (Goal: Innovation)

5). The Counseling Department formed an Internship Committee in 2012 to pilot a program in Fall 2012. We selected two interns enrolled in a graduate program in Counseling from local universities such as CSUN, Cal Luthern, and the La Verne University. Interns worked 10 hours a week for one semester and had the opportunity to shadow program advisors, observe Counseling faculty in counseling appointments, observe counseling classes, attend and co-facilitate workshops, and visited with other student resource areas such as DSPS, EOPS, and the Career Center. The interns worked on creating an internship manual. The committee seeing the value in contributing and preparing graduate students to enter the counseling profession decided to continue the program in Spring 2013. In spring 2014 the program is being redesigned, and summer 2014 new interns will be selected for the 2014-15 academic year. (Goal: Innovation)

6). Designed a workshop program targeting new students. This workshop series will focus on topics relevant to the new student experience and will be conducted by staff from a number of student service departments. The workshops will be available year-round, and will begin April 2014. (Goal: Student Support)

7). Participated in the design of the new FYE program for fall 2014. Counseling courses will be offered in learning communities of various educational tracks. Each student cohort will take the same courses through the 2014-15 academic year, and Counseling faculty will collaborate with the instructional faculty in their learning community. The FYE learning community will also be part of a Common Intellectual Experience through the academic year; for 2014-15. This new design is part of the AAC&U grant awarded to the college in 2013. (Goal: Student Support)

8). Collaborated with the Student Success and Support Program (3SP) and Student Development to create the Canyons Peer Advisors (CPA) program. This program places student advisors at strategic locations throughout the Valencia and Canyon Country campuses to assist students with campus navigation, connection to campus resources, and with use of educational planning tools located on various Student Services websites. (Goal: Student Support)

9). Design of the new Academic Probation workshop. This workshop is part of the redesign of the intervention program for students in academic standing difficulty, and will be implemented June 2014. (Goal: Student Support)

10). Redesigned the Counseling Department website with the intent of providing a site that is easy to navigate and current with the most relevant information needed for the educational planning of COC students. (Goal: Technological Advancement)

11). Collaborated with Math, Science, and Engineering faculty and administrators in the writing of an National Science Foundation ENGAGE grant proposal. Counseling Faculty were instrumental in the definition and inclusion of Faculty Mentors as a component of the grant proposal. (Goal: Institutional Advancement)

12). Collaboration with 3SP on creation of the Online New Student Advisor program. Slated for implementation in April 2014, the storyboard, script, and organization of the program was created by Counseling Faculty, and all content approved by the Counseling Department. The Online New Student Advisor fulfills the final matriculation step for new students in line with the fall 2014 mandates imposed by the Student Success Act of 2012. (Goal: Student Support)

13). Collaboration with the office of Academic Affairs and William S. Hart High School District on
development of the College and Career Readiness program. This program seeks to connect students to majors and careers beginning in junior high school through concentrated modules and content focused on career assessment and exploration. (Goal: Student Support)

**New Objectives.** Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

1. Reorganize the Counseling Department curriculum to emphasize key courses: Counseling 110, 120, 142, and 150. Increase the section offerings of each course beginning fall 2014. (Goal: Teaching and Learning)

2. Certify all full-time and part-time Counseling faculty to teach online. (Goal: Teaching and Learning)

3. In collaboration with the office of Instruction and Academic Division Deans, connect a Counseling Faculty member to each Division to serve as Counseling representative. The Counseling representative will attend Division meetings, serve as a conduit of information from Student Services to that Division, and partner with Division faculty to create programs and services that meet the institutional goals of Student Services and Instruction. (Goal: Campus Climate)

4. Increase the online course offerings of the Department beginning fall 2014. (Goal: Teaching and Learning)

5. Develop online tutorials that mirror the on-ground workshop series created for newly matriculated, first-time students. (Goal: Student Support)

6. Require students returning to College of the Canyons after sitting out one semester due to Academic or Progress Dismissal to take Counseling 142 as a condition of their enrollment during the next semester. (Goal: Teaching and Learning)

7. Collaborate with 3SP on the creation of an online Academic CPR workshop. This online workshop will replace the on-ground Academic CPR workshop currently used as an intervention for students that are Academic or Progress Subject-to-Dismissal. (Goal: Student Support)

8. In conjunction with the Health Center and the Behavioral Intervention Team, develop a regular training program for full-time and part-time Counseling Faculty focused on assessment and referral of students in personal and emotional crisis. (Goal: Student Support)

9. In conjunction with the Health Center and Emergency Management, develop a training program for full-time and part-time Counseling Faculty to assist with student and staff emotional support and counseling in the event of a campus-wide crisis. (Goal: Campus Climate)

10. Advocate for the hire of new full-time and permanent part-time Program Advisors through proposals submitted to the Vice President of Student Services and presentations to the Classified Staffing Committee. These positions are for both the Valencia and Canyon Country campuses. (Goal: Human Resources)

11. Advocate for the hire of a full-time, 100% Online Counselor through presentation to the Academic Staffing Committee. (Goal: Human Resources)

12. Continue to advocate for the hiring of additional adjunct counselors to support Counseling services, implementation of Student Success Act initiatives, and to serve the new student population. (Goal: Human Resources)

13. Continue to advocate for the hiring of College Assistants to support Program Advisor and Counseling staff in service to the COC student population. (Goal: Human Resources)
Positions in your department.  What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

In Fall 2011, the Department advocated to the Academic Staffing Committee the hiring of two full-time counselors and both were recommended, but not hired. In fall 2013, the Department continued to advocate for these two positions, and the Academic Staffing Committee raised their status to “urgent.” Still, they remain unfilled, as do the replacements for two Counseling Faculty retired in June 2012. These retirements brought the department from 12 full-time general counselors to 10, with one counselor assigned to CCC, and one exclusive to student athletes. In addition, two counselors are on release time to serve as Chair (40%) and Academic Senate President (50%). Counseling currently employs 3 adjunct counselors, though their funding was cut 30% during the 2013-14 academic year. Additional personnel deficiencies include: the full-time Counseling Technician position has remained unfunded for the last 3 years; we have experienced a reduction in adult-hourly staff in the Valencia office; CCC has yet to staff a full-time Program Advisor; and the Department will lose one full-time Program Advisor to reclassification and reassignment in spring 2014. In light of these staffing shortages, the Counseling Department is bracing for a challenging future. The Counseling Department continues to be impacted by student demand, including the continued growth of the veteran student population and students seeking counselors to create SEP’s for financial aid appeals (1300 during the spring 2014 semester). Counseling faculty have also experienced a change in the complexity of counseling appointments as students attend multiple colleges, have gaps in attendance, and develop transfer plans to apply to multiple universities. The statewide mandates of the Student Success Act, which includes the provision that new students must possess a first-semester educational plan to be fully matriculated, is set to begin Fall 2014. The Counseling Department in collaboration with 3SP has created an interactive on line tool to meet this new demand: the Online New Student Advisor. The Department anticipates that this new tool, while providing students with a first-semester educational plan, will also create an influx of student traffic and will burden our already overextended support staff and counselors. For these reasons, the Counseling Department requires a vigorous and persistent advocacy for new and replacement positions of faculty and staff.

Technology.  How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

The Counseling Department uses technology to deliver information and counseling services to students. Students have access to counselors via e-mail, live chat, and online counseling. Through our Department website, they access information on associates degree, certificate, transfer requirements, counseling forms, learning resources, counseling appointments, registration for workshops, articulation agreements, and program evaluations. In the office, SARS Track has increased efficiency as students check in for their counseling appointments via the computer which then notifies counselors immediately and saves students from having to wait in line for program advisors to check them in manually. A specially-trained program adviser scans all student documents in the Counseling Office, which improves efficiency and contributes to campus-wide sustainability efforts. In the last three years, a dramatic increase of student emails to counselors requesting appointments and advisement via email has occurred. To help reduce this, online counseling was made available on a limited basis since fall 2012. A full-time counselor dedicates a few hours a day to this task. She receives approximately 50 inquiries a day if not more and this is with limited access. In addition, a live chat feature was also added and managed by the same counselor. The Department seeks to increase the availability of online counseling through the hire of both full-time and part-time faculty devoted exclusively to this role. Counseling is also looking to implement a video conference program to allow counselors and students to see and speak with each other in real-time.

Interdisciplinary Collaboration.  Describe any relationships with other departments/programs.

The Counseling Department is involved in collaborative efforts with many programs on campus. We work collaboratively with other student service departments including Veteran Services, Financial Aid, Admissions & Records, Career Services, Health & Wellness, Honors, Career Technical Education and 3SP as we refer students to one another for complimentary services. In the last three years, Counseling Faculty have worked with 3SP to develop the Virtual Learning Lab, and have taken an active role in...
developing content for this internet-based student success tool. In addition, we collaborate with 3SP to develop and implement intervention workshops required of students in academic standing difficulty. Current 3SP collaborations also include the Canyons Peer Advisors program, the Online New Student Advisor, and the New Student Workshop series. The Counselor to Student Athletes also works closely with the Athletics Department and Admissions & Records to coordinate services. Counseling has also collaborated with the Nursing Department in their funding of an adjunct counselor to meet exclusively with nursing students. A Counselor was a team member awarded the AAC&U grant to develop high-impact practices at the college, which includes the First Year Experience Program, Common Intellectual Experience, and a Freshman Seminar Course. Counselors have been an integral part of the Skills4Success program, which oversees the implementation of the Basic Skills Initiative grant at College of the Canyons; a counselor served as co-coordinator of the program from 2011-13. A majority of the Counseling Faculty have been involved in the design and implementation of the First Year Experience Program which involved leading campus orientations, facilitating New Student Advisement Workshops, providing career assessment, and collaborating with instructional faculty from all divisions to assist students in the transition from high school to college. Skills4Success is one of the largest interdisciplinary committees on campus, and enjoys campus-wide faculty and administrative support. The Department has collaborated with the Math, Science, Engineering Division in the writing of an NSF grant proposal in fall 2013. A Counselor also serves as Academic Senate President and is currently serving her second term in office.

Challenges. Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.

The Counseling Office is challenged to provide services to a growing student population. We are challenged to field the large volume of phone calls and provide services to the large numbers of students who visit the office in person hoping to schedule a counseling appointment or to speak to a program adviser in person. We created a phone tree with new messages to assist directing and answering their questions more efficiently. More students are visiting the counseling website to find the information they are requesting; in fall 2013 we seized the opportunity in moving our website to SharePoint to reorganize and streamline the Department website to ease navigation and availability of information. The Counseling Department is participating in the Intelliresponse System newly adopted by the college. We have requested three new full-time and three permanent part-time program advisors in presentations to the Classified Staffing Committee. General counselors are needed to decrease the counselor:student ratio in order to meet the demand for more individual appointments; to provide online counseling; to meet the demand by special programs for counseling services attached to special student populations; and to provide an equal level of service at CCC. As of Fall 2013, the counselor:student ratio is 1 counselor for every 1,799 students based on a 16,052 unduplicated headcount. This is taking into account the number of full-time counselors minus the Counselor to Student Athletes (athletes also removed from student headcount), release time of 2 counselors, the reduced load of two counselors, and the percentage of part-time counselors. The ratio does reflect students from DSPS, EOPS, ISP, and Veterans, as students from each of these populations seek out the services of the Counseling Department in addition to the support of their respective programs. The Counseling Faculty are challenged by an increasing number of students whose academic standing requires mandatory counseling workshops and individual appointments for students returning from academic dismissal. The Counseling Faculty are also challenged by an increasing number of students whose academic performance is affected by personal crisis. In response, Counseling Faculty have attended a mental health symposium that provided the opportunity to learn about and meet with mental health practitioners. As a result, the department updated its Manual of Referral Agencies. In spring 2014, the Department will also collaborate with the Health Center to provide trainings on mental health assessment and referral.

Department/Program Changes. Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

The Counseling Department is acutely aware of the California Community College Chancellor's Office emphasis on basic skills, career technical education, and transfer and as such, we endeavor to keep abreast of current trends in these three areas. Counseling faculty are members of the Skills4Success
Committee, First Year Experience Program, serve on CTE advisory committees, and attend annual transfer conferences. As a result of the mandates dictated by the Student Success Act of 2012, the Counseling Department will find itself in even greater demand. Currently, the department is structuring individual counseling appointments to address increasing complexities, a greater focus on career exploration and development, and an emphasis on regulations imposed by other program areas, changes in Title V, and new legislation. The Department is currently undergoing a reorganization of its curriculum, with the intent of focusing on key courses that emphasize transition to college, learning strategies and science, career exploration, and transfer planning. The Counseling Department is also determined to increase the number of online courses offered beginning fall 2014, and seeks 100% certification of Counseling Faculty to teach online.

Canyon Country Campus and a possible Westside Campus. Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

The Counseling Department has one full-time counseling faculty at CCC to hold individual appointments, teach courses, and facilitate workshops so that a full complement of counseling services are available to students on that campus. The office is also staffed the same number of hours Monday through Thursday as the Valencia campus with two adult hourly program advisers. In addition we have 2 adjunct counselors who work an average of 15 - 20 hours per week to help offer more appointments at the Canyon Country Counseling office. As CCC continues to grow we will need additional counseling and support staff in the counseling office. The Department requested that the Academic Staffing Committee recommend the hiring of a second full-time generalist counselor who may be assigned to CCC, as well as one full-time and one permanent part-time program advisor. Though we currently have two part-time adult hourly program advisors who work 20 hours a week, they often struggle to provide full coverage in the office. The size of the two offices for counseling faculty at CCC has never been adequate so the problem of insufficient space for counseling offices at CCC continues to pose a challenge. The offices do not properly accommodate a counselor and student, much less a third person if a spouse, child, or parent accompanies the student. Any counseling services offered at a possible Westside Campus will depend on appropriately designed and sized confidential space for counseling services and the hiring of additional counselors and program advisors to provide these services.

Connection to Educational and Facilities Master Plan. How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

The Counseling Department ambitiously listed 18 goals in the 2007-2012 Educational & Facilities Master Plan and achieved 13. Three goals we were not able to achieve because of insufficient funds to hire additional full-time counselors for special populations such as veteran students, students needing extensions on their financial aid, and a mental health counselor. Two other goals we were not able to achieve because of limited staff to provide online counseling services. Our ten-year goals for 2012 to 2022 include goals for personnel, equipment, and facility improvement. We will be moving into larger facilities at the Valencia campus and the goal is for the new space to accommodate additional individual counseling offices, a work area for clerical staff, a conference area for meetings and trainings, a large waiting area for students waiting for counseling appointments and services, and ample designated computer lab/classroom space for counseling workshops. An additional 10-year goal is for the department to pursue the capability for instant on-camera online counseling services. The same needs are true at the CCC campus when we move to permanent buildings and at any new campus locations.

Other Information. Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The Spring 2011 Annual Student Survey indicated an increase in student satisfaction with Counseling services at both the Valencia and Canyon Country Campus over Spring 2010. The lowest satisfaction rate continues to be with the availability of individual Counseling appointments. Externally imposed
regulations from such programs as Veterans Services, Financial Aid, MESA, EOPS, and the new state mandates from the Student Success Act of 2012 will impact Counseling Services as those programs demand student – counselor contact at a time when the Department is experiencing reduced funding. The Department anticipates additional pending regulations as a result of the Student Success Act, including the implementation of an online comprehensive educational planning tool. We will be facing new challenges and will need the support of the college and the District to move forward in meeting the new demands placed on Counseling. We will continue to advocate for additional counselors for both campuses. In Fall 2012, the Annual Student Survey received the highest level of agreement on both campuses for receiving educational, personal, and program advisement in a courteous and supportive manner: 74% for Valencia and 73% at CCC. We also received a high score for overall satisfactory services from the Counseling office to assist students in preparing for their academic goal: 67% for Valencia and 69% for CCC. The lowest level of agreement on both campuses was in obtaining useful information on the counseling website pertaining to program requirements, transfer information, articulation agreements, and other resources to help prepare in educational goals. The Counseling Department has redesigned the website to address just this issue, and will continue to explore other means of increasing student access to educational planning resources.

<table>
<thead>
<tr>
<th>Use of Data. Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Result</strong></td>
</tr>
<tr>
<td>1). AUO</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Counseling Department’s strengths are many, but the most evident one is resilience. Given the current budget climate that has affected our department in the last few years we have continued to move forward in providing the best possible service to our students without compromising quality and professionalism. Our staff are exceptional: they possess a strong work ethic, enjoy collaboration with the campus community, and seek out innovation in the embracing of new ideas and strategies to better serve our students. We pride ourselves in being proactive in offering continuous training and professional development opportunities for all Counseling Faculty, in particular in the areas of study strategies, educational planning, career development, and personal growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departmental Challenges. Describe the department’s challenges. This should principally include information from the data summarized above.</th>
</tr>
</thead>
</table>
The Department’s challenges experienced during 2009 – 2012 continue during the 2013-14 academic year. The Department continues to be impacted by the increase in student population who request our services despite budgets that have prevented us from hiring additional faculty and staff. We are challenged by the insufficient number of Counseling faculty relative to growth in student enrollment. As of Fall 2013, the counselor:student ratio is 1 counselor for every 1,799 students based on a 16,052 unduplicated headcount. This is taking into account the number of full-time counselors minus the Counselor to Student Athletes (athletes also removed from student headcount), release time of 2 counselors, the reduced load of two counselors, and the percentage of part-time counselors. The ratio does reflect students from DSPS, EOPS, ISP, and Veterans, as students from each of these populations seek out the services of the Counseling Department in addition to the support of their respective programs. This ratio does not take into account applicants or students not yet enrolled, but only enrolled students that counselors meet with to create student educational plans. We foresee increasing demand for counseling services, especially for the development of student education plans given the recommendations of the Student Success Task Force and the Student Success Act of 2012. Our Department also faces the possibility of full-time faculty retirements in the next three years, which will further impact the counselor:student ratio.

### Budget Planning

[Click Here for Budget Planning]

### Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**
The hiring of additional counseling faculty and staff will require additional commensurate office supplies. With the implementation of the Student Success Act of 2012 mandates for the 2014-15 academic year, and the subsequent increase in student educational plans for all new incoming students, the Department anticipates the increased demand placed upon office supplies and services for both the Valencia and Canyon Country campuses.

**Equipment**
The hiring of additional counseling faculty to provide comprehensive and coordinated services commensurate with the increase in student population will require the following equipment: computers with double screens, a combination printer, fax, and scanner for each new employee. Any new offices will also require the purchase of office furniture such as appropriate desks, a file cabinet, and bookcase. The Counseling Department needs to continue to improve its capability to provide online counseling service to distance learners and other students. The Counseling department with funding from MAA purchased 10 web cameras and have been installed in each of the Counselors desks. Our hope is to be able to utilize them in the near future and provide more live chat and online counseling to our students. To achieve this goal we need to secure additional counselors and staff. The same equipment needs are true for the CCC.

**Facilities and facility modification**
The Counseling Department is in dire need of office space for adjunct counseling faculty. It has become challenging when sharing an office with a full-time counselor. When we hire more full-time and/or adjunct counselors we will need additional private offices at both campuses with appropriate sized desks, comfortable chairs, filing cabinets, and a bookcase in each office. We also need a storage area, a conference room for department and training meetings, storage space for materials & supplies, full-time
classified and part-time adult hourly employee work areas, and designated classrooms equipped with a computer for each student for workshops. For CCC we need Counseling faculty offices large enough to comfortably accommodate the counselor, the student, and a third party with proper sound attenuation to provide privacy, and individual climate controls. At both locations we also need large and esthetically appealing student waiting areas with comfortable sitting, coffee table, and bulletin board and racks for handouts as well as supply and work room with sufficient storage space for all workshop materials and handouts, as well as a well-stocked break room with a table and chairs.

**Personnel**

Additional full-time counseling faculty to reduce the counselor:student ratio. This includes a full-time Veterans Counselor, two new Generalist Counselors (one each for the Valencia and Canyon Country campuses), a new 100% Online Counselor, and two Counselors to replace two positions vacated to retirement in June 2012. The Department needs to restore our current part-time Counselors to 100% funding, and hire additional Counselors to meet the student demand placed on the Department by the mandates of the Student Success Act of 2012. An adjunct Counselor is also required to serve 100% online to meet the needs of our distance learning students. The Department also needs a full-time Program Advisor for CCC, an additional full-time Program Advisor for Valencia to replace one lost to reclassification and reassignment to 3SP, and permanent part-time Program Advisors to support both the Valencia and Canyon Country campuses. We also require additional funding to hire a Counseling Technician which has been vacant for more than three years.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**

To acquire equipment, facility modification, and personnel, the Counseling Department will need to coordinate with the following departments: Facilities, Purchasing, Computer Tech Support, and Human Resources. To meet these program needs, we will need the support of the Dean of Enrollment Services, the Vice President of Student Services, and the District.

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**The following staff participated in conducting this program planning and review.**

Full-time and part-time Counseling faculty as well as Program Advisors reviewed and provided input on this program review: Edel Alonso, Kerry Brown, Garrett Hooper, Albert Loaiza, Connie Perez, Liz Shaker, Susan Ling, Diane Solomon, Julie Visner, Julie Jacobson, Aivee Ortega, Jennifer Anthony, Debbie Morlett, Saideh Behbood, Kelle Warren.
College of the Canyons' Mission Statement

College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

PROGRAM INFORMATION for: COUNS
Year(s): 2011/2012 to 2013/2014

MISSION/DESCRIPTION:
The mission of the Instructional Counseling Program is to teach students strategies to become more proficient and confident learners in order to achieve their educational and career goals. The strategies include strategies to become self-aware, develop educational and career goals, and decision-making and problem solving skills; and to gain planning, study, and self-regulatory learning skills.

Degrees/Certificates Offered: n/a
Age of Program: n/a

<table>
<thead>
<tr>
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<th>2011/2012</th>
<th>2012/2013</th>
<th>Change</th>
<th>Comment (optional)</th>
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<tr>
<td>PROGRAM DESCRIPTORS</td>
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</tr>
<tr>
<td>Degrees Awarded</td>
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<tr>
<td>Certificates Awarded</td>
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<td>1</td>
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<tr>
<td>(older than 5 years)</td>
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<td>Total Students with declared</td>
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<tr>
<td>major</td>
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<td>Majors (3 or more courses)</td>
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<td>2011/2012</td>
<td>2012/2013</td>
<td>Change</td>
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<tr>
<td><strong>Number of Sections Requested (CCC)</strong> by Academic Affairs</td>
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<tr>
<td><strong>Number of Sections Requested (VC)</strong> by Academic Affairs</td>
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<td><strong>Number of Sections Requested (Online)</strong> by Academic Affairs</td>
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<tr>
<td><strong>Number of Sections Offered Total</strong></td>
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<td><strong>Number of Sections CCC Only</strong></td>
<td>6</td>
<td>8</td>
<td>2</td>
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<td><strong>Number of Sections VC Only</strong></td>
<td>40</td>
<td>51</td>
<td>11</td>
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<tr>
<td><strong>Number of Sections Online Only</strong></td>
<td>10</td>
<td>8</td>
<td>-2</td>
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</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>25</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Average Class Size CCC Only</strong></td>
<td>24</td>
<td>24</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Average Class Size VC Only</strong></td>
<td>25</td>
<td>26</td>
<td>1</td>
<td></td>
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<tr>
<td><strong>Average Class Size Online Only</strong></td>
<td>25</td>
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<td>1</td>
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<tr>
<td><strong>FTES Generated</strong></td>
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<td>80.49</td>
<td>7</td>
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<tr>
<td><strong>Cost per FTES ($)</strong></td>
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<td>$1,830.41</td>
<td>$326.17</td>
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</tr>
<tr>
<td><strong>Success Rate (%)</strong></td>
<td>73</td>
<td>79</td>
<td>6</td>
<td></td>
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<tr>
<td><strong>Retention Rate (%)</strong></td>
<td>93</td>
<td>92</td>
<td>-1</td>
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<tr>
<td><strong>Instructional Load</strong></td>
<td>424</td>
<td>386</td>
<td>-38</td>
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**RESOURCES INVESTED**

<table>
<thead>
<tr>
<th></th>
<th>2011/2012</th>
<th>2012/2013</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Full-Time Teaching Faculty</strong></td>
<td>12</td>
<td>10</td>
<td>-2</td>
</tr>
<tr>
<td><strong>Number of Adjunct Faculty</strong></td>
<td>7</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Number of Support Staff</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplies Funds</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grants Obtained</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COC Foundation Donations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Resources</strong></td>
<td></td>
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</tbody>
</table>

Level 1 user additional comments / dialogue about the information provided if desired.

Level 2 user comments / dialogue about the information provided if desired.

Level 3 user comments / dialogue about the information provided if desired.

**Student Learning Outcomes**

The new WASC accreditation standards require colleges to identify student learning outcomes for courses, programs, degrees, certificates, assess progress towards achievement of the identified student learning outcomes, and use assessment results to make improvements (Standard II: Section A 1.c). Student learning outcomes are critical to the effectiveness of academic programs and are essential for meeting the needs of students and the community.
Student Learning Outcomes are written statements that represent what a student is expected to know or be able to do as a result of a learning process. Additional Student Learning Outcomes training will be provided during Flex workshops.

Beginning in Spring 2007, WASC began requiring colleges to complete an annual inventory of student learning outcomes for courses and programs. The information you provide in the tables below will be used to complete the annual inventory in Spring 2013.

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the programs for which your department has developed SLOs in the space below.</td>
<td>Please indicate the corresponding Program SLOs as listed in CurricUNET.</td>
<td>Please indicate the means of assessment and criteria for success for the program SLOs listed in the column to the left.</td>
<td>Please indicate the # of students who took the assessment and the # of students who passed the assessment.</td>
<td>Please indicate how the department has used results to implement change or strengthen what is working well.</td>
<td>Please enter the semester &amp; year for the next assessment.</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the courses for which your department has developed SLOs in the space below.</td>
<td>Please identify the corresponding Course SLOs as listed in CurricUNET.</td>
<td>Please indicate the means of assessment and criteria for success for the course SLOs listed in the column to the left.</td>
<td>Please indicate the # of students who took the assessment and the # of students who passed the assessment.</td>
<td>Please indicate how the department has used results to implement change or strengthen what is working well.</td>
<td>Please enter the semester &amp; year for the next assessment.</td>
</tr>
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</tbody>
</table>

Courses should be evaluated at...
| SLO 1: Develop occupational research skills, identify major sources of occupational information, and synthesize occupational information. | 160 students completed the SLO assessment. Target goal: by conducting research and completing a short answers worksheet, 70% of students will pass the assessment. | 91.9% of students passed the assessment. Faculty believed that this could be an error due to the lack of understanding of how to score the assessment tool, a lack of understanding of the proper way to administer the assessment tool, or the assessment tool was not appropriate for the SLO. Faculty would like to create a new assessment tool to assess current SLO #2. The faculty wanted to address concerns that the current assessment tool was not the appropriate tool to access for the Student Learning Outcome #2. The new assessment tool used authentic assessment. The faculty plan to spend more time assisting students how to analyze their own data in order to evaluate their career alternatives. The faculty plan to use more On Course activities to give the students the opportunity to improve their academic success and retention. Faculty will meet at least 2 times to review the scoring rubric. | 8 | The faculty created a new assessment tool for the next scheduled assessment cycle. The faculty wanted to address concerns that the current assessment tool was not the appropriate tool to access for the Student Learning Outcome #2. The new assessment tool used authentic assessment. The faculty plan to spend more time assisting students how to analyze their own data in order to evaluate their career alternatives. The faculty plan to use more On Course activities to improve their academic success and retention. Faculty will meet at least 2 times to review the scoring rubric. | Fall 2015 |
and to make sure there is more consistency in the scoring. Faculty stated that students had difficulty with the word count requirement for the short answer and putting the answers into their own words. Some students copied information from websites. Students had difficulty synthesizing the information. Faculty stated that students had difficulty with the word count requirement for the short answer and putting the answers into their own words. Some students copied information from websites. Students had difficulty synthesizing the information.

| SLO1: Describe and apply a decision | 88 students enrolled in COUNS 010, 78 students completed SLO assessment | 88% of the students were able to describe a decision | The modification of the assessment tools, lecture | - - - 2013 |

The first meeting in the spring will address the new assessment tool and scoring of the assessment tool. The second meeting will address a review of the SLO results and a discussion of the how the faculty plans to use the results in the future of the class. The faculty will also set up a new plan of action for the next assessment cycle.
Decision making strategy to choose an initial career or major

SLO 2: Develop occupational research skills, identify major sources of occupational information and synthesize occupational information

SLO 3: Analyze personal assessment data to evaluate

#1, 75 students completed SLO assessment #2, and 76 students completed SLO assessment #3. Target goal: 1) 70% of students will be able to describe and apply at least one decision making strategy.

Making strategy and apply it to their initial career major. 99% of the students were able to develop occupational research skills and synthesize occupational information. 95% of the students were able to analyze personal assessment data to evaluate career alternatives.

Content and classroom activities was a success. The new textbook: "The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making" by Susan M. Johnson ISBN# 0-13-114969-5 contributed to the increase in SLO#1 and SLO#3. SLO#1 increased by 6%, SLO#2 increased by 19%, SLO#3 increased by 8% from Spring 2011. The COUNS 010 faculty will spend more time assisting students how to analyze their own data in order to evaluate their career alternatives.

The COUNS 010 faculty plan to attend the On Course National Conference in April and On Course 1 Workshop in August. They will restructure in-class content and classroom activities.
| SLO1: Describe and apply a decision making strategy to choose an initial career or major | SLO 1: 70% of students will describe and apply a decision making strategy to choose a career or major; SLO 2: 70% of students will develop occupational research skills, identify major sources of occupational information and synthesize occupational information; SLO 3: 70% of students will analyze personal assessment data to evaluate career alternatives | SLO 1: 82% of the students were able to describe a decision making strategy and apply it to their initial career/major, an increase of 41% since the 1st cycle in 2009. SLO 2: 80% of the students were able to develop occupational research skills and synthesize occupational information, an increase of 5 Cycles since 2009 | The modification of the assessment tools, lecture content and classroom activities was a success. The new textbook: "The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making" by Susan M. Johnson ISBN# 0-13-114969-5 contributed to the increase in the percentage |

https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/AAPRForm.asp?ProgramId=2071&printflag=1
Analyze personal assessment data to evaluate career alternatives.

Increase of 21% since the 1st cycle in 2009. SLO 3: 87% of the students were able to analyze personal assessment data to evaluate career alternatives, an increase of 13% since the 1st cycle in 2009.

SLO 3: 87% of the students were able to analyze personal assessment data to evaluate career alternatives, an increase of 13% since the 1st cycle in 2009.

The modification of the assessment tools, lecture content and classroom was a success. The new textbook, "the Career Adventure: Your Guide to Personal Assessment, Career Exploration and Decision Making" by Susan M. Johnson ISBN#0-13-114969-5 contributed to...

1) Describe and apply a decision making strategy to choose an initial career or major.
2) Develop occupational research skills, identify major sources of occupational information and synthesize occupational information.
3) Analyze personal assessment.

214 student enrolled in COUNS 010
Assessed SLO #2 for spring 2013
Assessment tool: Occupational Research Assignment
196 students completed SLO assessment #2
Target Goal: 2) 70% of students will be able to use research to synthesize occupational information.

95% of the students were able to develop occupational research skills and synthesize occupational information.

7 The faculty will spend more time assisting students to learn how to analyze their own data in order to evaluate their career alternatives. The faculty will continue to use the new textbook, assessment tools, lecture content and classroom activities in all of the sections of COUNS 010 for 2011-2012.

- - - 2014
data to evaluate career alternatives

SLO 1: 70% of 62% students after reviewing

the success in SLO#2. The COUNS 010 faculty will spend more time assisting students how to analyze their own data in order to evaluate their career alternatives. The training from the On Course National Conference in April and On Course I workshop in August helped COUNS 010 faculty to be creative in the classroom. The new activities gave students with the opportunity to improve their academic success and retention. This will be done by teaching this course in a computer classroom. SLO's will be assessed in all of the the COUNS 010 sections for fall 2013. We only had 5 sections that did not participate this term.
SLO 1: Demonstrate proficiency in the skills necessary to succeed in distance learning.
SLO 2: Utilize the features of Blackboard distance learning management software system.

SLO 1: 70% of students will demonstrate proficiency in the skills necessary to succeed in distance learning.
SLO 2: 70% of students will be able utilize the features of Blackboard.

62% students enrolled in COUNS 070
SLO1: 73% of the students demonstrated a proficiency in the skills necessary to succeed in distance education.
SLO2: 75% of students were able utilize the features of Blackboard.

After reviewing the data, it appears that students are able to utilize the features of Blackboard and demonstrate proficiency in the skills necessary to succeed in distance learning. The numbers have been consistence over the past few terms. The counseling faculty would like to see an increase in the number of students that demonstrate proficiency in the skills necessary to be successful in distance learning. The faculty plans to modify the assignments, activities and SLO assessments in the course for Fall 2012. The college has gone to Blackboard 9 and some of the features in Blackboard 8 are no longer available and new features have been added.
COUNS 070  
Distance Learning and Strategies for Success (1 unit)

| SLO 1: Demonstrate proficiency in the skills necessary to succeed in distance learning. | 22 students enrolled in COUNS 070. Target Goal: 1) 70% of students will demonstrate proficiency in the skills necessary to succeed in distance learning; 2) 70% of students will be able to utilize the features of BlackBoard. | 1) 90% of the students demonstrated a proficiency in the skills necessary to succeed in distance education. 2) SLO #2 was not assessed this cycle | After reviewing the data, it appears that students are able to demonstrate proficiency in the skills necessary to succeed in distance learning. The numbers have been consistent over the past few terms. COUNS 070 content has been revised and approved for fall 2014. The course will have one SLO and course content has been modified. The faculty plans to create a new SLO assessment tool and scoring system. | Fall 2014 |
The faculty plans to modify the assignments and activities in the course for fall 2014. The faculty plans to modify the assignments and activities in the course for fall 2014.

The counseling faculty hopes that more sections could be offered for COUNS 070. Next assessment cycle will be fall 2014.

Students will be able to alter their negative attitudes towards learning math, providing at least 3 positive examples to highlight their current attitudes. In the post-assessment their 2 documented at least one example of how their attitudes demonstrated a negative attitude towards math since being in the course. 67% of these students (6 out of 9) provided at least one example to document a change in their attitude. In the post-assessment their 2 documented at least one example of change in their attitude, 67% of these students (6 out of 9) provided at least one example to document a change in their attitude.

The counseling faculty hopes that more sections could be offered for COUNS 070. Next assessment cycle will be fall 2014.

9 students enrolled in COUNS 075. Only 8 students completed the SLO pre- and post-assessment. On the pre-assessment, when asked to identify and describe their current attitudes toward math, 89% of the students (8 out of 9) documented at least one example that demonstrated a negative attitude toward math prior to our course beginning. 67% of these students (6 out of 9) provided at least one example that demonstrated a change in their attitude. In the post-assessment their 2 documented at least one example of change in their attitude. 67% of these students (6 out of 9) provided at least one example to document a change in their attitude.
of 9) provided two examples
to document their negative attitude toward math. 11 of the students (1 out of 9) shared no negative attitudes toward math, but rather a love for math and a high level of confidence.

2) Following the completion of the course, when the students filled out the post-assessment which asked them to provide at least two examples of how their attitudes toward math may have changed, 100% of the students (8 out of 8) who took this SLO identified two examples of more positive math attitudes (changes from their previous negative attitudes to more positive ones). One student had stopped attending class (past the earlier registration date for the next semester. Many of these students are not actually completing the course completing the course and are either withdrawing as soon as a "W" will appear on their transcripts, or stop attending after the withdraw date passes, thus earning a NP ("No Pass") and not completing the SLO post-assessment. As a team in Counseling, we are planning to get together to consider whether to make some changes to the SLO assessments or whether to keep the assessment format that we have been using (with the pre-post-assessments).
<table>
<thead>
<tr>
<th>Building Math Confidence (0.5 unit)</th>
<th>Qualitative Assessment: post-class assessment of students identifying 5 or more study strategies or help-seeking strategies they will use in the future when taking a math class (Part 1), AND 5 or more test-taking math strategies they plan to utilize when taking math tests (Part 2). Both parts of this assessment involved free-response for the students to write their answers.</th>
<th>5 students enrolled in COUNS 075. All 5 students completed the SLO assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Students will be able to evaluate successful math study strategies and test taking strategies.</td>
<td>1) On Part 1 of the assessment, all five of the students (100%) were able to identify at least &amp; evaluate 5 study /help-seeking strategies they will use when taking a math class in the future.</td>
<td>The Counseling Faculty are noticing that over the past few semesters, enrollment for this class has been quite low, commonly resulting in the class being cancelled. This Fall 2013, twelve students were enrolled in the class, which began on Week 12 of the 16 week semester, but only five students attended the class on the first class session, and completed the five-week Pass/No Pass class. This Fall 2013 was the first semester in which a new SLO was assessed and measured, so the Counseling team are going</td>
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<td></td>
<td>2) On Part 2 of the assessment, four out of five students (80%) were able to identify and evaluate at least 5 test-taking strategies they will use when taking a math test in the future.</td>
<td>to review the Fall 2015</td>
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<td>One of the five students (20%) identified 3 out of 5 test-taking strategies. The studentís</td>
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<td>5 The Counseling Faculty are noticing that over the past few semesters, enrollment for this class has been quite low, commonly resulting in the class being cancelled. This Fall 2013, twelve students were enrolled in the class, which began on Week 12 of the 16 week semester, but only five students attended the class on the first class session, and completed the five-week Pass/No Pass class. This Fall 2013 was the first semester in which a new SLO was assessed and measured, so the Counseling team are going</td>
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<td>studentís</td>
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<td>withdrew deadline). 3) 89% of the students met the Counseling 075 target goal for this course's SLO, but really 100% of the students who completed the class (&amp;both assessments).</td>
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<td>Fall 2015</td>
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<tr>
<td>Students will be able to evaluate the factors that influence learning and develop and utilize strategies for increasing their ability to meet educational, career and lifelong goals by developing an educational plan and a set of personal goals.</td>
<td>Completion of the Counseling Department's Educational Plan and Completion of a summary of &quot;5 Best Practices&quot; developed as a result of their experience in the course.</td>
<td>24 out of 27 students successfully completed the educational plan, or 90%. 27 out of 27 students successfully completed the &quot;Best Practices&quot; summary, or 100%. The success rate for SLO #2 is between 90-100%.</td>
</tr>
</tbody>
</table>

- Students will meet the Counseling 075 target goal for this course's SLO.

- In meeting this SLO, 4 of the 5 students met 100% of the SLO (scoring 10 out of 10), and 1 of the 5 students met 80% of the SLO for the class (scoring 8 out of 10).

- To review the results, as a whole, and determine whether any changes should be made to the assessment format and measurement. We may decide that we want the students to explain in more detail why they determine the strategies they named will be helpful with their studying (Part 1), as well as why the strategies they named will be beneficial to them during the taking of a math test (Part 2).

- Students will be able to evaluate the factors that influence learning and develop and utilize strategies for increasing their ability to meet educational, career and lifelong goals by developing an educational plan and a set.
<table>
<thead>
<tr>
<th>COUNS 100</th>
<th>Success Strategies for The Adult Re-Entry Student</th>
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<tbody>
<tr>
<td>SLO #1:</td>
<td>Students will be able to evaluate the factors that influence learning and develop and utilize strategies for increasing their ability to study and to set educational, career, and lifelong goals by developing an education plan and a set of strategies that facilitate their individual success.</td>
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<tr>
<td>Completion of the Counseling Department’s Student Education Plan and completion of a summary of i5 Best Practices developed as a result of their experience in the course.</td>
<td>24 out of 27 students or 90% successfully completed the Student Education Plan. 27 out of 27 or 100% completed the iBest Practices summary.</td>
</tr>
<tr>
<td>SLO #2:</td>
<td>Students will be able to examine the principles of critical thinking and apply them in effective decision making and goal setting resulting in the creation of a personal model for using critical thinking in every day like situations.</td>
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<td>75% of students will meet the SLO by application of a eight-step model of critical thinking presented in the Tavris &amp; Wade textbook, Psychology, 5th ed.</td>
<td>92% of the students who completed the assessment successfully met the criteria for success and were able to apply critical thinking principles using the eight step model.</td>
</tr>
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</table>

The Counseling faculty is pleased with the results of the SLO #1 assessment results and plans to use this assessment tool again for the next assessment cycle. The plan is to assess SLO #2 also for the next assessment cycle.
<table>
<thead>
<tr>
<th>Individual Success.</th>
<th>SLO #1: Students will be able to assess and evaluate personal characteristics including their skills, values, interests, abilities and personality traits as they apply to academic, career and personal decisions throughout their lifespan.</th>
<th>SLO #1: Qualitative Assessment: Closing Statement Final Goal: 80% of the students will be able to assess, evaluate and apply personal characteristics including their skills, values, interests and abilities and personality traits as they apply to academic, career and personal decisions throughout their lifespan. They must earn at least 70% (minimum of 16 out of 23 possible points) on the closing statement in order to have achieved this SLO.</th>
<th>84% (67/79) of the students successfully met SLO #1.</th>
<th>8</th>
<th>1) Continue to use this SLO assessment for the next cycle and make written instructions more specific so student's responses are more detailed. 2) Continue to have at least 80% of the enrolled students assess and meet the SLO.</th>
</tr>
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<tbody>
<tr>
<td>COUNS 110 Career and Life Planning (3 units)</td>
<td>Students will be able to assess and evaluate personal characteristics including their skills, values, interests, abilities and personality traits as they apply to academic, career and personal decisions throughout their lifespan.</td>
<td>Qualitative Assessment: Closing Statement/ Final 93 students enrolled in counseling 110 74 students completed SLO assessment 19 students did not complete the SLO assessment</td>
<td>Qualitative Assessment: 71% (66/93) of the students enrolled in counseling 110 successfully MET the SLO last SLO cycle(spring 2012), 84.8% (67/79) of the students enrolled met the SLO. This</td>
<td>9</td>
<td>After collecting the data for this SLO, the Department will: 1. Meet to discuss decline in SLO percentage being met. 2. Re-evaluate the SLO assessment tool to see if it needs to be updated.</td>
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<td>Fall 2014</td>
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career and personal decisions throughout one's lifespan.

Target Goal: 80% of the students will be able to assess and evaluate personal characteristics including their skills, values, interests, abilities and personality traits as they apply to academic, career and personal decisions throughout their lifespan.

The criteria used to define success: Students must have earned at least 70% (minimum of 21 out of 30 possible points) on the closing statement in order to have achieved this SLO.

### 1) Identify educational, formulate a rationale for the goal, and develop a plan to reach the goal.

- 252 students enrolled in COUNS 111.
- 225 students did complete SLO #1 assessment.
- Assessment Tool: A two semester Student Educational Plan and rationale for the goal.
- 222 students did complete SLO #2 assessment.
- Assessment Tool: A College of the Canyons resource matching exam and an evaluation of the

### 1) 82% of the students were able to identify an educational goal, were able to formulate a rational for their goal and develop a student education plan.

### 2) 76% of students were able to identify at least ten College of the Canyons resources and support services available on campus.

### 10 Both SLO's met the target goal.

- Faculty met and discussed the SLO results, current SLO's and content. It was decided that the course should go through a revision and shane the current 2 SLO's to 1 SLO. The faculty decided to keep the current SLO #1. The faculty felt

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<tr>
<td>Identify educational, formulate a rationale for the goal, and develop a plan to reach the goal.</td>
<td>Identify and evaluate resources and support services available on campus.</td>
<td>Discuss decrease in numbers of SLO collection/completion and decrease in percentage of students meeting the SLO.</td>
<td>Re-evaluate goal for this SLO. Whether we stick to 80% goal or go back to 70% as we had years past.</td>
</tr>
</tbody>
</table>

Both SLO's met the target goal.
Faculty met and discussed the SLO results, current SLO's and content. It was decided that the course should go through a revision and shane the current 2 SLO's to 1 SLO. The faculty decided to keep the current SLO #1. The faculty felt
an evaluation of the services. Target Goal: 1) 70% of the students will be able to identify their goal, formulate a rational for the goal and develop a plan of action for the next semester. 2) 70% of the students will be able to identify and evaluate resources and support services available on campus.

The faculty felt that the SLO was well written and were pleased with the current assessment tool. The faculty discussed that a training should be done prior to the start of the semester with all faculty that plan to teach these courses. The training would review the SLO assessment, how to administer and how to score. The faculty wanted to make sure that all faculty understood the grading rubric and that all scoring was done the same. the faculty will continue to use the On Course model so that all actives can provide the students with an opportunity to improve their academic success and retention. This will be done by teaching the course in a learner-centered environment. SLO's will be
COUNS 111
Introduction to College and Strategies for Success (1 unit)

1) Identify educational, formulate a rationale for the goal, and develop a plan to reach the goal.  
2) Identify and evaluate resources and support services available on campus.

243 students enrolled in COUNS 111.  
215 students did complete SLO #1 assessment.  
Assessment Tool: A two semester Student Educational Plan and rationale for the goal.  
225 students did complete SLO #2 assessment.  
Assessment tool: A College of the Canyons resource matching exam and an evaluation of the services.  
Target Goal: 1) 70% of the students will be able to identify their goal, formulate a rational for the goal and develop a plan of action for the next semester. 2) 70% of the students will be able to identify and evaluate resources and support services available on campus.

1) 88% of the students were able to identify an educational goal, were able to formulate a rational for their goal and develop a student education plan.  
2) 93% of students were able to identify at least ten College of the Canyons resources and support services.

9) The new course content outline, and modified SLO's were a success. Both SLO’s met the target goal. COUNS 111 faculty will continue to use SLO assessments for all of the sections of COUNS 111 in fall 2013. The counseling faculty restructured the in-class activities for fall 2012 and it was a success. There was an increase in SLO #2 by 6%. The faculty will continue using the On Course model so that all actives can provide the students with an opportunity to improve their academic success and retention. This will be done by teaching the course in a learner-centered environment. Structures training will be...
SLO #1: Identify an educational goal and formulate a rationale for the goal, and develop an educational plan to reach the goal.

SLO #2: Identify and evaluate resources and support services available on campus.

**SLO 1:**

Students were given a test regarding the NCAA/NAIA rules and regulations which covered current 2-year rules, transfer requirements, and how to achieve them. Students were given an essay based exam asking them to identify 

**SLO 2:**

Out of 17 students enrolled in the course, 16 completed the test/assessment. Of the 16 who completed it, 16 students received a passing score of above 70%.

**SLO 1:**

89% of the students were able to identify an educational goal were able to formulate a rationale for their goal and developed a student education plan, an increase of 53% since 2008.

**SLO 2:**

87% of students were able to identify at least ten resources and support services.

**SLO 1:**

Out of 17 students enrolled in the course, 16 completed the test/assessment. Of the 16 who completed it, 16 students received a passing score of above 70%.

**SLO 2:**

Out of 1 Counseling 112 will be archived beginning fall 2014. There are no further plans on modifying the course or assessing student learning outcomes.

The new course content outline and modified SLOs were a success. Both SLOs met the target goal. COUNS 111 faculty will continue to use SLO assessments for all of the sections of COUNS 111 in fall 2012.

Students will identify their educational goal, formulate a rationale for the goal, and develop a plan of action for the next semester. Students will identify and evaluate resources and support services available on campus through a class assignment.

COUNS 111 faculty will continue to use SLO assessments for all of the sections of COUNS 111 in fall 2012.
<table>
<thead>
<tr>
<th>COUNS 112</th>
<th>Taught for first time in Fall 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Strategies for Intercollegiate Athletes</td>
<td>Summer 2013</td>
</tr>
<tr>
<td><strong>SLO #1:</strong> Student will develop educational, career and life goals, utilizing NCAA/NAIA rules and requirements to transfer to a four-year school as an athlete.</td>
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<tr>
<td><strong>SLO 2:</strong> Identify and evaluate the major health, wellness, and academic issues facing the college student-athlete, including life themes, skills, attitudes and perceptions that have driven them toward success as student-athletes and align them with the life-themes, skills, attitudes, and perceptions necessary to be a successful individual outside sports.</td>
<td></td>
</tr>
<tr>
<td>the 17 students enrolled in the course, 11 students successfully completed the SLO.</td>
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</table>

issues noted in the SLO and to create success tips, services, and techniques that align with skills, attitudes, and perceptions of successful student athletes.
intercollegiate student athlete and formulate a career path. SLO #2: Identify and evaluate the major health, wellness, and academic issues facing the college student-athlete including life themes, skills, attitudes and perceptions that have driven them toward success as student athletes and align them with the life themes, skills, attitudes and perceptions necessary to be a successful individual outside sports.

| SLO 1: Analyze personal goal, identify interests, abilities, and skills as they relate to college and career choices. | Learning Community and will be assessed at that time. |
| SLO 2: 21 students enrolled in COUNS 120 spring 2013. SLO 1: It is expected that 70% of the students will be able to analyze personal goals, identify interests, abilities and skills as they relate to college and career. 21 students out of 21 completed SLO #1. Out of the 21 students 100% met the level of success. 19 out of 21 students completed SLO #2. Out of the 21 students 6 of 21 | | |

6 Currently in the process of modifying the course content outline to change from 2 SLOs to 1 SLO. | Fall 2014 |
SLO 2: Evaluate colleges and college majors utilizing multiple resources that relate to the students' educational, career, and life goals. SLO 2: It is expected that 70% of the students will be able to evaluate college and majors utilizing multiple resources that relate to the students' educational, career, and life goals.

26 students enrolled in COUNS 120 spring 2012. SLO 1: It is expected that 70% of the students will be able to analyze personal goals, identify interests, abilities and skills as they relate to college and career choices. 26 students out of 26 completed SLO #1. Out of the 26 students 85% met the level of success. 25 out of 26 students completed SLO #2. Out of the 25 students 80% met the level of success.

5 Currently in the process of modifying the course content outline to change from 2 SLOs to 1 SLO.

SLO 1: Analyze personal goal, identify interests, abilities, and skills as they relate to college and career choices. SLO 2: Evaluate colleges and college majors utilizing multiple resources that relate to the students' educational, career, and life goals.

25 students enrolled in COUNS 120 fall 2011. SLO 1: It is expected that 70% of the students will be able to analyze personal goals, identify interests, abilities and skills as they relate to college and career choices. 23 students out of 25 completed SLO #1. Out of the 25 students 80% met the level of success. 24 out of 25 students completed SLO #2. Out of the 24 students

4 Currently in the process of modifying the course content outline to change from 2 SLOs to 1 SLO.

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COUNS 120 University Transfer Planning (1 unit)

21 students 92% met the level of success.

26 students out of 26 completed SLO #2. Out of the 26 students 80% met the level of success.
<table>
<thead>
<tr>
<th>SLO 1:</th>
<th>SLO 2: Evaluate colleges and college majors utilizing multiple resources that relate to the students' educational, career, and life goals.</th>
<th>85% met the level of success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Analyze personal goals, identify interests, abilities and skills as they relate to college and career choices. SLO 2: Evaluate colleges and college majors utilizing multiple resources that relate to the students' educational, career, and life goals.</td>
<td>SLO 2: It is expected that 70% of the students will be able to evaluate college and majors utilizing multiple resources that relate to the students' educational, career, and life goals.</td>
<td>3 The course content outline will be modified in 2011-2012 from 2 SLOs to 1 SLO that will be more comprehensive.</td>
</tr>
<tr>
<td>SLO 1: 70% of students will analyze personal goals, identify interests, abilities, and skills as they relate to college and career choices. SLO2: 70% of students will evaluate colleges and college majors utilizing multiple resources that relate to the students' educational, career, and life goals.</td>
<td>SLO1: 80% of the students met the level of success. This has remained constant since the first assessment cycle. SLO2: 85% of the students met the level of success, an increase of 7% since the first assessment cycle.</td>
<td>- - - 2013</td>
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<tr>
<td><strong>SLO1:</strong> Students will demonstrate a positive increase in factors that contribute to student success as measured by the MSLQ: self-efficacy,</td>
<td>Students will demonstrate an increase of at least 1.0 points between the pre and post class averages on 5 subscales of the MSLQ revealed that students demonstrated a slight increase in 12 of the 15 subscale items</td>
<td>4 The Counseling faculty were perplexed by the non-significant gain in motivational orientation and self-regulated learning behaviors as measured by the MSLQ. Since 2009 cycles since 2009</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td><strong>2013</strong></td>
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https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/AAPRForm.asp?ProgramId=2071&printflag=1
| COUNS 142 Learning to Learn (2 units) | motivation, goal setting, and goal orientation. | self-report inventory of 81 items divided into motivation and learning strategies. | that measure motivation and self-regulated learning behaviors. The average gain was insignificant at 0.38 points. Two scales that indicated decreases were task value (-0.12), Time & Study Environment (-0.06), and Peer Learning (-0.02) | this is the fourth term that the assessment tool has indicated insignificant gains, the faculty will 1) Examine the alignment of course content with the assessment tool; and 2) Explore other assessment methods to triangulate the data next term. |
| COUNS 150 Student Success (3 units) | SLO 1: The students will select and use appropriate college services. | SLO 1: 70% of the students enrolled in COUNS 150 will use a worksheet that asks them to identify the resources and support services at COC. They will match the COC resource with a description of the appropriate service. Additionally, the student will select two resources that they have used and explain the benefit of those services. | SLO 1: 67% of the students who completed the worksheet achieved the level of success by both identifying services and explaining their benefit. 75% of the students were able to identify two resources that they had used and benefited from. The use and benefit data appears more favorable. | 3 The COUNS 150 Counseling faculty are pleased with the percentage of students who are using and benefiting from resources at College of the Canyons. We will continue to teach and review the available resources and encourage the EOPS/CARE students who are the students enrolled in the class, to increase their usage of the available services. We will strive to increase our student usage to 90% in the next cycle. |

EOPS/CARE Spring 2014
| Skills and life skills to their lives and their college experiences. Using the predetermined criteria, there was a 94% rate of success demonstrated among the 3 sections of COUNS 150 classes taught in spring 2011. | EOPS/CARE Counseling faculty who teach this course will use the results to continue to instruct and educate our students in their critical thinking skills. They will continue to provide the guidance and instruction that will enable students to apply critical thinking models and formulate desired outcomes. The goal is to continue to achieve these excellent results. |

**Level 1 user additional comments / dialogue about the information provided if desired.**

**Level 2 user comments / dialogue about the information provided if desired.**

**Level 3 user comments / dialogue about the information provided if desired.**

### Internal Factors

**Use of Data.** How is the department/program using and incorporating results (data) from assessments in decision making / planning? Give examples of how you have used results to improve program quality or to meet other internal or external demands.

Assessing the student learning outcomes has led to collaborative discussions about the efficacy of our teaching strategies and the relative value of the content of our courses. As a result of the discussions, we have altered the amount of time spent on different course topics so that there is more depth and less breadth and we have changed teaching strategies so that there is more student engagement and application of student self-regulated learning strategies.

**Processes.** Describe the processes and data sources you used for the analysis, including the use of advisory groups. Include the list of names of the people who participated (both internally to the department and externally from the department) in this program planning and review.

For the purpose of conducting this Program Review, the Counseling Department looked at the following data sources: the previous Instructional Counseling Department Program Review dated 2009-2010 and the
development and assessment of Counseling course student learning outcomes. Program Review was an on-going agenda item at weekly Counseling meetings so that all full-time Counseling faculty could contribute to the development of this program review section by section. We also consulted Counseling faculty outside the General Counseling Office who also teach Counseling courses.

**Data Trends.** Describe department trends, including growth/decline in: a) number of students served (measured by headcount and FTES), b) instructional load (measured by instructional load and average class size), c) student achievement and success. How do these changes compare to the College as a whole?

Due to budget cuts, the Counseling Department has experienced a decrease in the number of sections offered and a decrease in the number of FTES generated. The department offered 53 sections in 2009-2010 compared to 49 sections in 2010-2011 for a 7.5% decrease in the number of sections. The Counseling courses generated 79.79 FTES in 2009-2010 and 69.92 FTES in 2010-2011 for a 12% decrease in FTES. Student success in the Counseling courses has decreased from 77% in 2009-2010 to 73% in 2010-2011, a 5% decrease. Nevertheless, our success rate is better than the college's 72% success rate in 2010-2011. Student retention rate increased from 91% to 94%, a 3% increase and better than the college's 91% retention rate in 2010-2011. The average class size in Counseling classes has remained the same at an average of 27 students.

**Challenges.** Please indicate any challenges your department or program has faced which may affect the program or service for the current academic year. Also, please indicate how you plan to address these challenges.

Due to budget cuts in 2009-2010 and again in 2010-2011, the number of Counseling courses were reduced. Continued budget woes will most likely continue to affect the number of course sections offered each term. This decrease of course offerings will create additional pressures for the counseling faculty to provide enough sections to meet student demand. The Counseling classes experience full rosters plus students on waiting lists that we are not able to accommodate. To address the challenge of unmet student demand for Counseling classes, the department requested 2 additional full-time Counseling faculty of the Academic Staffing Committee in fall 2011 and hiring for both positions was recommended.

**Facilities Needs.** Please indicate your facilities needs at the Valencia or Canyon Country Campus. The Counseling Department needs classrooms equipped with computers for every student enrolled in the class with access to the Internet at both the Valencia and the Canyon Country campuses, as well as at any other future campus. Many of the educational planning tools and resources discussed in Counseling classes are accessed online. The Counseling Department would prefer to have classrooms specifically designated for Counseling courses in the same way that other departments have designated classrooms rather than have to share classrooms with other disciplines all over the campuses. We also need classrooms that allow for arranging students in collaborative groups, sufficient space between seats for the counselor-instructor to move about the room to monitor individual student and group work, plentiful whiteboards, and no obstructions to the screens. As we look into the future, the department hopes that the District will invest to equip classrooms with SMART Boards.

**Canyon Country Campus and a possible Westside Campus.** Please indicate any plans your department has for offering courses or new curricula at the Canyon Country Campus. Also include plans for offering courses or new curricula at a possible Westside Campus.

The Counseling Department has offered and plans to continue to offer 100% of its on-ground course offerings at the Valencia campus. One course, COUNS 070-Becoming a Successful Online Student, is only offered 100% online, and is therefore, available to students at both campuses. Every year for the last four years, the department has offered an additional course at CCC for a total of 4 courses offered in 2011-2012 at CCC. It plans to increase the number of courses offered at CCC as the campus continues to grow and given sufficient resources and staffing. The department's ultimate goal is to offer sections of all of its courses at both campuses. The department plans to offer courses at a possible Westside campus and increasing the number of sections as that campus grows in the same manner that we have done at CCC. Just as the...
number of sections as that campus grows in the same manner that we have done at CCC. Just as the department developed new curriculum for re-entry students and student athletes, we have a new course, COUNS 130-Becoming an Honors Student currently going through the curriculum development process. We will continue to develop additional curriculum to meet future student needs.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

N/A

The Counseling Department's Connection to the Educational and Facilities Master Plan is outlined in the Counseling Services Program Review rather than in this Instructional Program Review.

**Support Staffing and Faculty.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

In the last three years, the Counseling Department has experienced a reduction in the number of course sections and adjunct Counseling faculty hired. At the same time, we experienced an increasing greater demand for more sections by programs that target special student populations such as AOC, PAL, GO, Re-entry, Athletics, and FYE. In response, 8 of the 12 full-time Counseling faculty have agreed to teach in addition to providing counseling services, with most of the counselors teaching as overload. So far the department has requested funding from sources outside of Counseling to hire adjunct Counseling faculty to help teach courses for AOC and FYE students. We are grateful for the funding provided by Basic Skills for this purpose. For 2012-2013, we are depending once again on basic skills funding to offer 15 sections each of COUNS 111 and COUNS 142 to FYE students. As we look ahead to the next three years, the department requested 2 additional full-time Counseling faculty of the Academic Staffing Committee in fall 2011 and both positions have been recommended for hiring. Unless additional Counseling faculty are hired, we will not be able to meet the demand.

**Interdisciplinary Collaboration.** Describe any relationships and course offerings with other departments/programs.

Counseling faculty collaborate with other departments on campus and with outside experts to develop meaningful Counseling courses that support student success. In 2008-2009 we collaborated with Matriculation, faculty from three other disciplines, and with Professor Myron Dembo from USC for the development of the new COUNS 142-Learning to Learn course. In 2009-2010 we developed COUNS 112-Transition Strategies for Intercollegiate Athletes in consultation with Athletic Counselors from other California Community colleges and with faculty from the Athletics and Physical Education disciplines. In 2010-2011, we collaborated with the Skills4Success Committee to develop the FYE program and as a result, agreed to offer additional sections of COUNS 111-Introduction to College and Strategies for Success to accommodate all the FYE students in fall 2011. In the process of developing our new COUNS 130-Becoming a Successful Honors Student, Counseling faculty consulted with the Honors Program instructors.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

The Counseling Department regularly examines its course offerings to ensure that our curriculum meets student needs. This is the reason for adding courses for re-entry students, student athletes, and now Honor students. We are committed to offering career counseling courses every semester given the increased number of students who have lost their jobs and need retraining during the state's economic downturn. In addition, we are aware of the need to examine teaching strategies and as such we are devoting time to attending professional development opportunities in pedagogy. We have made teaching strategies and career counseling professional development priorities since 2010.

**Technology.** How is technology being used for curriculum delivery (e.g., online courses, CTV, etc.)? Do you plan to increase the use of technology for curriculum delivery? What plans do you have for adding curriculum to the college's 100% online Associate Degree? Please indicate the hardware and software needed for this purpose.

https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/AAPRForm.asp?ProgramId=2071&printflag=1
(including version if known) needs for department. If these needs are related to specific courses, please specify the course. Also, indicate if a budget augmentation is needed.

In the last four years, the Counseling Department has written distance-learning addenda for 50% of the Counseling courses so that curriculum can be delivered conveniently online. We will continue to work to develop additional distance learning addenda for the remaining courses. In addition, 90% of the courses are web enhanced since counselor instructors use Blackboard to post assignments, quizzes, announcements, grades, and lecture notes. Counseling faculty use computers, clickers, and Power-point presentations embedded with visuals including video clips. We welcome technology for curriculum delivery and plan to integrate additional technology and media applications. The department enthusiastically embraces new technologies that engage students in a more interactive manner in the learning process. The department has a representative on the Ed Tech Committee to stay abreast of technological advancements in teaching.

Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
Level 3 user comments / dialogue about the information provided if desired.

External Factors

**Economic Trends.** What economic factors will impact the development of the program? (e.g. job market, local business needs, new business start-ups in Santa Clarita or the region, etc.) What are emerging trends in related industries?

A general trend impacting the Counseling Department is the demand for service around the clock: 24 hours a day/7 days a week. The Counseling Department responded to this need for greater access to education by offering Counseling courses online starting in 2008. Even the courses offered on-ground are web enhanced to give students access to lecture notes, quizzes, assignments, announcements, and other course materials 24hrs./7days. As a result of student interest for educational programs that meet their work schedules and other obligations, we offer Counseling courses in a variety of lengths: 5 weeks, 8 weeks, and 16 weeks and all 4 terms during the academic year. We are committed to providing scheduling options for students.

Another trend impacting the Counseling Department has been rising unemployment: 7.2% in Santa Clarita and 11.7% in California. Many re-entry students return to school because they are experiencing unemployment and new job searches. In response, we created the COUNS 100 class specifically designed for this student population. In our classes, Counseling faculty are emphasizing communication and critically thinking skills that local businesses and industries require of their employees.

**Similar Programs.** How does the program compare to those offered at surrounding public community colleges? (e.g. What are the various instructional delivery modes? How many units are the programs? What classes are required for a degree or certificate?) Is it competitive? Why will students choose this program rather than one at another nearby college?

A review of the course offerings by Counseling departments at the surrounding community colleges in Region 6 reveal the following numbers:
1) Antelope Valley: 5 Human Development courses
2) Cuesta Community College: 6 Counseling courses
3) Moorpark Community College: 9 Counseling courses
4) Santa Barbara City College: 23 Personal Development courses
5) Oxnard College: 6 Personal Growth courses
6) Ventura College: 11 Guidance Workshop courses.

These colleges offer similar courses to our 10 COC Counseling courses in career development, introduction/orientation to college, student success strategies, and transfer preparation as well as courses targeting special populations such as EOPS, student athletes, and re-entry students. Similarly to our courses at COC, their courses range in units from 1 to 3 units. One college, Santa Barbara City College, offers
courses of a more personal development nature such as courses on personal awareness, leadership development, making lifestyle choices, and stress management. The department will continue to write new curriculum to meet student needs.

**Externally Imposed Regulations.** Please describe any mandated externally imposed regulations or external reviews of your program that have implications for the program planning and review.

The Counseling Department is currently subject to numerous policies and regulations including regulations from:

1) California Community Colleges Chancellor's Office
2) Santa Clarita Community College District Board Policies and Procedures
3) Academic Senate
4) College of the Canyons Faculty Association Employee Contract
5) Academic Senate for California Community Colleges Standards of Practice for California Community College Counseling Programs
6) Academic Senate for California Community Colleges Updated Paper on The Role of Counseling Faculty in California Community Colleges
7) California Department of Education Title V Code of Regulations
8) SB 1143 Recommendations of Task Force on Student Success
9) SB 1440 Student Transfer Achievement Reform Act
10) American Counseling Association Code of Ethics.

**External Relationships/Partnerships.** Please summarize arrangements/collaboration with industry, government, and other agencies outside the academic community.

Counseling faculty develop working relationships and partnerships outside the Counseling discipline. We are members of Career Technical Education Advisory Committees as a way to meet with CTE instructional faculty and representatives from local industries and to learn about the world of work. We participate in 'Faculty in Industry Days' visiting local businesses and government service agencies to update our knowledge of employment opportunities and employer expectations in order to better advise students and prepare them for future careers and employment. Also, the Counseling Department interacts with faculty members from other disciplines and representatives from other colleges who attend regularly scheduled Counseling Training meetings as guest speakers. These speakers are invited to present information about their institutions and/or programs. We also participate in outreach activities such as Major Quest, SCV College Day, AOC Orientations, Adult Reentry Information Sessions, Transfer Day, and University Center Open House with external partners.

**Departmental Strengths.** Describe departmental/programmatic strengths or unique features. This should principally include information from the Internal and External Factors sections.

The Counseling Department's strengths are many, but the most evident one is resilience. Given the current budget climate that has affected our department in the last few years we have continued to move forward in providing the best services possible to our students without compromising quality and professionalism. In addition, strength is its personnel as we possess a strong work ethic, professional collaborative attitude with the campus at large, as well as embracing new ideas and strategies to better serve our students for future growth. In addition, we pride ourselves in being proactive in offering continuous training and professional
development opportunities for all Counseling Faculty in particular in the areas of study strategies and educational planning, career development, and personal growth.

**Departmental Challenges.** Describe departmental/programmatic challenges. This should principally include information from the Internal and External Factors sections.

The Department’s challenges in 2009-2010/2010-2011 continued in 2011-2012. We are challenged by the insufficient number of Counseling Faculty relative to growth in student enrollment. In 2011-12 we lost two full-time Counselors to retirement that still remain unfilled. This has placed an enormous burden on the department. In addition, one Counselor is at 80% assignment and 3 others receive release time for Chair (40%), Academic Senate President (50%) and Basic Skills (30%). As of Fall 2012, there is a total of 15,535 unduplicated headcount, (per Institutional Research) excluding ISAís. The current counselor-student ratio stands at 1398.5 which includes 9 full-time and part-time counselors to serve the needs of these students (this does not include Special Populations such as DSPS, EOPS, ISP, VA and Athletes, a total of 2,948). The number is slightly higher as General Counseling also serves and meets with students in these categories. The Counseling department will be in dire straits to meet the demands of SB 1456 (Student Success Task Force), unless it receives the support/funding required to meet this mandate. In addition, we need to replace a full-time Program Advisor position.

**Review of Previous Objectives.** Summarize progress in achieving goals and objectives identified on the last program planning and review. ([Review College Strategic Goals](#))

Open Objectives

1). Write distance learning addenda for the remaining Counseling courses which do not currently have one.

   **Goal:** Teaching and Learning
   **Status:** In progress
   **Add'l Comment:** DLA's were submitted for Counseling 100, Counseling 112 and Counseling 010. A distance learning addenda is planned for Counseling 150.

2). Write curriculum for a new Counseling class to transition veteran students to college and with a focus on college success.

   **Goal:** Teaching and Learning
   **Status:** Yet to be started
   **Add'l Comment:** It is the hope of the Counseling department to move forward with this objective when a Full-Time VA Counselor is hired.

3). Expand the number of Counseling courses offered at CCC when additional Counseling faculty are hired.

   **Goal:** Teaching and Learning
   **Status:** Yet to be started
   **Add'l Comment:** No Counseling Faculty have been hired in addition to the current personnel serving at the Canyon Country campus.

Completed Objectives

1). Develop distance learning addenda to a minimum of 50% of Counseling courses so as to provide online sections of on-ground Counseling courses. (Status Report: Distance learning addenda have been submitted and approved by the Curriculum Committee so that currently we have 5 out of a total of 10 Counseling courses or 50% with distance learning addenda: COUNS 010, 070, 111, 120, and 142.)

   **Goal:** Teaching and Learning
   **Status:** Completed
2). Secure career counseling training for counseling faculty to update and enhance their career counseling knowledge and skills including training on Adult Career Pathway and training on career assessments and electronic resources such as the MBTI, Strong Interest test, CA Career Zone, O-NET, and CA Career Cafe.

**Goal:** Teaching and Learning

**Status:** Completed

3). Have a minimum of 50% Counseling faculty participate in professional development training to learn to teach online. (Status Report: Seven out of eight teaching Counseling faculty or 88% have earned their online teaching certificate.)

**Goal:** Teaching and Learning

**Status:** Completed

4). Ensure that student learning outcomes are reviewed and discussed on a regular basis and that progress is made toward achieving proficiency by Fall 2012 to comply with accreditation standards. (Status Report: The Counseling Department is ahead of the SLO Coordinating Committee Proposed Benchmark Deadlines to be used as guidelines for reaching proficiency. The Benchmark deadlines call for 67% of all courses to be assessed by Fall 2011 and the Counseling Department all 9 courses taught up to 2009-2010 or 100% of the courses have been assessed.

**Goal:** Teaching and Learning

**Status:** Completed

5). Review Counseling courses and revise as needed to meet the 5 year revision deadline imposed by the Curriculum Committee of the Academic Senate. (Status Report: All Counseling courses were reviewed and updated to meet with the deadlines established by the Curriculum Committee.)

**Goal:** Teaching and Learning

**Status:** Completed

6). Assess SLOs for the newest Counseling course, COUNS 112- Transitional Strategies for Student Athletes, offered for the first time in 2011-2012.

**Goal:** Teaching and Learning

**Status:** Completed

**Add'l Comment:** Due to low enrollment the class, COUNS 112 was repeatedly cancelled since first offered in fall 2012. However, in summer 2013 the course was offered as part of a learning community and SLOs were assessed.

7). Specialized training was offered to continuing and new Counseling faculty teaching Counseling 111 and 010.

**Goal:** Teaching and Learning

**Status:** Completed

**Add'l Comment:** During Fall and Winter counseling offered two half-days of training facilitated by seasoned instructors. They were well attended and served the purpose of sharing teaching strategies to enhance student engagement and active learning.

8). Train a minimum of 50% of teaching Counseling faculty in the use of digital response systems or clickers as a means to gauge student understanding and engage students in academic self-regulation.
strategies in the classroom. (Status Report: Four teaching Counseling faculty or 50% received training on the use of clicker in Spring 2011.)

**Goal:** Technological Advancement  
**Status:** Completed

### Additional Accomplishments. (Review College Strategic Goals)

1. The Counseling Department wrote curriculum and received approval for a new course--COUNS 112: Transitional Strategies for Intercollegiate Student Athletes--that was offered for the first time in fall 2012. (Goal: Teaching and Learning)

2. Counseling faculty collaborated with Matriculation to provide lectures, develop scripts, and be filmed for the development of the Virtual Learning Lab. (Goal: Technological Advancement)

3. Counseling faculty members have collaborated to develop common SLO assessment tools for all the sections of the same Counseling courses. (Goal: Teaching and Learning)

4. Seven full-time Counseling Faculty participated in the On Course National Conference in April of 2012. (Goal: Teaching and Learning)

5. In August of 2012, Counseling and Basic Skills offered a 3 day On Course training to 50 COC faculty. Many full-time and adjunct counselors attended the training that was used to enhance their teaching. (Goal: Teaching and Learning)

6. Counseling faculty have included SLO assessment discussion in all Department meetings. (Goal: Teaching and Learning)

7. Counseling faculty have undergone extensive training to teach COUNS 142 during spring 2014. (Goal: Teaching and Learning)

### New Objectives.  
While the number of new objectives is to be determined by your department, most departments will want to limit the number of new objectives to between 3 and 7. Also, there is no requirement to include objectives for each strategic goal. Rather, review the College Strategic Goals and reflect on many implications for your department. Only include objectives for a College Strategic Goal is appropriate. (Review College Strategic Goals)

**New Objectives Related to SLOs as Indicated in Use of Results Section:**

1. Create and implement authentic assessments for Counseling 110, 120 by the end of spring 2014. (Goal: Teaching and Learning)

**Other New Objectives:**

1. Commensurate with the trends in enrollment during the 2013-14 academic year, the Counseling Department has embraced the need to increase the number of online course offerings beginning fall 2014. Along with this emphasis will be the certification of full-time and part-time counselors to teach online for fall 2014. (Goal: Teaching and Learning)

2. The Counseling Department has agreed to reorganize its curriculum, with the intent of offering five classes in increasing frequency (COUNS 100, 110, 120, 142, 150) that focus on the subjects of career exploration, transfer planning, learning science and strategies, and transition to college and student...
success. (**Goal: Teaching and Learning**)

3). During spring and summer 2014, train full-time and adjunct faculty to teach Counseling 110, 120, and 150 (**Goal: Teaching and Learning**)

4). The Counseling Department will engage in ongoing discussion of course SLO assessment. Specific meetings will be conducted to focus on the SLO assessment, administration, and data collection for COUNS 100, 110, 120, 142, and 150. (**Goal: Teaching and Learning**)

5). Create and offer a section of COUNS 150 during fall 2014 with a student-athlete emphasis. (**Goal: Teaching and Learning**)

6). Repurpose COUNS 111 and 010 to serve high school student populations. (**Goal: Teaching and Learning**)

7). Coordinate with the First Year Experience (FYE) program to offer COUNS 110, 120, and 150 during the 2014-15 academic year as part of a new FYE learning community schedule. (**Goal: Teaching and Learning**)

Please identify any substantive changes that occurred in the prior academic year that resulted in the addition of a new objective(s) in this year’s program review. In addition, please provide data or evidence to support the addition of this objective(s).

The Department continues to be impacted by the increase of a student population who request our services despite budgets that have prevented us from hiring additional faculty and staff. Specifically, the loss of counselors to retirement, the reduction of adjunct faculty funding, the reassigned time of counselors, and a reduced full-time load of two counselors compromise our services to students. Our Department also faces the possibility of full-time faculty retirements in the next three years, which will further impact the counselor:student ratio. For these reasons, the Department recognizes that we must turn to instruction as an efficient way to deliver Counseling content to students. The four courses indicated in our curriculum reorganization target key subjects of educational planning and student success, and offer students transferable units that satisfy general education requirements. During the 2013-14 academic year, the Department has seen high enrollment numbers of courses offered online, with these courses filling faster than our on-ground courses. In several cases, online sections maintained waitlists while on-ground sections struggled to meet necessary minimum enrollments. For this reason, the Department has committed to offering an increased number of Counseling sections online beginning fall 2014.

1. In light of the college’s enrollment management plan, the economy, and other factors, how would you evaluate your department’s enrollment patterns? Consider data such as: student retention and success, average class size, number of sections offered, number of students declaring a field in your department as a major, number of students completing certificates or degrees, number of students participating in work study, and number of students placed in jobs related to their majors in your departments.

The department is proud that the student success and retention rates in Counseling courses are better than the college’s as a whole. The number of Counseling course sections was at a maximum in 2008-2009 when the department offered a total of 76 sections. Since 2008-2009, the department has seen a steady decrease so that in 2010-2011 the total number of Counseling course sections was 46 sections. In 2012-13 there was a total of 72 Counseling sections offered. There was an increase in Counseling 111 and 010 offerings to meet the demand of the First Year Experience (FYE) program which required students in the program to take Counseling 111 in Fall 2012 and Counseling 010 in Spring 2013.

2. Based on your review, what do you need to do to excel next year? Consider issues such as: curriculum, location and scheduling of classes, partnerships and coordination with other departments and organizations.

Instructional Counseling faculty will continue to review and update curriculum, to develop, revise, and assess student learning outcomes, and to develop teaching strategies that empower students to become self-
regulated learners. It would benefit the department to have specific smart classrooms permanently designated for Counseling courses with sufficient space for collaborative groups and help to improve the delivery of curriculum. The Counseling Department asked the Academic Staffing Committee and the committee has recommended the hiring of two additional full-time Counselors. One of the two would be a counselor to counsel veteran students, work with the Veterans Services Office, and develop and teach a new Counseling course to transition veteran students. The number of veteran students has grown in the past year and now they have over 600 in the fall 2011 and continues to grow. In 2012, two full-time counselors retired and in May 2012 presented to the staffing committee to replace these with two generalist counselors in which one would be specialized and serve as the VA Counselor. To continue to teach more counseling classes we need to replace Counseling Faculty who have retired and add additional counselors to meet the need for both campuses.

3. What resources will you need to achieve your goals? Consider resources such as professional development, additional adult hourly, instructional supplies, assistance from other departments on campus, as well as other items.

The resources needed to achieve instructional Counseling goals continue to be human capital and financial resources. We need to hire additional Counseling faculty to provide sufficient Counseling course sections to meet the demands of the increasing student population at both campuses. We continue to receive requests to offer Counseling classes to various student populations that include AOC, FYE, Athletes, and VA. We need financial resources to attend conferences, and attend professional development trainings related to teaching strategies and learning as well as to purchase instructional supplies and necessary assessments that may be used to assess Career Counseling and Counseling 142 to use as a pre and post SLO assessment. In addition, to become more innovative and be at the cutting edge of technology we need to upgrade computers, printers and seek software to provide more on-line counseling and alternative for teaching.

Budget Planning

Addendum For Career & Technical Education (CTE)

Career & Technical Education Outlook

How is the program responding with regard to labor market demand?

What sources of information do you have to support your conclusions?

What similar training programs exist in the surrounding area or nearby colleges in the South Central
Regional Consortium?

Comment on any placement rate information you may have.

Please comment on how the program’s industry advisory committee has been involved in the preparation or review of the program’s annual program review.

Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
Level 3 user comments / dialogue about the information provided if desired.

Please list the faculty who were consulted in this program planning and review.

Full-time and part-time Counseling Faculty as well as Program Advisors reviewed and provided input on this program review: Dr. Edel Alonso, Kerry Brown, Garrett Hooper, Albert Loaiza, Connie Perez, Liz Shaker, Diane Solomon, Julie Visner, Susan Ling, Julie Jacobson, Aivee Ortega, Jennifer Anthony, Debbie Morlett, Saideh Behbood, and Kelle Warren.

Upload additional files.

Level 1 user additional comments / dialogue about the information provided if desired.
Level 2 user comments / dialogue about the information provided if desired.
Level 3 user comments / dialogue about the information provided if desired.