

## BEAT THE RUSH! SCHEDULE YOUR APPT. ONLINE!

Click on  
<http://www.canyons.edu/offices/counseling>

Advantages to online scheduling:

- 24 hour access
- Schedule 2-10 days in advance
- Schedule with Spanish-speaking Counselors

Appointments are also available by phone at (661) 362-3287 or in the Counseling Office (A 101).

**DON'T FORGET:** You can apply for more than 90 **scholarships** with a single application. Deadline: April 12<sup>th</sup>. Apply online at <http://www.canyons.edu/offices/finaid/scholarships.asp>

### Counseling Office

Valencia Campus  
26455 Rockwell Cyn. Rd  
Santa Clarita, CA 91355  
(661) 362-3287

Canyon Country Campus  
17200 Sierra Hwy.  
Santa Clarita, CA 91351  
(661) 362-3900



## Greetings from the Counseling Faculty!

In this edition of our Newsletter, we wish to introduce you to our newest fulltime Program Advisor, Graciela Martinez, and highlight our new Adult Re-Entry program and the new COUNSELING 100 course for re-entry students. We also want to share information about our College Skill Success Course outreach, which has resulted in an increasing number of students completing education plans with counselors and learning about COC's career technical education certificate programs. Finally, many students don't know that COC has just unveiled a new Career Technical Education website at [www.canyons.edu/Offices/CTE](http://www.canyons.edu/Offices/CTE) where new information about high paying career training opportunities is constantly being added. Check it out!

## Important Dates:

April 3	Last day to drop with a "W" on your transcript (16 week courses)
April 6-12	Spring Break
April 27	Registration for Summer Begins - Tentative
June 5	Graduation
June 15	Deadline to apply for Summer 2009 Graduation
June 15	Summer Sessions I & II begin (5 week & 8 week sessions)
July 20	Summer Session III begins (5 week session)
June 1	*Application filing begins for Winter Qtr 2010 CSU Transfer
July 1	*Application filing begins for Winter Qtr 2010 UC Transfer
August 1	*Application filing begins for Spring Sem. 2010 CSU Transfer

\*Check with the Counseling office for more detailed information

## CANYON COUNTRY COUNSELING OFFICE HOURS

*NEW FOR SPRING 2009*

Mondays & Thursdays 8AM – 5PM

Tuesdays, Wednesdays & Fridays 8AM – 4PM

**STUDENT  
SUCCESS  
SPOTLIGHT  
SECTION!!!**

**WE WOULD  
LIKE FOR  
YOU TO  
MEET OUR  
FORMER  
C.O.C.  
STUDENT :**

**KRISTA  
GRANEN**



**WE ARE  
PROUD OF  
YOU!!!!**

Strangely, I've had great difficulty in figuring out how to compose this essay. As an English major the words should flow from my pen, right? But I've felt horrifically stuck, because there is much to write about COC and my time spent there. Too much to feel comfortable condensing its influence on my life into this small space. So I shall begin—for a sort—with the question almost all my University friends pose to me: why did you choose to transfer from a community college?

First I tick off the obvious financial benefits (I do not envy the impressive student loans my freshman-entry friends have accumulated) and COC's high academic standing. I enjoyed exploring the numerous eccentric classes (metal sculpting for one) without having to worry about my pocketbook; this dabbling assured me that I wanted to pursue English.

Teachers — like Professors Pescarmona and Harutunian — nurtured my academic aspirations with their challenging classes and introduced me to a broader literary world. The dedicated Counseling Department was also an integral factor in my current academic success. I remember numerous instances in which Joan Jacobson would make counseling appointments for me and research the various four-year colleges I was interested in. Her guidance kept me on track with my academic goals and her personal attention calmed my anxieties regarding transferring.

Yet, the formation of this “choice” to attend a community college, before enrolling in a university, was so gradual that I barely perceived making it. During my junior year of high school I was bored. But I was also terrified of applying to four year universities. What if they all rejected me? What if my SAT score wasn't high enough? Despite this anxiety, I still craved a challenge so during my senior year I transferred to Academy of the Canyons. To study at AOC, a student is required to take a minimum of 6 college units along with their high school course load. Simply, it was my favorite year of high school. The staff and teachers (even the ones you don't have class with) know you by your first name. They were—and are—personally invested in their students. The units I accrued there, coupled with the independence and academic confidence they instilled in me, eased my transition to a full-time COC student.

After two more years at COC, I obtained my AA in English, graduated with honors, and transferred to the University of California, Berkeley. (And I was accepted by every school I applied to!) Currently, I am completing my senior year and will earn my BA in English Literature this May. Soon I will be applying for graduate school and though anxiety is synonymous with grad apps, I will not have the same self-deprecating attitude I had in high school. College of the Canyons provided a solid foundation for my academic career and I suggest to COC students that they take advantage of all their college has to offer them.

## COLLEGE SKILLS SUCCESS COURSE

### Students Set Up Education Plans with Counselors and Obtain Information about CTE Certificates

Since the 2006-07 academic year, Counselors have been visiting English 081 courses to acquaint students with COC's short term Career Technology Certificate programs, to survey their interests in such programs, and to invite them to set up counseling appointments in order to develop student education plans. In addition, follow up information about these programs was sent to each student who requested specific information on their survey.

This effort has been very successful as our statistics have shown. In 2006-07, 34 ENGL 081 classes were visited. 336 Career Tech. Certificate Program surveys were collected, which indicated that 178 students would like a counseling appointment; 58 students actually attended an appointment (31 for which this was their first counseling appointment). In 2007-08, 41 ENGL 081 classes were visited. 866 surveys were collected on which 527 students indicated their wish for a counseling appointment; 422 students actually scheduled an appointment and 403 attended (304 for whom this was their first counseling appointment). Therefore, there was an 86% increase in English 081 students attending a counseling appointment and a 90% increase in those attending their first counseling appointment.

Beginning in January, 2009, we are extending this critical outreach program to English 071/071L and Math 025/026 students as well, in order to assist an increasing number of students with their educational planning needs and to increase their awareness of our Career Technical Education programs that can prepare them for higher paying jobs.



## Program Advisor Spotlight : *Graciela Martinez*

*I recently became the newest member of the counseling team here at College of the Canyons. I am very excited to have the opportunity to provide guidance to students as they start their educational journey.*

*I embarked on my journey years ago and I am still on it 😊. I am a first generation college student and the oldest of six. I was the first to graduate with an A.A in Liberal Arts emphasis in Child Development at Santa Ana Community College. I also completed my B.S. in Human Services at Cal State Fullerton.*

*During my enrollment at Santa Ana Community College, I volunteered in the Matriculation Office and gave tours to elementary, junior high, and high school students. I was then hired as a Counseling Assistant and provided support in all the student service programs for over five years.*

*Once I was married, we relocated to Geneva, Illinois, for three years and then came back to California and started our new adventure in Saugus. We are happy to be back so we can spend time with our immediate families.*

*I am an advocate of higher education and believe that anyone has the ability to obtain an education. An education is empowering and provides many new opportunities in life.*

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## PROGRAM ADVISORS - What they do to assist students

### Provide information about:

- Program evaluations for Associate Degrees, Certificates, and CSU/UC General Education requirements.
  - Associate degree general education requirements
  - Associate degree major requirements
  - Certificates of Achievement and/or Specialization requirements
  - UC and CSU General Education transfer course requirements
  - Courses to take the first semester of college
  - Articulation agreements with private California universities
  - Placement into appropriate course levels
  - Forms such as the Petition for Graduation, Appeal for Dismissal, Petition to Register for Over 18 Units, etc...
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## COC's Adult Re-Entry Program By: Connie Perez, Counselor

College of the Canyons has developed a new student support program for Adult Re-Entry students. The Adult Re-Entry Program is for students returning to college after an absence of 3 years or more and are 28 years of age or older.

This program was created by Deborah Rio, Dean of Enrollment Services. The College identified an increase in the adult re-entry student population and saw the need to develop a program to serve their needs. She created a committee to execute a plan of action to begin offering useful services to re-entry students. The program is in the beginning stages with many hopes and dreams to expand and soon offer a student orientation, a website, a newsletter, a study center, a scholarship and much more!

At this time, we are currently offering Informational Sessions to introduce re-entry students to COC and all it has to offer. During these 1 ½ hour sessions, students are provided with a folder of useful tools while a counselor explains Counseling Services, Campus Resources, and COC opportunities to help students identify and plan for their academic and career goals. A fun group activity is planned to get students to discuss their fears or apprehensions about returning to college and together the counselor and students come up with possible solutions and resources available to help them. A Financial Aid workshop has also been offered to help students identify financial aid resources and apply for aid. Additional workshops and information sessions will be offered this spring.

We are very proud to offer Counseling 100 this upcoming Spring semester. Counseling 100 is a new 3-unit course designed to meet the needs of re-entry students (please refer to Carolyn Powell's article in the next column for detailed information).

*Workshops that will be offered in Spring 09 include:*

- Financial Aid
- Building Math Confidence
- Time Management
- General Information Sessions and more!

This program is for any returning student who finds themselves with thoughts such as:

*"I don't know where to begin"*

*"I may not fit in with the younger college students"*

*"I don't think I can juggle family, work and school"*

*"I'm not good in Math"*

*"I won't succeed"*

Stop those negative thoughts that are keeping you from taking your first step toward fulfilling your dreams. You are not alone and we're here to help! Stop by the Counseling Office for more information.

## NEW Class Counseling 100: Success Strategies for the Re-Entry Adult by Carolyn Powell, Counselor

Counseling 100 is a brand new class being offered for the first time in Spring semester as part of our new Re-Entry program (see Connie's article in the column to the left). Re-Entry adult students are those students who are age 28 or older and are trying to either come back to school after taking time off to raise a family or work, or are coming for the first time in order to pursue a college degree. With the downturn of the economy, it is becoming increasingly likely that many people will find themselves either having to come back to school for re-training in the job market, having a spouse get a degree in order to help out with finances, or perhaps finding out that now that the children are older, there is a little extra time available for the pursuit of a college degree. Now is the time to do it! A recent study by the Economic Policy Institute (2008) found that college graduates earned 77% more per hour than non grads.

Whatever the reasons for returning to school, these students often find themselves overwhelmed by the many challenges they face. In the four information sessions we held this past Fall, many of them spoke of the fear of balancing home, school, parenting, and work. Or they fear that they won't be able to keep up with the work, that their brains are "rusty", or they won't be able to handle math. This class will help them address all of these issues and more.

Counseling 100 was developed to offer students not only the tools and skills offered in most College Success Skills classes, but also the opportunity to develop confidence that comes with learning HOW to learn in addition to what to learn. Students also experience a support group of their peers with whom they can share ideas and study with (two heads are better than one, goes the saying), and the opportunity to grow not only intellectually but emotionally, spiritually and socially as well. By using 3 main strategies, Discovery Statements, Statements of Intention, and Journaling, the course will take them on a journey of self-discovery and self-development that will serve them not only in school but, more importantly, in life. Science is now showing that our cellular structure changes when we develop insights into ourselves and brain studies show that there are actual differences in brain structure of older adults who live in an enriched environment and those who don't. The results have been the same in lab rat studies. The formation of neuronal connections in the brain is much more complex in people and in rats raised in an enriched environment. I like to think of it as learning builds "brain muscle" just like pumping iron at the gym builds body muscle. And who wouldn't want a "buff" brain?

In this class, I hope to help students find what works for them from the variety of materials that will be offered and to have, in their personal portfolio, a list of "best practices" which can be used and shared with other students so that learning truly becomes the collaborative process I think it was meant to be. And a fun one at that!