

Skyline College Counseling Division Program Review Executive Summary



Short Summary of Findings

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Three Strengths of the Program

- A diverse, flexible, and talented staff passionately committed to providing those counseling services that provide students with the skills and understanding to achieve their educational goals.
- A consistent focus on the needs of students that has resulted in the development of a comprehensive curriculum and an array of innovative programs that supports all students and also responds to the specialized needs of disadvantaged and targeted groups.
- The ability to make effective use of technology and creative strategies to maximize efficiency and quality services in a time of diminishing resources.

Three Suggestions for Improvement

- We have a critical need for additional staff to ensure reasonable access to counseling services. Budget constraints have forced us to curtail some services and we find ourselves unable to meet the student demand for services during peak need periods.
- We need additional resources to maintain and improve existing programs and to respond to emerging needs. The principal need is for developmental time to research, develop, implement, and evaluate programs, curricula, and materials that enhance student retention and success.
- We have a space problem that needs to be addressed. There is insufficient office space to accommodate staff, even at reduced staffing levels. Additionally there is a need for space to house seminars, group presentations, and classes that are integral to our programs. Planning for such space was not included in the One-Stop Center and has been an ongoing limitation on our effectiveness.

SKYLINE COLLEGE
Counseling
PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District

Skyline's Counseling Program has established a philosophy statement which guides the work of the division (*See appendix A*). We believe that counseling is a fundamental and integral component of the total educational process at Skyline College. As educators, our job is to facilitate individuals' discovery of what they can become, and then aid them to increase their skills in actualizing these potentials in cooperative, mutually beneficial interaction with other individuals.

To meet the goals of our program, and contribute to the mission and priorities of the College, we provide an extensive and unique array of services to the entire campus community, both within the traditional classroom setting and outside of it. These services play a central role in assisting students to achieve their educational goals and to prepare for the rapidly changing world around them.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

The Program provides direct counseling support to all departments and programs throughout the College. For example, members of the Division:

- Serve as liaisons with instructional programs and provide counseling for specific programs such as Auto and Respiratory Therapy
- Team with instructors in programs such as Puente, ASTEP, Kababayan, Mesa, the Honors Transfer Program, Women in Transition, the Learning Center, DSPS, EOPS and Athletics
- Provide outreach to classrooms
- Organize events such as Career Fairs and Transfer Day, and coordinate events with Health Services such as Depression and Eating Disorder screenings
- Develop Counseling websites so that students and faculty can access information relating to all programs
- Maintain close interdependent relationships with other Student Services areas such as Matriculation, Admissions and Records, Financial Aid, EOPS, DSPS, International Student Program and Health services
- Provide feedback to divisions regarding student needs and scheduling
- Provide the counseling component of the Airport Project
- Ensure that students are properly placed in courses according to their educational goals and abilities, which increases classroom retention

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

There is no formal advisory board for the Counseling Division. However, there are regular meetings with Deans, Program Directors and faculty regarding new programs, program modifications and outreach. The Division strives to remain current through information received by Transfer Directors, Matriculation Coordinators, UC and CSU Conferences, and other programs.

4. Explain how this program meets the needs of our diverse community.

We have a diverse staff that holds to the philosophy of creating an environment of openness, respect, and flexibility toward the range of perspectives represented within our community. We believe in the importance of addressing the unique needs that emerge within this diverse community and to tailoring our services and interventions to effectively address these needs. We have therefore developed a broad range of programs and utilized different methodologies to meet the needs of our diverse population. Some ways in which we have served these needs are:

- Special services for disabled students
- Special programs such as Puente, ASTEP, Kababayan, Psychological Services, Women in Transition, Honors Transfer Program and International Student Program
- Career, transfer, and personal development classes
- Specialized ESL orientations and the availability of matriculation information in several languages
- Outreach and intervention to students with academic and personal difficulties
- Programs for high school students through concurrent enrollment
- Programs for the community, including the Airport Project and a recent application for a grant to assist migrant workers
- Many of our staff members have attended the Museum of Tolerance training

In addition, many of our staff members are bilingual and/or bicultural. One area of weakness is the lack of an African American counselor and ASTEP Coordinator. This is one area we would like to develop in the future.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

This is the first comprehensive self-study for the Division. However, the Division participates in ongoing evaluation through the College's annual work plan. Also, several programs housed within counseling have conducted in-depth reviews and/or evaluations. The move to the One Stop Center and our response to recent budget cuts have provided additional opportunities to evaluate our progress.

Examples of recent developments that resulted from prior self-study activities include: implementation of SARS, use of exchange days, staffing cutbacks, outreach to students to maximize counselor time with students, modification of drop-in counseling, development of extensive electronic resources, on demand computer placement testing, high school counselor and administrator breakfasts, expansion of SSP intervention, HTP and Mesa efforts, and the role in the Airport Project.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The curriculum for counseling includes a comprehensive list of courses which are outlined below. It is, however, important to remember that our curriculum is more extensive than the courses that the faculty in the division teach. Individual counseling sessions, orientation sessions and workshops are also an important part of the counseling “curriculum” and also serve as vehicles for student learning. The courses and services are comprehensive and serve to meet the current needs of our student population.

The Career courses provide students with supplemental guidance and counseling resources apart from the academic and career counseling appointments, which are available for students on an individual basis with counselors. The classroom provides a forum for addressing students’ career and academic needs, as well providing an opportunity for discussing and addressing current student issues and concerns which may impede their academic, career or personal development. The Career courses provide a venue for exploration of students’ inner and outer barriers and successful strategies for implementation that can increase their success in college.

Individual academic and career counseling services also serve to educate the student about major requirements for degree and certificate programs, career exploration, including career assessments, transfer requirements, employment trends and preparation. While providing academic and career counseling, counselors assist students in addressing personal difficulties and provide techniques for navigating through college. Many counselors require students to complete specific “homework” assignments prior to the next scheduled counseling appointment. This is a unique counseling function which empowers students to become active participants in the educational process.

The following courses are offered by the division:

CRER 100 How To Succeed in College*	CRER 801 Ensuring Student Success Workshop
CRER 111 Decision Making	CRER 880 Introduction to Workability III
CRER 132 Job Search	CRER 882 Steps to Employment
CRER 135 Skills/Self-Assessment	CRER 883 Job Retention Strategies
CRER 136 Career Planning CRER 137 Life and Career Planning	CRER 690 Special Project: Walt Disney World College Experience
CRER 140 Peer Counseling	DSKL 810 Developmental Learning Skills Lab
CRER 410 College and Career Orientation (Offered as part of the Guaranteed Enrollment Priority Program, GEPP)	DSKL 811 Differential Learning Skills Assessment DSKL 812 Pre-Vocational Skills DSKL 813 Developmental Reading and Thinking Skills
CRER 600 Assessment, Orientation and Advisement	DSKL 814 Developmental Writing Skills
CRER 650 Guidance Seminar Groups. The division has offered CRER 650’s for the ASTEP Puente, MESA and Honors Transfer Programs	DSKL 815 Developmental Spelling Skills
CRER 665’s Life Styles Health Issues. The division has offered an extensive array of CRER 665’s. Examples include: Five Steps to Academic Success, , Transfer Power, Careers in Education, Coping with Anxiety, Coping with Depression, Anger Management.	DKSL 817 Assistive Computer Access DSKL 818 Skill Development on Computers DSKL 881 Computer-Based Cognitive Retraining DSKL 883 Development of Self-Advocacy Skills

*In response to a growing need to provide new, matriculating students with more in-depth information about college programs and services and to provide them with strategies for becoming successful students, the Division has begun to offer CRER 100, How To Succeed in College. If successful, the Division plans to expand this to a 3 unit course which will be required of all new, matriculating students.

In addition, the Division is exploring the development of an online Life and Career Planning course. This would help meet the needs of students who may have scheduling difficulties. It would complement other electronic services that the Division makes available to students (e.g. e-counseling).

While the Division has offered a breadth of courses that meet the needs of students, there is insufficient time for counseling faculty to discuss and review curricular offerings and methods, to share information with each other and seek input from others. Furthermore, reductions in counseling faculty and budgetary reductions have impacted on the curricular offerings and the ability to offer sufficient numbers of counseling appointments for students. Many courses are now taught as “part of load” which reduces the direct counseling service a counselor is able to provide to students. In addition, during peak registration periods, the time allocated for individual counseling appointments has been reduced, thus affecting the quality of our service to students.

2. State how the program has remained current in the discipline(s).

Counselors remain current in their disciplines through attendance at statewide CSU, UC and other conferences. The Transfer Center Director attends regional and state transfer and articulation meetings on a regular basis and provides updates to counselors at division meetings. The Career Coordinator attends national career conferences and has participated in training updates for career assessment administration. The Honors Transfer Program Counselor attends program meetings and statewide meetings at UCLA. All counselors also engaged in a variety of professional activities to maintain currency in the discipline. Finally, in order to maintain currency in the discipline, particularly with respect to academic counseling, counselors regularly read correspondence which provides various updates from the Counseling Division Dean, Articulation Officer, four year universities, Curriculum Committee, Matriculation Coordinator and other Division Deans.

3. If the student population has changed, state how the program is addressing these changes.

By its very nature, Skyline College’s Counseling Program is continually addressing and adapting to changes in the student population. Counselors are often the first members of the faculty to meet and work with new students. We therefore have the opportunity to directly observe and respond to changing trends in our student’s needs, backgrounds, hopes and goals.

One aspect hasn’t changed. Skyline still serves a very diverse student population in terms of age, ethnicity and socio-economic status. This diversity is expanded by the widening range of skills, educational history and transfer plans that our new students are coming in with.

Many students today have a high level of computer skill and expect a broader range of web-based services. The Counseling Department has responded by creating an extensive array of websites, resource pages, on-line orientation services and electronic counseling to meet this demand.

In addition, due to economic changes in the Bay Area and the state, more students, who have been laid off from work, are returning for retraining; more high school students are postponing their enrollment at four-year colleges and universities and electing to come to Skyline; more students are attending multiple colleges, either concurrently or sequentially, to obtain impacted classes; more students are submitting coursework for evaluation which has been completed at institutions outside the U.S. The counseling faculty is addressing these trends by continuing our in-service training, by attending relevant seminars and workshops, and by working collaboratively with other faculty and staff to obtain timely and accurate information for our students.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

All courses in the Division are reviewed on a regular basis. In response to student need, new experimental courses are added to the curriculum. Examples of this include the addition of Transfer Power, Honors Transfer Program Seminar and How To Succeed In College.

In addition to an ongoing review of courses in the Division, counselors regularly discuss and modify other programs and services within the Division, including orientations for new students, student success workshops and drop-in counseling services to ensure that we are meeting the needs of the student population, that Division information and publications are current and up to date, and that students are receiving the best quality of service possible.

For several years, we have been concerned with the reduction in full time faculty in the Division, through retirement and other vacancies which have not been filled. We are also concerned by the loss of matriculation funding which supported many of the division activities, including orientation, hourly counseling and the Student Success Program. In addition, for many years the baseline counseling budget, for both permanent and hourly staff, has been inadequate to meet the needs of the student population we serve. Because we are responsible for providing counseling and other support services to the entire student population, we are now doing “more with less”, such that the opportunity for program development and expanding efforts to increase student retention and success are extremely limited. It has become clear that we cannot provide the same level or quality of service that is best for students.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

No external accreditation or certification is required.

6. Discuss plans for future review and program modification.

Plans for new courses and program modification were discussed in Part B1. As mentioned in B3 and B4, in response to changes in our student population, we continue to assess and evaluate our courses and services on an on-going basis.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

The counseling faculty in the Division have developed and implemented a number of programs and services to meet the needs of students. Examples of these initiatives include:

- Developed comprehensive faculty web pages, as well as web pages for Career Center, Transfer Center, Student Success Program and counseling
- Implemented a computerized appointment making system for student appointments (SARS)
- Secured a grant to develop a video for the Student Success Program
- Reinstated psychological services counseling
- Hired a permanent classified staff in the Transfer Center
- Hired a part-time permanent classified staff for the International Students Program
- Developed a counseling component for the Honors Transfer and MESA Programs
- Implemented the SEVIS reporting process for international students
- Established a Workability III program and hired a Job Developer for the program
- Conducted retreats to discuss counseling program philosophy; establish goals and priorities; foster teambuilding
- Conducted in-service activities on cross cultural training and psychological services
- Participated in Title III activities and implemented online orientation
- Continued offering of the Guaranteed Enrollment Priority Program (GEPP) for graduating seniors from feeder and San Francisco high schools

The knowledge and skills required of counselors are never static. There is a need for continual training and resources to stay current in our discipline. In addition, many of the programs and services we have already developed require regular and ongoing maintenance.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

Faculty

In the past, new faculty were assigned a mentor to assist them in becoming acquainted with college procedures, documents, computer screens, etc. In addition, several 3-4 hour training sessions were required for new faculty. At the present time, training for adjunct faculty has been on a much more informal basis with their peers and through their participation in counseling meetings, as their schedules permit. It is recommended that the more formal mentoring program be re-established and a minimum of two, half day trainings per semester be reinstated for all faculty. One such training session was successfully completed this summer, 2004.

Staff

Support staff in the Division meet with their supervisors on a regular basis to review the duties of their positions. In addition, ongoing training is provided for all staff working at the Information Center in the One Stop Student Services Center. This training is critical as this Center is the hub for information for all student services, as well as the majority of general college information. An annual cycle of Information Center training modules have been developed to keep staff abreast of changes in any departments. All student services departments lead a session on their particular unit to provide an overview of the services offered and share updates on changes in program procedures and policies. Plans are underway to offer this training online.

Student Workers

Student workers provide a great deal of general information to Skyline students and are an integral part of the division's operation. They staff the Information Center and make all appointments for counselors. To carry out these duties effectively, they must be knowledgeable about college procedures and be skilled at screening students in need of counseling appointments. All student workers in the division receive individual training by their supervisor. In addition, monthly meetings are held with all student workers in the Information Center.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

The Counseling Division is composed of a diverse faculty and staff. Several are fluent in other languages, including Spanish, Tagalog and Cantonese. The division has participated in cross-cultural counseling training workshops. The faculty provide special programs designed to meet the needs of our multicultural student population. These include PUENTE, ASTEP, as well as the EOPS and DSPS programs.

In order to provide quality services to students, the Division needs to restore and increase full time faculty. The following are needed:

- Two full time counselors to provide the full range of counseling services to students
- Restore the full time ASTEP Coordinator/Counselor position
- One full time psychological services counselor to provide individual and group personal/psychological services for students
- Additional staff who are bilingual in languages other than English and Spanish

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

Facilities

The Counseling Division is housed in the One Stop Student Service Center which opened in the fall of 2002. All student services in this facility are centrally located, which has increased the awareness and usage of services by students. The facility has excellent lighting and good signage (including Braille), expanded Career and Transfer Centers, a Health Center equipped with two exam rooms, student waiting areas and student computer workstations. The following are needed to ensure the quality of the services provided by the One Stop:

- Establish a better "Counseling Center" presence at the Information Center. Unlike admissions, financial aid, DSPS, EOPS and other programs, there is no "Counseling Center/Counter."
- The facility needs be cleaned on regular basis due to its heavy usage by staff and students. Recycle bins are needed in all offices and the bathrooms need to be cleaned on a more regular basis due to heavy usage.
- Some staff are not conveniently located to each other. For example, the International Program support staff are located in Admissions, some distance from the International

Program Counselor. The classified staff reporting to the Dean of Counseling are also housed in Admissions. The intake area for DSPS is in a very public area, which is not conducive to the confidential nature of these intakes. The Dean of Counseling and EOPS Director are in extremely open areas with no ability for student screening to take place prior to entering their offices.

Furniture/Equipment

- All counselors had new furniture, files and bulletin boards purchased in 2002.
- A new copy machine has been purchased and installed near counselor offices.
- There are a number of computers available for student usage (8 in lobby area; 14 in Career/Transfer Center; 1 computer workstation in each area is accessible).
- New bulletin boards for career, transfer and scholarship information have been purchased and installed in the Student Services hallway.

Equipment Maintenance

- All computer equipment is approximately 2 years old. All computers will soon need to be replaced.
- Financial Aid funds will be used to upgrade 8 computer workstations in the One Stop.

Materials

The discretionary budget for Division materials and supplies is adequate.

2. List projected needs.

- Severe lack of office space for counselors, counseling interns and university representatives. Several adjunct faculty must share offices and move from one office to another during their shift.
- Severe lack of adequate testing accommodation area for students with disabilities.
- Need for improved space to offer CRER classes, orientations, and other student related workshops. It would be best if a classroom could be established in the cafeteria area on the 3rd floor of Building 2 once the new student union is built. This room could accommodate the needs outlined above.
- Explore the acquisition of computer “kiosk” in the Student Services One Stop to allow students to obtain general information by touch screen.
- Additional funds are needed to produce admissions, registration and counseling materials in other languages and to make them more accessible for students with disabilities.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

All members of the counseling staff rely heavily on computer technology to carry out their daily work with students. The following are examples of the technology used:

- Banner screens to access a variety of student information (e.g. placement tests, course enrollment, units and courses completed, academic standing, transcripts)

- SARS data base for making student appointments, monitoring student attendance and making counselor notations of counseling appointment activities
- Electronic counseling service offered to students on the Skyline Home Page
- Extensive use of Counseling, Career Center, Transfer Center and other Skyline web pages
- Use of the internet to access Project Assist (an articulation data base for transfer), as well as other transfer, scholarship, financial aid and specific college information
- Beginning use of parts of the Degree Audit system for running compliance reports for general education requirements. Additional features of this system will be implemented in the future.

One of Skyline's counselors maintains the counseling web pages, while support staff in the Transfer and Career Center update their respective web pages.

Training in the use of the Banner screens and the SARS software has been provided to staff. CTL provides a variety of workshops (e.g. Dreamweaver) yet staff cannot have this software installed on their desktops without an associated cost. It is also difficult for faculty to attend such trainings given their work schedules.

It should be noted there are technological requests that have been made to the District Technology Department that would greatly enhance the work of counseling faculty. Most importantly, an electronic Student Education Plan needs to be developed to replace the current paper plan. Student transcripts in Banner need to be better formatted to be more user-friendly. All courses need to be coded and noted to show how they meet CSU, GE and IGETC requirements. Finally, counselors have made suggestions that would improve WebSMART for students, by providing clearer information and direction to students.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Not applicable

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

The two most important resources that will be needed in future years are increased staffing levels and increased space to provide services for students.

Requests for Personnel:

1. Two full time counseling faculty to provide comprehensive counseling services
2. One full-time coordinator/counselor for the ASTEP program
3. One full-time psychological services counselor to meet current student demand
4. Increase in the allocation of general funds for counseling to cover the cost for adjunct faculty

Requests for Space:

1. Additional space for counseling offices
2. Large classroom space for counseling workshops and orientations
3. Space for quiet, distraction-free testing accommodations for students with disabilities

Justification for Staffing Request:

The following information provides a historical review of the loss of FTEF in the Division over the past several years. This has had significant impact on the quantity and quality of service that we are able to provide to students and provides the justification for the increased need for full time faculty in the Division.

The continual reduction of FTE in the Counseling Division over the past several years and the inability to hire leave replacements has greatly impacted the service the Division is able to provide to students. The recent loss of faculty through retirement incentives, and decisions reached by the SAIF committee not to fill vacated positions, resulted a 2.1 reduction in FTE in the counseling division in 2003-04. Furthermore, the Matriculation budget was reduced by 29% in 2003-04. This budget had been used to augment hourly counseling and overload assignments, as well as provide funding for the state mandated orientation and follow up components. The matriculation funds allocated to Counseling were approximately \$110, 000. In addition to the loss of \$110, 000 for counseling-related matriculation activities, a full time counselor (1.0 FTE), previously funded by matriculation, was transferred to EOPS, effective 2002-03, in order to reduce the deficit in the matriculation budget. This further reduced general counseling services in the division and brought the loss of FTE to 3.1.

In addition, the annual allocation for hourly counseling (\$67,000 during the year and \$20,000 in the summer) has remained unchanged yet student demand has continually increased, particularly as student enrollment at the College has increased. Increases in the hourly rate for part time faculty and overloads have also impacted on the hourly budget. The current Fund 1 hourly allocation does not allow us to meet student need for counseling services.

The effects created by reduction in FTE, loss of matriculation funding and increased student demand were observed immediately with the commencement of the 2003-04 year.

For example:

During the summer, 2003 limited funding reduced the number of counselors on duty during the hours of operation. With the exception of peak times prior to the start of the summer session, there was only one counselor on duty at any one time. Our records indicate that students waited an average of 45 minutes to receive a 10-minute session with a counselor.

During the fall, 2003 semester waits for counselors increased to over 1½ hours during peak times. By the end of the first week in December, 2003, there were no counseling appointments left for the remainder of the fall semester. This is significant given that new student registration began on December 1, 2003.

During the spring, 2004 registration cycle, students waited approximately two and one-half weeks before they could meet with a counselor. A recent study showed that over 95% of counseling appointments occurred after a student's date to register). This has impacted the ability of our students to receive priority for the classes they wish to take.

During the summer, 2004, counseling appointments were reduced to 20 minutes in length in order to serve students. It quickly became evident that this does not allow sufficient time to provide an adequate scope of service; particularly for new students, students needing transcript evaluations, the completion of student educational plans, etc.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

The Division has historically received a portion of matriculation resources. With a 29% reduction in matriculation funds, this is no longer possible. However, colleges have not been relieved of meeting matriculation program mandates, which include admission, assessment, orientation, counseling and follow up services for students. The bulk of these services are provided by counselors. Without adequate general funds to augment the reduction in matriculation, the quality of these services for students is severely compromised.

Part F: Access

1. Discuss how and to what extent has this program contributed to expanding access to students.

Over the past four years the Counseling Department has expanded educational access to students in the following ways:

A. Expansion of electronic services to students

Electronic Counseling

One full time advisor is assigned to coordinate and provide counseling through email, and additional email counseling provided by most counselors

Online services for students

1. Online application
2. Online orientation
3. Computerized testing
4. Expansion of WebSMART to access transcripts and test scores
5. Counseling Services websites
 - Transfer Center
 - Career Center
 - Student and Counselor Resource Pages/Major Resources Pages/Links to Project ASSIST

- B. Expansion of CRER course offerings to respond to student needs
- Examples of topics include: How to Succeed in College, Coping with Depression, Anxiety Management, Transfer Power, Careers in Teaching, and Up Your Self-Esteem
- C. Implementation of Counseling Appointment Scheduling System
- Use of computerized counseling appointment scheduling system (SARS) In the future this will be available on the web for students to make counseling appointment
 - Use of SARS notepad for service delivery communication between counselors
 - Reporting systems within SARS to track student usage which facilitates better planning of counseling coverage to meet student needs. Within the past year, we have noted great difficulty in maintaining enough appointment slots to meet student need
- D. Outreach
- College In-reach: Counselors have been making informational presentations in academic courses at the beginning of each semester, encouraging students to come for counseling appointments in October, highlighting deadlines, etc. This effort is designed to both inform students of services and deadlines and to maximize counselor time by encouraging students to utilize counseling services during non-peak periods
 - The Guaranteed Enrollment Priority Program (GEPP) has continued to grow for both general and disabled high school students. Budget reductions resulted in the loss of the Program Services Coordinator for Outreach and Recruitment. These efforts have now shifted to a team of faculty and staff, including counseling
- E. Outreach to International Students
- Extended deadlines for international student applications to allow international students to complete all of the stringent, post 9-11 admission requirements. Developed an online application for international students
 - Conduct outreach in foreign countries through newspapers (i.e.: advertisement for Skyline College in Japanese newspaper)
- F. DSPPS
- Established new Workability III program at Skyline and hired a Job Developer for the program
 - Expanded Adapted PE offerings to include two sections
 - Hired a full time Assistive Technology Computer Specialist who teaches adapted technology courses, and increases access through high tech accommodations for students
 - Hired a full time classified Alternate Media specialist to meet the needs of students requiring these services, including texts on tape and large print
 - Hired a full time Learning Disability Specialist and revitalized the Learning Disability Program by tailoring policies and procedures, added classes in self-advocacy and increased the numbers of students enrolled in the learning disability testing courses

As a result of these efforts, the numbers of students served by DSPS have continued to increase each year. Space continues to be a significant issue and program limitation, particularly regarding students' need for alternate testing accommodations (i.e. quiet, distraction-free testing environment and sufficient proctors.) There is insufficient space and staff to meet this demand

G. Student Success

- Expanded Student Success Program counseling and workshops
- Developed policies and procedures to increase possibility for success, and included counselor training to improve consistency of student success services. All counselors now provide counseling services to Student Success students

H. Learning Communities: Counselors provide counseling and/or counseling services to the following campus programs:

- ASTEP, Puente, Kababayan, Honors, MESA, Women in Transition

PART G: Student Satisfaction Surveys

Student surveys have recently been developed for all student services units. These will soon be available for students to complete online. These were, however, not available for those student services programs undergoing program review in 2004-05. However, student questionnaires are a part of each faculty member's annual evaluation. While these responses are confidential, the majority of respondents indicate that they are highly satisfied with the services they have received from counselors. In addition, the last student climate survey, administered by the Office of Research and Planning, indicates high student satisfaction with counseling services.

Addendum to Data Reporting Sheet

For the past three years, the Counseling Division has made a conscientious effort to begin to better document the nature and quantity of services we provide to students. These data taken together with other efficiency measures provide a more comprehensive view of the scope, effectiveness, and accountability of our operations. Below are some of the measures we track to help assess our efforts. We hope this information complements the data reporting sheet and enhances the program review process.

- **The student/counselor ratio for general counseling services for fall 2004 is 1341 to 1.** The theoretical maximum student/counselor ratio (determined by assuming all counselors saw a different student every 30 minutes for every hour of their contract assignment for an entire semester) is 945 to 1. This means that large numbers of students do not receive counseling services either by choice or because services are not accessible.
- **Student Educational Plans (SEP). For spring 2004 the Counseling Division provided 1,785 SEPs for students.** This number was significantly more than previous semesters and represents more effective outreach to students and attempts by students to achieve a priority registration date.
- **Total Counseling Appointments. For the 2003-2004 academic year (including summer), 14,698 counseling appointments were completed.** This total does not include 3,066 students served in various group counseling activities and another 1,960 students served on a drop-in basis. Although we cannot provide an unduplicated count of the number of unique individuals served during this time, the data we have suggests that the number is no less than 6,000 and may significantly exceed that total.
- **Appointment Usage. In spring 2004, 91% of all available general counseling appointments were utilized by students.** Although precise comparative data are not available, it is clear to all of us that this represents a significant improvement over previous years.

The Scheduling and Reporting System (SARS) adopted by the Counseling Division in Fall 2002 now makes it possible to accurately track student use of counseling resources. Over time we will be able to provide a much more sophisticated view of the number and categories of students we serve and the specific nature of services most often requested by students. A concern we have is that the demand for and efficiency of counseling services has improved so much over the past few semesters that our resources are no longer able to meet the need. During peak periods, many students seeking counseling appointments are turned away. We are now attempting to determine how we might best document that unmet need.