# Program Review/Follow-up Transmittal

## General Information

The attached report is (check one):    ☒ Program Review (published every 4th year)

☐ Program Review Follow-up (submitted annually)

The report is submitted for the Academic Year (select one): 2008-09

The report contains information on the follow unit(s) (enter names of all units/programs:

Counseling ,DSP, Puente, Transfer Cener, Career Center, CalWorks, EOPS/CARE

## Report Abstract:

The Counseling, DSP, Puente, Transfer Center, Career Center, CalWorks and EOPS/CARE programs all completed program reviews for 2008-2009. A common thread was that the review process exposed success as well as areas where we need to improve. Data collection was probably the most significant area which needed improvement. SARS implementation and Banner improvements should assist all departments in improving data gathering.

**Signature:** _Mary Gumlia_ **Date:** 5/3/10

Faculty/Staff Representative

**Signature:** _Erin Vane_ **Date:** 6/3/10

Dean/Director

**Signature:** _____ **Date:** 5/7/10

President, Academic Senate

**Signature:** _____ **Date:** 5.13.10

Vice President

**Signature:** _____ **Date:** 07-13-10

Superintendent/President

SOLANO COMMUNITY COLLEGE

# PROGRAM REVIEW

## COUNSELING COURSES

**Dean: Erin Vines, Faculty Member:   Mary Gumlia**

**12/14/2009**

# Introduction

The mission of the Solano College Counseling Division is to provide services, programs and opportunities that promote student learning, development, purpose, persistence and success for a changing and diverse community.

The Counseling and DSP Division offers comprehensive career, educational and personal counseling services to all students. Specifically, the Division offers a number of counseling classes designed to help students successfully adjust to college, develop academic and career plans and goals, acquire learning and job seeking skills, and develop interpersonal skills.

The following counseling courses are generally offered each semester:

### Counseling 7: College Study Techniques

Designed to enhance existing study skills through the exploration and application of learning strategies in areas such as time management, notetaking, textbook reading, memory, and test-taking. The impact of student attitudes, motivation, and learning style on college success will also be examined.

### Counseling 50: Career/Life Planning

A career planning and development course designed to assist students with personal assessment, career exploration and job seeking skills. In the context of studying the changes that occur during a typical life span, each student will construct a personal profile of current and projected interests, aptitudes, skills, main attitude, goals, personality, life choices and personal circumstances. Students will analyze the relationship between themselves, their life choices and the ongoing process of career planning and self-development throughout the life span

### Counseling 55: Valuing Diversity

An examination of the complexities of interpersonal relationships among several cultures in our society including self-concept, values, beliefs, communication and lifestyle. This course will invite exploration of individual cultural perception in order to promote respect for differences and to develop a sense of community. Examination requirements include written essays and critical papers.

### Counseling 62: Helping Skills

Introduction to the basic helping skills that enable the student to build on alliance, effect change and empower others within a multicultural society. A helping model is introduced and helping skills such as attending, active listening, demonstrating empathy, assessment and referral are discussed, role played and applied in an experiential manner to a number of common challenges with a special emphasis on chemical dependency and depression. In addition, the pertinent legal and ethical guidelines of the professional helping relationship are presented, discussed and applied throughout the course.

### Counseling 63: Field Work for Human Service Majors

A fieldwork experience course designed to provide students with supervised experiential learning opportunities in a variety of community settings related directly to working in Human Services or other humanistic fields of study. This experience

can be for pay or volunteer and students are expected to have established an approved placement by the end of the second week of class. The field experience will be combined with classroom lecture and discussion to promote continued career and helping skills development in order to become effective culturally sensitive professionals. May be repeated to a maximum of 12 units, including initial enrollment.

**Counseling 83: Applied Psychology**
Applied approach to understanding the fundamental concepts of psychology as they relate to daily life. Topics include examining the methods of psychology, perception, behavior, memory, problem solving, development, motivation, emotions, adjustment, problem behavior, lifestyle, communication, and attitudes.

**Counseling 102 A: Time Management and Goal Setting**
Introduces time management concepts and techniques such as goal-setting, organizing, prioritizing and scheduling and emphasizes their practice and application to assist students to achieve their educational and career goals.

**Counseling 102 B: Test Taking, Test Anxiety and Memory**
Introduces test taking, test anxiety and memory concepts and techniques and emphasizes their practice and application to assist students to achieve their educational and career goals.

**Counseling 102 C: Study Systems**
Introduces note-taking, reading and study environment concepts and strategies and emphasizes their practice and application to assist students to achieve their educational and career goals.

Six of the seven courses listed above transfer to the California State University system; Counseling 7 also transfers to the University of California. All seven courses are applicable to the SCC associate degree.

For complete catalog descriptions of all Counseling courses, please see Appendix A.


# Overview


In addition to providing counseling services and group orientations, educational, probation and nursing workshops and specialized programs, such as MESA, Transfer and PUENTE, counseling faculty serve students by teaching a variety of counseling courses designed to help students persist and succeed in reaching their academic and career goals.

Counseling faculty have continued to teach counseling classes while the Division has undergone several simultaneous, major changes, including relocating to a new building, and concurrently learning a new automated counseling scheduling system as well as a new college database management system.

From Fall 2005 to Fall 2006, three interim deans managed the Counseling Division during four different periods of time. Leadership has stabilized since the current dean was hired in Fall 2006.  During this time, three counseling faculty members retired, four new counseling faculty were hired, two highly valued and skilled classified employees took other positions on campus and new support staff were hired in their places.  More recently, budget cuts have forced elimination of adjunct counseling hours.

The Counseling Division made preparations to move to the new Student Services Building in late Fall 2007 through early Spring 2008.  The Division made this major transition successfully by providing counseling classes and counseling services without interruption during priority and late registration.

Finally, counseling faculty also successfully balanced the challenges of learning how to use Banner to access class rosters, obtain add codes, submit grades, etc.

The remainder of this program review narrative addresses the division's student learning outcomes (SLOs), relevant strategic goals and objectives, an analysis of trends, as well as program accomplishments and changes the division plans to make in its counseling courses during the next review period.

# Part I      Outcomes

**Division Student Learning Outcomes**

- Students will learn academic and life skills in counseling courses to help them persist and succeed in their academic and career goals

  Quantitative measures:  number of students enrolled in counseling courses; number of counseling courses offered; number of sections of counseling courses offered

  Qualitative measures: end of semester student surveys

- Students will have access to academic counseling courses in traditional campus based and online formats

  Quantitative measures: number of campus based counseling courses offered each semester; number of online courses offered each semester

- Students enrolled in counseling courses will gain knowledge and awareness of counseling services, academic, personal and career counseling, individual educational plans, transfer preparation, academic probation workshops, nursing workshops, etc.

  Quantitative measures:  number of handouts distributed in class; number of tours of counseling and transfer center; number of counseling appointments made by students enrolled in counseling courses; number of students attending academic probation workshops, number of students attending nursing workshops.

  Qualitative measures: end of semester student surveys

- Students will learn how to be empowered to communicate more effectively in a globally diverse society

  Qualitative measures: end of semester student surveys; group projects; group discussions

## Specific Counseling Course Student Learning Outcomes

### Counseling 7: College Study Techniques
- Identify self-management issues that accurately assess academic knowledge, skills and abilities necessary for college success.

- Determine preferred learning style and modify study techniques to accommodate learning.
- Utilize new learning techniques leading to better academic performance

### Counseling 50: Career/Life Planning
- Apply a career development model to their own life.

### Counseling 55: Valuing Diversity
- Develop an understanding of the complexities of racial, ethnic, and cultural diversity among various ethnic groups, hidden minority groups, and self.

### Counseling 60: Reentry Strategies
- Analyze and actively address the internal and external barriers typically found in attempting and successfully completing college-level courses.

### Counseling 61: Math without Fear
- Apply techniques that will reduce math anxiety.
- Improve attitude towards mathematics
- Reduce math anxiety over period of course

### Counseling 62: Helping Skills
- Synthesize and apply empathic, culturally sensitive helping skills.

### Counseling 62: Field Work
- Apply and continue developing, ethnically sound, culturally sensitive helping skills in a professional community setting

### Counseling 68: University Transfer Success
- Identify relevant factors in transfer decision making, evaluate appropriate options and synthesize information to address personal goals.

### Counseling83: Applied Psychology
- Gain the knowledge of the developmental, psychological and learning factors influencing behavior.
- Utilize developmental, psychological and learning factors to affect behavioral change.

### Counseling 98: Performance Enhancement
- Identify the performance arenas in everyday life and understand the psychological, physiological and social influences on those performances.
- Develop and apply the necessary people skills necessary for performance as a team, community of family member.
- Understand and apply skills and strategies to be an effective performer.

### Counseling 101: Orientation for College Success
- Identify and locate college resources and programs to formulate an overall plan to help students meet their individual education goals.

### Counseling 102 A: Time Management and Goal Setting
- Identify barriers to time management; then describe and apply time management techniques
- Develop and assess short and long term academic and personal goals.

### Counseling 102B: Memory and Test Taking

- Recall and put in place useful memory techniques (mnemonic devices) for testing.
- Apply appropriate strategy to reduce stress from test anxiety.
- Apply testing techniques to increase score on test.

### Counseling 102 C: Study Systems

- Analyze and apply useful study and test-taking techniques
- Use college resources in completing an assignment
- Identify the components of a proper study environment.

## STRATEGIC GOALS:

The specific SCC strategic direction and goals supported by the program:

### Goal 1: Quality Teaching and Learning: Improve student success while maintaining academic quality

- Enhance attainment of educational goals by students
- Develop new and expand existing curricular offerings
- Validation and improvement of student learning

### Goal 2: Student Access: Provide a college environment that attracts and supports students from our diverse community to increase enrollment and success via access and retention

- The number of students served
- Access and success of under-served populations
- Participation rate from feeder schools
- Student retention and persistence

### Goal 3: Institutional Diversity:  Foster a college environment and strong connection to the community that will attract and support a diverse and excellent faculty, staff and student body.

- Diversity profile of college workforce and student body
- Sensitivity to and appreciation of diversity

# Part II     Analysis

## 1. Identify and explain the trends in enrollment, fill rates, retention rates and other factors.

*Note: Counseling and Guidance courses are projected to have a strong growth trend (Source: SCCD Research and Planning 2005-2006 Instructional Project Review as stated in the  Educational Master Plan (EMP), page 40.)*

The Counseling Division analyzed data compiled by the Office of Research and Planning for a period from Summer 2005 through Spring 2009.

**Enrollment**—Enrollment grew by 6 percent in 2005-2006 to an average of 2, 966 students, followed by a 37 percent decrease in 2006-2007, with steady increases

of 4 and 9 percent in 2007-2008 and 2008-2009 to 1, 931 and 2, 104 students respectively.

The Division offered a larger number of sections of counseling courses in 2005-2006 and 2006-2007, during which time the college was trying to increase enrollment through additional semester classes,  late start classes, as well as winter and summer intersessions and summer sessions.

Data indicates that enrollment in counseling courses increased and the division followed a managed growth pattern, based on division and campus resources.

**Retention**—Data indicates that the division's retention rate has improved over the four year period.  Our retention rate has increased from an average of 79 percent in 2005-2006 and 2006-2007 to an average of 85% in 2007-2008, followed by an average of 98% in 2008-2008.

**Fill rate**—Similarly, the division's fill rate has improved over the four year period, from an average of 84 percent in 2005-2006, with decreases in 2006-2007 and 2007-2008 of 83 percent and 77 percent respectively, to an increase shown by average of 94 percent in 2008-2009.

| | %fill SCC | %fill Counseling Division | % Retention SCC | % Retention Counseling | Load SCC | Load Counseling Division |
|---|---|---|---|---|---|---|
| X2005 | 65 | 75 | 96 | 89 | N/A | 490 |
| F2005 | 108 | 89 | 80 | 80 | N/A | 411 |
| SP2006 | 97 | 79 | 76 | 78 | N/A | 334 |
| X2006 | 71 | 73 | 97 | 86 | 410 | 464 |
| F2006 | 100 | 88 | 79 | 77 | 421 | 340 |
| SP2007 | 94 | 78 | 78 | 81 | 403 | 337 |
| X2007 | 76 | 84 | 83 | 85 | 422 | 367 |
| F2007 | 76 | 74 | 80 | 87 | 417 | 833 |
| SP2008 | 74 | 79 | 77 | 82 | 406 | 654 |
| X2008 | 73 | 78 | 79 | 96 | N/A | N/A |
| F2008 | 80 | 93 | 76 | 98 | N/A | N/A |
| SP2008 | 86 | 95 | 83 | 97 | N/A | N/A |

*Source: Program Review and Retention Data, SCC Intranet*

**Noteworthy Accomplishments/Trends**—As the table above indicates, the Counseling Division's fill rate exceeded the college fill rate in seven semesters and/or summer sessions.

In addition, the Counseling Division's retention rate has exceeded the college fill rate in eight semesters/and or summer sessions. For the past two full academic years, the Counseling Division's retention rate has been higher than the college's retention rate.

Finally, of the six semesters for which data was available, the Counseling Division's load exceeded that of the College's in summer 2006, Fall 2007 and Spring 2008.

Insert program review data – letter grades/% successful by ethnicity

**Overall Trends**—Overall data indicates higher fill rates in spring semesters for Counseling 7; and generally higher retention rates for Counseling 7 in fall and spring terms.

Data indicates that Counseling 50 (hybrid format) has lower fill and retention rates; students enroll with inaccurate understanding of the hybrid format; self-reported student information indicates students who drop thought the class was totally online or they thought it was a campus based course.

Data indicates that the more sections offered, the greater the chance that the fill rate will decrease. The Division will analyze this issue and modify course offerings as needed.

Counseling faculty looked at the load and ratio and will discuss strategies for improvement.

2. **How do the above trends relate to the factors and outcomes identified during the last review?**

*The Division goal was to provide academic courses to enhance student achievement, address learning disabilities and to focus on the psychological, vocational, social and skill building needs of students.*

The Counseling Division successfully achieved this goal by successfully offering a wide variety of counseling courses, all of which focused on student achievement and addressing students' vocational, social, psychological and skill building needs. See page one of this program review for a listing of counseling courses.

The previous program review data indicates that there was an increase in fill rates from 2000-2001 to 2003-2004, with a slight increase in FTES generated and in enrollment. Data also indicated a decline in the number of sections offered.

**Enrollment**— For the past four years, enrollment data shows an increase of 6%, followed by a sharp decrease of 37% with a subsequent steady increase of 4% and 9%. The reason for the one year decrease is not known.

The previous program review data shows that enrollment in counseling courses experienced a slight increase from 2001-2002 to 2002-2003, followed by a decline of 5% in 2003-2004. However, during this time period, the reason for the decrease was known and was due to the state community college financial crisis. SCC froze hiring of part-time instructors, therefore, the Division was not able to offer the usual number of courses.

**Retention**—The Division's retention rate has improved significantly over the past four years, from an average of 79 percent in 2005-2006 and 2006-2007 to an average of 85% in 2007-2008, followed by an average of 98% in 2008-2008. Previously the retention rate for 2003-2004 was 80%, up 3% from 2002-2003; and 80% in 2001-2002.

**Fill Rate**—The Division's fill rate has improved from 85% in 2001-2002 to 94 percent in 2008-2009.  The years in between show the division fill rate was 93% in 2002-2003, followed by 97% in 2003-2004 with decreases of 84%, 83% and 77% (averages) respectively from 2005 to 2008.

**Other Factors**—In the previous program review timeframe, the Counseling Division made significant strides in developing and offering four new online courses. Innovative transfer activities were also developed. Since then, the Division has continued to consistently offer online courses and has expanded sections of Counseling 83 and Counseling 55 online courses in order to better meet the needs of SCC students.

## Part III     Conclusions and Recommendations

### 1.  What are the major accomplishments?

- Completed division curriculum review;  significant changes were made to counseling courses
- Completed division SLO's for all counseling courses
- Additional online sections Counseling 55, Valuing Diversity and Counseling 83, Applied Psychology have been offered
- A new course was developed, Counseling 98:
- Participated in Learning Communities, such as: Counseling 102D with English 370; Counseling 102D with Math 310.
- Placed, supervised and mentored 163 students working in Human Services agencies in Solano County, through the Human Services Fieldwork Program
- Two counseling faculty participated in the Spring 2009 flex cal, *SLO's Closing the Loop*
- A counseling faculty member co-presented a Spring 2009 flex cal, *E Teachers Best Practices*
- A counseling faculty member wrote Online Student Guidelines, which was posted on the Solanonline web page and distributed to all eTeachers
- A counseling faculty member co-wrote online student conduct language which was distributed to all eTeachers

### 2.  What major changes need to be made?

- The Counseling Division discussed the possibility of providing more late start course offerings.  Specifically, faculty discussed adding more sections of Counseling 007, which will now be three units, including offering an evening section. Another section of Counseling 83 is also being considered.

- Faculty also discussed focusing on the importance of evaluating both the efficiency of course offerings  as well as interest.  Examination of the number of hits for closed classes should be examined. In addition, an analysis of borderline and/or low enrollment is needed to determine causes, such as time, day or location.

**APPENDIX A**

**COUN 007 2 Units**
**College Study Techniques**
*Course Advisories: Eligibility for ENGL 001 and SCC minimum math standard.* Designed to enhance existing study skills through the exploration and application of learning strategies in areas such as time management, notetaking, textbook reading, memory, and test-taking. The impact of student attitudes, motivation, and learning style on college success will also be examined. Students will be required to purchase a current Solano College catalog. *Two hours lecture.*

**COUN 050 3 Units**
**Career-Life Planning**
*Course Advisories: Eligibility for ENGL 001 and SCC minimum math standard.* A career planning and development course designed to assist students with personal assessment, career exploration and job seeking skills. In the context of studying the changes that occur during a typical life span, each student will construct a personal profile of current and projected interests, aptitudes, skills, main attitude, goals, personality, life choices and personal circumstances. Students will analyze the relationship between themselves, their life choices and the ongoing process of career planning and selfdevelopment throughout the life span. *Three hours lecture.*

**COUN 055 3 Units**
**Valuing Diversity**
*Course Advisories: Eligibility for ENGL 001 and SCC minimum math standard.* An examination of the complexities of interpersonal relationships among several cultures in our society including self-concept, values, beliefs, communication and lifestyle. This course will invite exploration of individual cultural perception in order to promote respect for differences and to develop a sense of community. Examination requirements include written essays and critical papers. *Three hours lecture.*

**COUN 058 3 Units**
**Life Management**
See Human Development 058.

**COUN 060 2 Units**
**Strategies for Re-entry Success**
*Course Advisory: SCC minimum English standards.* Designed to give students who are returning to school after some absence an introduction to and practice in, skills to successfully complete college-level studies. This course is intended to facilitate students' confidence in their abilities to succeed through: an introduction to academic skills and effective communication; assessment of campus, family, personal and financial resources; and an exploration of college goal choices. Also incuded are techniques to help students discover and overcome common barriers such as: fears, time

constraints, family resistance and personal stressors. ***Two hours lecture, one hour activity.***

**COUN 061 2 Units**
**Math Without Fear**
***Course Advisory: SCC minimum English standards.*** A counseling course to help math-anxious students evaluate the causes of math anxiety, to develop interventions to reduce math fear, to review math skills and to explore a variety of mathematical concepts. ***Three hours lecture.***

**COUN 062 3 Units**
**Helping Skills: Creating Alliances and Facilitating Change**
***Course Advisories: Eligibility for ENGL 001 and SCC minimum math standard.*** Introduction to the basic helping skills that enable the student to build on alliance, effect change and empower others within a multicultural society. A helping model is introduced and helping skills such as attending, active listening, demonstrating empathy, assessment and referral are discussed, role played and applied in an experiential manner to a number of common challenges with a special emphasis on chemical dependency and depression. In addition, the pertinent legal and ethical guidelines of the professional helping relationship are presented, discussed and applied throughout the course. ***Three hours lecture.***
100

**COUN 063 3-6 Units**
**Field Work**
***Prerequisite: COUN 062. Course Advisories: Eligibility for ENGL 001 and SCC minimum math standard; HS 055 (or concurrent enrollment)(for Human Services Majors only).*** A field work experience course designed to provide students with supervised experiential learning opportunities in a variety of community settings related directly to working in Human Services or other humanistic fields of study. This experience can be for pay or volunteer and students are expected to have established an approved placement by the end of the second week of class. The field experience will be combined with classroom lecture and discussion to promote continued career and helping skills development in order to become effective culturally sensitive professionals. May be repeated to a maximum of 12 units, including initial enrollment. ***Two hours lecture and four to twelve hours weekly by arrangement.***

**COUN 068 2 Unit**
**University Transfer Success**
***Course Advisories: SCC minimum English and Math standards.*** A comprehensive study and analysis of the process of transferring from a community college to a 4-year college or university. The course presents an overview of the purposes of higher education, transfer strategies, detailed transfer requirements, transfer information resources, student support services, transitional issues, and the college application process. ***Four hours lecture (8 week course).***

**COUN 071 1 Unit**
**Student Athlete Academic Success Strategies**
*Course Advisory: SCC minimum English and Math standards.*
Designed for the student athlete which addresses both the
study skills necessary to succeed academically and the complex
athletic eligibility requirements (COA/NCAA/NAIA)
that govern present and future athletic competition. *Three
hours lecture (6 week course).*

**COUN 083 3 Units**
**Applied Psychology**
*Course Advisories: SCC minimum English and Math standards.*
Applied approach to understanding the fundamental concepts
of psychology as they relate to daily life. Topics include
examining the methods of psychology, perception, behavior,
memory, problem solving, development, motivation, emotions,
adjustment, problem behavior, lifestyle, communication,
and attitudes. *Three hours lecture.*

**COUN 098 3 Units**
**Performance Enhancement**
*Course Advisories: SCC minimum English and Math standards.*
Performance enhancement explores the psychological, social
and physiological factors influencing optimal performance
in life's endeavors including academics, performing arts,
sports, interpersonal and business relationships. Performance
enhancement topics include self care, life balance,
confidence, arousal management, motivation, goal attainment,
concentration, positive self talk, commitment, uses of
imagery and visualization, active listening and demonstrating
empathy. Students will design and apply their own Personal
Performance Plan to a variety of performance arenas.
*Three hours lecture.*

**COUN 101 .5 Unit**
**Orientation for College Success**
*Course Advisories: SCC minimum English and Math standards.*
Provides an in-depth orientation to college by introducing
students to Solano Community College's student support
services, describing certificate, associate degree, and transfer
preparation and requirements, and by reviewing the College's
academic expectations. Educational goal setting will
also be introduced. Students will be required to purchase
a current Solano College catalog. *Two hours lecture (4 week
course).*

**COUN 102A .5 Unit**
**Time Management & Goal Setting**
*Prerequisite: None. NOTE: Not open for credit to students
who have completed COUN 007 with a grade of "C" or better.
Course Advisories: SCC minimum English and Math standards.*
Introduces time management concepts and techniques such
as goal-setting, organizing, prioritizing and scheduling and
emphasizes their practice and application to assist students
to achieve their educational and career goals. Other COUN

102 courses may be taken concurrently with this course. ***One hour lecture, three hours lab (4 week course).***

**COUN 102B .5 Unit**
**Learning Styles and Life Skills**
***Prerequisite: None. NOTE: Not open for credit to students who have completed COUN 007 with a grade of "C" or better. Course Advisories: SCC minimum English and Math standards.*** Introduces concepts and strategies of learning styles, self-esteem, managing emotion and overcoming barriers to learning. Emphasis is placed on practice and application to assist students to achieve their educational and career goals. Other COUN 102 courses may be taken concurrently with this course. ***One hour lecture, three hours lab (4 week course).***
101

**COUN 102C .5 Unit**
**Test Taking, Test Anxiety & Memory**
***Prerequisite: None. NOTE: Not open for credit to students who have completed COUN 007 with a grade of "C" or better. Course Advisories: SCC minimum English and Math standards.*** Introduces test taking, test anxiety and memory concepts and techniques and emphasizes their practice and application to assist students to achieve their educational and career goals. Other COUN 102 courses may be taken concurrently with this course. ***One hour lecture, three hours lab (4 week course).***

**COUN 102D .5 Unit**
**Study Systems**
***Prerequisite: None. NOTE: Not open for credit to students who have completed COUN 007 with a grade of "C" or better. Course Advisories: SCC minimum English and Math standards.*** Introduces note-taking, reading and study environment concepts and strategies and emphasizes their practice and application to assist students to achieve their educational and career goals. Other COUN 102 courses may be taken concurrently with this course. ***One hour lecture, three hours lab (4 week course).***