

Skyline College

Counseling Division- Spring, 2010

Program Review

Executive Summary



Short Summary of Findings

The Counseling Division is fully committed to maintaining access, success, and quality services for students in this period of rapidly declining resources. We are engaged in a variety of strategies to make better use of technology in organizing and deploying our services with maximum efficiency. We trust that by empowering students to do more for themselves, we can best utilize our time for those students that need us the most.

Three Strengths of the Program

The Counseling Program:

- ✓ Is a diverse, flexible and talented staff passionately committed to providing comprehensive counseling services that provide students with the skills and understanding to achieve their educational goals.
- ✓ Has a consistent and dedicated focus on the needs of the student that has resulted in the development of a wide array of innovative services and programs that supports all students and yet responds to the specialized needs of disadvantaged and targeted student populations.
- ✓ Has assumed a district wide leadership role in the innovative use of technology and creative strategies to maximize efficiency, access, and provide quality services in a time of diminishing resources

Three Suggestions for Improvement

- We face the extremely difficult challenge of integrating institutional and divisional priorities in an effort to maintain the quality and scope of our programs and services in a time of significant budget and staffing reductions. We need to develop plans to use our creativity and skills to identify more efficient ways of meeting the needs of our students without sacrificing what we see as our core strengths.
- The Counseling Curriculum needs to be reviewed and updated to meet the changing needs of our student populations including the development of new courses in personal development, peer counseling, and online Career and Transfer courses.
- The increasing use of technology has created a need for a SMART room (designated for Counseling use) that allows the department to not only offer classes that are integral to our programs but that can be used to conduct seminars, group presentations and orientations, as well as provide training for staff and faculty. Planning for such space was not included in the original One-Stop Center design and has been an ongoing limitation to our effectiveness and has hindered access for students needing counseling services.

Full-Time Faculty Signatures

Don Biederman

Carla Campillo

Nohel Corral

Melissa Komadina

Eric Larson

Joyce Lee

Nate Nevado

Jacquie Escobar

Virginia Padron

Jeff Acidera

Imelda Hermosillo

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SKYLINE COLLEGE
Counseling
PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

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

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. We play a critical role in connecting students to the College and to the educational process.

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. Although the following is not a comprehensive list, some highlights of how members of our Division support the College are:

- Facilitated the Early Alert and Student Success Programs
- Served as liaisons with instructional programs and provide counseling for specific programs such as Auto and Respiratory Therapy
- Collaborated with instruction in programs such as Puente, ASTEP, Kababayan, Mesa, Honors Transfer Program, Women in Transition, DSPS, EOPS and Athletics
- Counseled students in the Gateway Learning Community, English Institute, BEEST
- Provided outreach to classrooms
- Facilitated Career Fairs and Transfer Days, and coordinated Psychological Services events such as Depression and Eating Disorder screenings
- Updated Counseling websites for students and faculty to access college information
- Maintained close interdependent relationships with other Student Services areas such as Admissions and Records, Financial Aid, EOPS, DSPS, International Student Program, Health Services and Veterans Services
- Provided feedback to divisions regarding student needs and scheduling

During the 2009 year, using SARS data, Counseling provided services to 19,049 students in:

Counseling Appts	12,762
Walk-ins:	1,977
E-COUNSELING	1,806
Workshops/Groups (108)	2,504
	19,049

3. 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. Some ways in which we have served these needs are:

- Special services for veterans, Psychological Services, EOPS, TRIO and disabled students
- Special programs such as Puente, ASTEP, Kababayan, Women in Transition, Honors Transfer Program, MESA and International Student Program
- Career, transfer, and personal development classes
- Specialized ESL orientations, the availability of enrollment information in several languages, and counseling for ESL students
- The Early Alert Program addresses academic progress through prevention strategies for basic skills students
- Concurrent enrollment, teaching Counseling and Career courses on high school campuses and the Hermanos/Hermanas program focusing on the transition from high school to college

We are now in the process of enhancing our counseling website, reconstructing our student and counselor electronic resource pages, and making better use of our email system to reach more students. These efforts will expand and provide easier access to services for all students, particularly working adults, distance learners, parents with children and those with limited time or access to campus.

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

The Division participates in ongoing evaluation through the College's annual work plan. The Division also participated in Board study sessions regarding counseling and several programs housed within counseling have conducted in-depth reviews and/or evaluations.

Examples of recent developments that resulted from prior self-study activities include:

- Continued efforts to provide opportunities to enhance the counseling competencies for new and continuing counseling faculty through scheduled training sessions, informal one-on-one training, and the development of online materials
- Collaborating with Workforce Development to provide counseling components for all workforce development initiatives
- Continue to increase articulation agreements with private colleges and maintaining articulation with the CSU and UC
- Increased student, faculty and staff awareness and usage of counseling services
- Revised and updated all Career and Counseling courses and implemented student learning outcomes for all of them

PART B: Student Learning Program and Services

Overview

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

N/A

2. Curriculum

2a. 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 Counseling faculty teaches Career and Personal Development (CRER and COUN) courses that offer students “the opportunity to gain knowledge about themselves and their behavior and to develop techniques for successful educational, career, and personal planning” and support Skyline College’s mission to serve students with matriculation, retention and persistence efforts, and overall student success (see appendix A).

The Counseling courses provide students with supplemental guidance and counseling resources apart from the events, programs and individual academic and career appointments with counselors such as:

- Addressing students’ career and academic needs
- Providing an opportunity for discussing student issues and concerns which impede their academic, career or personal development
- Exploring the student’s inner and outer barriers and success strategies for implementation that can increase their persistence in college

Course sections have increased to meet the demands of a growing student enrollment. As a result of a limited budget and shrinking resources, the counseling courses address the need for group counseling. For example, in 2008 CRER 410 served the needs of over 800 incoming new students.

An overall increase in CRER and COUN course sections has occurred over the last few years to meet the needs of our student populations and specific sections for our learning communities have been developed. For example, COUN 100 had 3 sections ('05/'06) which grew to 15 sections ('08/'09). The increase in sections was a result of increasing student population and meeting the needs of these students to include learning communities.

While the division has offered a breadth of courses that meet the needs of students, there are challenges that remain to be addressed.

- Reduction of adjunct faculty counseling hours which impact the number of CRER and COUN courses offered
- Courses are taught as “part of load” which reduces the direct counseling hours with students

2b. All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.

I. CRER 410 – College and Career Orientation

During 2008 CRER 410 was piloted to over 800 new incoming students to Skyline students. In addition, a New Student Orientation Workbook was developed by counseling faculty to supplement this course. CRER 410 serves the need of steps 3 and 4 of the matriculation process.

As a part of the course, students are given the opportunity to develop a first-semester educational plan with a counselor. Once students complete the course they are given a registration date for the semester.

II. COUN 100 – College Success

In 2005, COUN 100 was implemented as a 3.0 unit, UC/CSU transferable course. The number of sections has grown and a total of 11 sections are currently offered. Many of the sections are taught to specific learning communities. Many of the COUN 100 sections have adopted the textbook, *On Course* by Skip Downing which is serving as the foundation for these classes. Faculty have participated in professional development directly for *On Course*. Faculty in COUN 100 have met regularly to discuss and review curricular offerings and methods and to discuss best practices with each other.

3. State how the program has remained current in its area.

Counseling has made a commitment to remain current in the discipline by supporting and encouraging counselors to be active in their professional development. Through attendance at national, regional and local conferences, counselors have been exposed to the changing transferring trends to private institutions and the California State University (CSU) and University of California (UC) systems. Additionally, programs and services have been created and funded in partnership with other divisions as a result of conference participation.

The following are a few examples of the variety of professional development Counselors participate in to stay current in the discipline:

- Attendance to conference such as Ensuring Transfer Success (ETS) and UC Berkeley's Counselor Breakfast
- Incorporating curriculum from Skip Downing's On Course which has been a result of conference attendance, specific training on the On Course principals and Counselor facilitation of training during Flex Days to other faculty across disciplines
- Bi-weekly training discussing best practices in the classroom, Banner, adjunct training, and other topics including campus safety
- Training in the use of online technology for access to shared documents such as Student Educational Plans, degree sheets, and others to serve students more efficiently
- Division Meetings providing various updates from the Counseling Division Dean, Articulation, four year universities, Curriculum, Matriculation, Educational Policy, and others

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

Skyline College's Counseling Division is continually addressing and adapting to changes in the student population. In recent years, there has been an increase in enrollment. This increase has been led by the number of Veteran students, dislocated workers, transfer students, students with special needs enrolling at Skyline College as well as advancements in technology. Counseling has addressed these changes in the student population with an increase in group counseling, course offerings, specialized online software, programs and services to ensure the success and retention of these students.

To serve the increase in enrollment, there has been an increase in:

- COUN 100 courses offered
- CRER 410 courses offered
- Counselors that work with Veteran students
- Programs such as BESST, English Learning Institute, and DSPTS that have catered to the increase number of students with specialized needs
- Extensive web resources that include websites, online resource pages, online orientation services, E-counseling, and the ability to schedule appointments with counselors online

Lastly, 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 College to complete their general education courses; more students are attending multiple colleges, either concurrently or sequentially, to obtain impacted classes; more students are submitting for evaluation coursework 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.

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

N/A

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

<u>Emergents</u>	<u>Novices</u>	<u>^XPractitioners</u>	<u>Mentors</u>
Learning and discovering	Beginning a dialogue	Engaging in widespread	Facilitating discussions
Gathering information	Drafting SLOs	dialogue	and generating new
Attending workshops	Drafting assessment	Implementing assessment	dialogue
	plans	plans	Conducting workshops
	Taking inventory of	Refining SLOs	Lending assistance
	assessments	Reviewing outcome data	
	Creating instruments for	and discussing	
	assessment	implications	

PART C: RESOURCES

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:

- Development of an extensive, 8 hour in-person orientation for new students
- Increased linkages to the community with programs like BESST and Rock the School Bells
- Implementation of the automated Degree Audit system for students to do evaluations
- Creation of the Hermanos/Hermanas program to enhance the success of Latino/a students
- Expanded Early Alert and Student Success Programs
- Use of SARS to track/monitor student traffic and usage of counseling services
- Implementation of ESARs for students to make online appointments for counseling, workshops and placement testing
- Developed comprehensive faculty web pages, including Career Center, Transfer Center, Student Success Program and Counseling
- Expanded psychological services counseling

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. The Counseling profession has also evolved as technology

and access to information has changed. The need to keep up with constantly changing information at Skyline and the CSU and UC has required an increasing amount of time outside of our counseling and teaching schedules. We also have increased our involvement in programs, learning communities and campus committees, which affect our availability for students.

Due to budget cuts, the Program reduced the number of counseling hours available for student appointments despite the increased demand. Although the use of technology has increased student access to information, it has also contributed to student expectations of immediate counselor response to their concerns. The department is working on ways to improve the efficiency in spite of budget/staffing reductions. The Program is continually seeking ways to maintain quality services with limited staff resources.

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

Faculty/Staff/Student Workers

- New faculty are assigned a mentor to assist them in becoming acquainted with college procedures, documents, computer screens, etc.
- 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.
- With funding from CSI, a 2 day training session for adjunct counselors was held. In addition, the President's Innovation Fund currently allows us to develop online counselor training materials.
- Support staff meet with their supervisor on a regular basis to review the duties of their positions.

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 faculty provide special programs designed to meet the needs of our multicultural student population such as PUENTE, ASTEP, Kababayan, TRIO, as well as the EOPS and DSPS programs.

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.

The Counseling Division has been housed in the One Stop Student Service Center (Building 2) since fall of 2002. All Student Services areas are centrally located in this building, which has led to an increased awareness and high traffic usage for students. The facility has excellent lighting and good signage (including Braille). Building 2 also includes an integrated Career and Transfer Center, the Student Health Center, the Assessment Office, DSPS and EOPS offices, as well as Financial Aid and Admissions & Records. The One Stop also provides several waiting areas and student computer workstations for student access.

Some improvements have been made since the last Program Review:

- Recycle bins have been installed in the various areas
- A receptionist desk is now in front of the Dean of Counseling's office, providing some student screening to take place prior to entering offices

- New informational monitors have been installed in the One Stop to provide students with current information on campus activities and registration deadlines
- All counseling offices have sufficient furniture, files and bulletin boards
- A new copy machine (recently updated) has been purchased and installed near counselor offices
- There are a number of computers available for student usage (10 in lobby area; 11 in Career/Transfer Center; 1 computer workstation in each area is accessible) – all 2 yrs old
- New bulletin boards for career, transfer and scholarship information have been purchased and installed in the Student Services hallway
- The computer workstations in the One Stop were recently upgraded (though not new)

Some areas that are still a concern:

- There is still a need for sufficient office space for the adjunct counselors
- Reduction in Counseling and related Student Services staffing affecting services to students
- Bathrooms need to be cleaned on a more regular basis due to heavy usage
- The lack of a Counseling SMART classroom
- Need for 2 laptops for use not only in the Counseling curriculum, but also for doing classroom presentations, workshops and group meetings covering the various activities and services within the Counseling, Transfer and Career disciplines
- Increased use of e-forms, online degree audits and electronic SEPs will require additional maintenance and supplies for Division printers

2. List projected needs.

- There is still a great need for a classroom space to offer small and large group oriented workshops to meet the challenging needs of the diverse student population and demands on counseling services
- Because workstations were not ergonomically designed, several counselors have experienced health issues in recent years. When reviewing equipment needs, ergonomic design should be one of the factors considered.
- Need for more offices. Several adjunct counselors share offices and often have to move from one office to another based on their weekly assignments and competing schedules.
- 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 use of computer technology to carry out their daily work with students. The following are examples of the technology used:

- Banner screens for counselors to access a variety of student information (e.g. placement tests, course enrollment, GPA, units/courses completed, academic standing)
- SARS/ESARS database for making student appointments, monitoring student attendance and making counselor notations; seeing student records district wide begins this Fall, 2010
- E-counseling service offered to students on the Skyline Home Page
- Extensive use/expansion of Counseling, Career Center, Transfer Center and other Skyline web pages to inform students of services and resources
- Internet access for Project Assist (an articulation data base for transfer), as well as other transfer, scholarship, financial aid and specific college information.

- WebSMART Degree Evaluation system for running compliance reports for Associate Degree and Certificate requirements
- WebSMART Faculty Services for instructional record keeping and reporting
- Online Orientation implemented on WebACCESS and has been upgraded in the past year;
- An Electronic Student Ed Plan has been developed and is being piloted by several counselors
- SharePoint Counseling site used for storing and disseminating Counseling related documents and other information, including training
- President's Innovation Fund grant allowed development of an online Counselor training using both WebACCESS and SharePoint
- 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 on an ongoing basis. Since 2007, the Counseling staff has gone through a variety of training activities to keep current on college information, counseling processes/procedures, Banner screens, and transfer information. The CTL provided a variety of workshops that several counselors have taken advantage of. A one hour training block has been set aside on a bi-monthly schedule to allow counselors to collaborate and work closely with each to train and upgrade their skills. 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 AA/AS GE, 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?

N/A

Budget Request

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

Given the current state budget situation, the opportunity to fully realize the staffing needs in the future years may be limited at best. The division has lost 2 full time counselors in the past two years: 2008 (resignation) and a retirement in 2009. Three classified positions have been lost in Counseling (one in 2006 and two in 2009). This coming Fall 2010, the EOPS program will report to the Counseling Division (2 counselors), however EOPS has lost three other staff members due to state budget cuts. This integration results in the Counseling Program classified staff providing support for both Counseling and EOPS.

Requests for Personnel/Space

1. Two full time counseling faculty to provide comprehensive counseling services
2. One full-time counselor to work closely with all the Learning Communities
3. One full-time Program Services Coordinator to provide support in Counseling/EOPS
4. Large classroom (SMART) space for counseling courses, workshops and orientations
5. Additional space for counseling offices

Justification for Staffing Request:

Since 2006, the Counseling Division has lost two (2) full time counselors through resignation and retirement which were not re-filled. The Division submitted 3 FT counseling positions through the 2008-09 FTE Allocation Process in addition to a TRIO funded Counseling positions. Only the TRIO funded position was approved and filled in Fall 2009. Due to the state budget crisis (beginning in Spring 2009), nearly 30% has been reduced from the overall counseling hours available to students during the week. Counseling services are only available two nights a week until 7 pm and from 9-12noon on Fridays (during the summer, there are no counseling services on Fridays). Despite the budget and staffing reductions and changes in hours of operations, the student enrollment at the College has increased dramatically.

A second major impact on services has been the expansion of Learning Communities and the role counseling plays within each Learning Community (LC). While strongly supported by the counseling division, a majority of the counselors involved in LC have limited college experience and have a variety of training and development needs that often cannot be met in traditional ways. Training is provided by the senior, more experienced, full-time staff which impacts their assignments. Since 2006, ten adjunct counselors have been hired to serve the various Learning Communities but the nature of their assignments, including teaching, leaves little time for training, interaction and connection to the main counseling staff. Training efforts have been implemented on various levels, approaches and times to provide adequate, ongoing, and competency based learning experiences for all counselors.

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

Using BSI and PIF funds with General Funds allows us to expand the Hermanos/as Programs, provide counseling services to the Early Alert System, and expand outreach efforts. Additionally we are offering more counseling related courses at our feeder high schools, helping students in career and college preparation. Connecting and linking counselors in the various Learning Communities to Transfer, Career, Outreach and related Student Services areas enhance the awareness of services, ease the transition of students into the various services on campus, and support the Learning Communities' individual and broader needs. This semester, as a result of budget/staffing reductions and as a reflection of "sharing" resources, both Skyline and CSM Counseling services will be providing support to Canada College's counseling efforts.

PART D: Leadership and Governance

1. What leadership roles do the faculty and staff of your program hold in the college?

- From 2005-2008, a counselor served as the Academic Senate President/Chair of the College Budget Committee
- Since 2008, a counselor has served as a co-coordinator of the College's BSI/CSI initiative
- Developed/facilitated Flex Day presentations to inform the College community about programs and issues affecting our students

2. How do faculty and staff in your program participate in the shared governance processes of the college/district?

- Virtually every counselor serves on every major college shared governance committee: (ex: College Budget; Student Success; FTEF Allocation, Student Equity, Curriculum)

- Counseling representatives serve on a variety of District Committees, including Accreditation, the Campus Change Network, Matriculation, District Counseling Committee, Strategic Planning, Technology, and District Academic Senate
- Maintain a clear presence in shared governance bodies including the Academic Senate Governing Council
- Counseling Representative on Ed Policy Committee and District Matriculation Committee
- Counselors play an important role in enrollment management

3. How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?

- The Skyline Counseling Department has led the district in the development and use of technology: online orientation, use of degree audit system, share-point resources, online counselor training, electronic student educational plan, and early alert program.
- We maintain close interdependent relationships with other Student Services areas such as Admissions and Records, Financial Aid, EOPS, DSPS, Psych Services, Health services and Veterans services.
- The department has received several PIF awards/grants supporting student focused initiatives (in collaboration with Instruction) such as Hermanos/as, ASTEP, ESL, Math Academy, and Concurrent Enrollment.

PART E: Action Plan

The documented increases in the student demand for counseling services over the past three years coupled with the reductions in staffing levels we have been and are projected to continue to experience make precision planning an extremely difficult task. At the same time, counseling faculty accept with some reservations the priorities established by the Board of Trustees and the college. We are collaborating with Student Services administrators on how to best support the management effort without compromising our support for students in this period of declining resources.

In our planning we have been guided by these principles or goals.

- Maximize efficiency and effectiveness.
- Make better use of technology.
- Maintain and increase where possible student access to counseling services.
- Improve the quality of counseling services.
- Develop meaningful measures to assess the impact of counseling programs on student success.
- Continue to emphasize our professional development as fundamental to our effectiveness.

Counseling faculty have been meeting regularly to identify specific actions we might take to improve our services in the context of the goals we have established and the limited resources we anticipate will be available. **Please see Appendix A for details.**

Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2006	2007	2008
WSCH	942	1221	1692

Please comment on program enrollment and expected trends.

Growth in enrollment due: 1) dramatic growth of college; expansion of COUN/CRER courses in Learning Communities; increase of CRER courses at our feeder high schools.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2006	2007	2008
FTE	2.35	2.95	3.67
WSCH/FTE	400	413	462

Please comment on the comparison of this program to College trends.

Despite slight increase in the number of courses from 23,26, to 30 during the 3 yr period, the class size (due to Learning Communities) has increase overall load

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2006	2007	2008
Retention	67%	80%	75%
Success	89%	93%	92%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Overall retention and success rate has increase since 2006; a major factor has been the linking of COUN/CRER courses to other courses within Learning Communities.

Appendix A. Counseling Action Plan

Note: A + sign indicates that the specific activity is anticipated to have a positive impact on achieving that desired outcome.

Specific Activity		Desired Outcomes					
		Increased Efficiency	Better Use of Technology	Maximize Access to Services	Improving Quality of Programs	Continued Professional Development	Assess Impact of Programs on Student Success
1	Upgrade the Counseling Division websites for content and ease of navigation.	+		+	+		+
2	Deploy phase one of the Online Counselor Training Program. Begin development of phase two.	+	+		+	+	
3	Reconstruct and post online the Student and Counselor Resource Pages.	+	+	+	+	+	
4	Expand group counseling activities and better document student participation.	+	+	+	+		+
5	Explore sharing of student records across support programs and learning communities to minimize duplication of counseling services.	+	+				
6	Increase use of my.smccd and explore other methods to ensure timely and effective communication of information with students of diverse backgrounds.	+	+	+	+		
7	Continue to develop counseling SLOs and initiate the assessment phase.				+	+	+
8	Explore the viability and desirability of developing alternative delivery methodologies for selected courses.	+	+	+	+	+	+
9	Develop a plan to evaluate the counseling curriculum for comprehensiveness, currency, and accessibility in relation to student needs.			+	+		+
10	Work with PRIE to develop research study designs using all pertinent data sources to measure the impact of counseling programs on student success and goals attainment.		+		+	+	+
11	Identify and restrict student abuse of SARS. Develop enforcement policies as needed.	+	+	+			
12	Develop a set of recommendations that will enhance cooperation with other Student Services and Instructional units and yield a more effective use of support staff.	+		+	+		
13	Prepare a design and budget request that will support the conversion of available space into a SMART classroom.		+	+	+		
14	Encourage more open communication between counselors and administrative hierarchy that will result in better advocacy for counselors and a stronger sense of shared governance.	Uncertain for all outcomes					
15	Monitor and evaluate administratively imposed District-wide strategies and decisions for adverse impact on Skyline students and staff.	Uncertain for all outcomes					

Appendix D Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 80 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

Notification for program review was given in an appropriate manner

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The instrument is clear but not well suited to counseling services. It is less clear as to exactly how a service area should respond to some questions.

3. Were the questions relevant? If not, please explain and offer suggestions.

Questions are helpful but not well suited to counseling services.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

It is always important to update program goals and status. It was a good group exercise to review all the work we have done for the past several years and see what progress has been made. The organization of materials was very time consuming and making time to work together (collaboration) was an issue. This was another job task added on to our regular responsibilities. Next time we will need to begin the process earlier and have a better organization of staff time. Since we have completed the process, we will be better equipped to keep the accumulated information in an organized manner so we will have a set format for the next round of Program Review. There was some misinformation regarding the correct forms for student services but that issue was resolved and all changes have been made.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

The information we receive is useful, particularly for our curriculum, but we need better information that focuses on access to and effectiveness of our services and the impact of some of our programs on student success. We acknowledge it is our responsibility to help determine the kinds of information that would be most helpful to us.

6. Please offer any comments that could improve and/or streamline Program Review.

It appears that program review is designed mainly for instructional programs including the new Student Services format. Counseling is a division, not a department and our scope and responsibilities are very broad. We are asked to provide distinct program reviews for Counseling, the Career and Transfer Centers, Assessment Center and beginning next year, EOPS. Since both the Career and Transfer Centers were also completing their own program review it seems to be a duplication of effort on the part of the counselors. In a time of diminishing resources, the efficient use of staff time is critical. We believe a merging of these program reviews into a single, more comprehensive review might serve all constituencies better and we stand ready to offer our ideas on how best to accomplish this task.