I. ANALYSIS AND IDENTIFICATION OF STRATEGIC PROGRAM ISSUES

1) Summary of Analysis

General Counseling services have seen an increase in student contacts over the past three years. Services provided have been enhanced by the implementation of SARS scheduling software and training of staff to utilize this more efficient intake process. The ability to use SARS for data collection has allowed for improved documentation of who we are serving, how many we are serving, how we are serving them, and what services our students are seeking. The electronic Education Plan has increased the number of plans written for students and has given them a clearer vision of their goals and how to obtain them.

The hiring of additional adjunct counselors has provided more counselor coverage at peak times of the year and has allowed full-time counselors to engage in necessary collaboration across campus and the community. A new transparent and inclusive scheduling approach for adjunct and overload counseling has also increased the level of coverage to meet the needs of our growing student population. The combination of an increased adjunct pool and an improved scheduling process has led to an increase in the number of student appointments vs. drop-ins, allowing for the respect and confidentiality students must have in order to achieve the level of comfort needed to address their challenges.

The review of the data suggests a need for a more student-friendly environment where students can experience the support they may be lacking at home. A reconfiguration of the Counseling Center could produce an environment where students can address academic, career and personal concerns in a supportive and professional setting. The demographics indicate we are seeing an increase in first-generation, first-year College and English language learners; the ability to meet their needs will depend upon a commitment to learner-centered services.

Student engagement is a key factor in the success of the community college population; the General Counseling Center at SCC is committed to that end. Collaboration with Matriculation to improve the orientation process, and to develop and implement a First-Year College Center would facilitate a sense of “community” and lead to greater retention of our students. An increase in Student Help/Ambassadors, SPAs and other paraprofessionals would enhance the presence of General Counseling services on campus. Reaching out to our students beyond the walls of the Counseling Center will also lead to improved student engagement.

2) Strategic Programming/Unit Issues:

Strategic Issues that must be addressed over the next three years in the General Counseling Center include the reconfiguration of the Counseling Center to present a more student-friendly atmosphere conducive to meeting students’ educational goals. A professional and efficient working environment will lead to a more collegial unit promoting the physical and emotional health of both employees and students. Additionally, we need to continue to work with the outreach centers to assess their students’ needs for versatile counselors who can work with them on educational plans, veterans’ plans, financial aid paperwork, international concerns, and issues related to student disabilities—among other areas.

Funding for staff and professional development will ensure students have access to a well-informed staff who can deliver timely and accurate information. An extensive, diverse and well-trained adjunct counseling pool is imperative to ongoing, reliable and effective counseling services. State budget cuts could have a significant impact on the delivery of services to our students and add to the stress of the already impacted staff.

Imperative to the delivery of our services is a reliable and automated data tracking system which will inform decisions based on student goals and demographics. Technology and research issues need to be addressed at the program level to indicate the effectiveness of counseling services. The collection and analysis of student surveys must be the driving factor in the revision and delivery of counseling services.
II. DATA COLLECTION, ANALYSIS & SUMMARY

1) Provision and Delivery of Program Services

   a) Program Mission/Purpose & Service Provision: Sacramento City College counselors recognize that education plays an important role in the improvement and enhancement of every individual throughout his or her life. Our mission is to ensure that SCC students have access to all academic programs and student support services. We provide academic, career, and personal/crisis counseling to assist students in the attainment of their educational goals.

   As a primary service, counselors assist students in clarifying and planning academic goals. They work with students to construct individual educational plans for certificates, associate degrees and/or transfer curriculum, including specific course planners for veterans and ADN applicants. Counselors also assist students in the exploration and planning of career goals. Career exploration is based on one’s own unique interests, personal values, aptitudes and life experiences.

   Attending a college and dealing with obstacles that can sometimes get in the way of obtaining an education can be a stressful experience. Recognizing that life does not always run as smoothly as we would like, SCC counselors provide confidential short-term counseling for our students. SCC counselors also are available to assist students who are experiencing acute, emotional distress that requires immediate attention. This service is confidential and professional.

   b) Past Performance & Goal Accomplishment: There has been a great deal of progress in the Sacramento City College Counseling Department's General Counseling services since the previous Program Review in 2005. Our General Counseling services have grown proportionate to the growing student population, and our technology has had to keep pace. Frequently the first point of student contact, our office is perceived as delivering all services for all people; long lines especially during “peak” times of the year have been the norm. With the advent of the SARS scheduling technology, we have been better equipped to handle the increase of student flow and provide timely and effective services. The communication between vital classified staff and the counselors has improved and given rise to more efficient service to our students. The implementation of electronic Student Education Plans (SEP’s) has greatly increased the number of SEP’s written for students, giving more students a clear direction toward their future goals. In the Fall of 2007 we interviewed a record number of adjunct counselors and conducted a comprehensive training program for the newly hired and veteran adjunct counselors in early Spring 2008.

   In 2006, the program purchased printers for each individual counselor’s office, allowing each counselor to maximize the efficiency of in-office appointments. In the academic year 2007-2008, the department and student services division pioneered a new inclusive and transparent model for the scheduling of adjunct and overload counseling for all of Student Services.

   The fundamental goal of General Counseling services has been, and will continue to be, to improve the delivery of services to meet the needs of our diverse and growing student population. With the advent of SARS we have taken a large step toward effective and timely services for our students. We are now able to identify students presenting issues at the outset and determine whether an appointment or drop-in visit is more efficient. Student wait time has significantly reduced for drop-ins, and appointments are seen on time with no wait at all. One of the most beneficial by-products of the new SARS scheduling process is the increased confidentiality it affords the student. Discussing the myriad of personal issues that may affect a student’s life should never be discussed in a public arena such as our reception counter. The increase in the number of appointments available and the technology of SARS has greatly enhanced the confidentiality and professionalism of our General Counseling services.

   Another aspect of our improved technology is the advent of the Electronic Student Education Plans (SEP). We can now develop and store SEP’s electronically and review previous plans written for each
student. This program allows counselors to quickly access previously written SEP’s and to make revisions on an ongoing basis as opposed to designing a new plan each time the student presents.

Although not a true Case Management approach, it does allow for a seamless continuation of documentation for each student by more than one counselor. This kind of electronic education plan gives the counselors and students alike a clear picture of past planning and future direction.

As our society becomes increasingly technology driven, we have been diligent about maintaining and continuously improving our Counseling Department website. Not only is the site beneficial for prospective and current students, the Counselor Department Intra-website is an imperative reference to the ongoing research required of our professional counselors. Much of the information counselors rely on for the timely and accurate planning strategies is readily located on our Counselor Department Intra-website. This valuable resource is the direct result of our Articulation Officer in consultation with a web designer/master. Funding for the web designer is, and will remain, a high priority for Counseling Services.

Over the course of the past three years, Counseling Services has been diligently and methodically generating a list of Student Learning Outcomes we believe to be in the best interest of our diverse student population. To that end, we have developed a strong list of Student Learning Outcome statements directly related to Student Services Program Learning Outcomes.

Counseling services saw the need for an increase of well-trained adjunct counselors. In the year 2007/08 we made great strides toward that end by interviewing a record number of adjuncts and providing a comprehensive training program for new and veteran adjuncts. Under the direction of the new AVP of Enrollment and Student Services, a new scheduling system for adjunct and overload counseling was developed and implemented. This new scheduling system allows the Counseling Department to more accurately identify and address specific needs as they relate to peak and non-peak demand of our services. The direct result of an increased adjunct counseling pool, coupled with a flexible and transparent scheduling system, has allowed the Counseling Department to pinpoint services to directly meet the needs of our students with the ebb and flow of the demand.

c) Data Analysis and Summary: The student population overall for Sacramento City College continues to increase from a total of 22,768 students in 2005/06 to the Fall 2008 first census count of 26,175, representing an increase of 15% over a three-year period. In a two-year period from 2005/06 to 2007/08, Counseling Services increased its personal student contacts from 34,322 to 41,050 indicating a 19.6% increase. It is important to note, this does not include student contact via email or phone; currently we do not have the means to capture that particular data. One particular statistic that calls for some reflection is the decrease in student contacts during Saturday coverage dates. Counseling services has seen a decrease from 2005/06 of 637 students to 2007/08 of 418 students, for a 34.4% drop in Saturday Services Student Contacts. The male/female ratio remains fairly constant for the College as a whole serving approximately 41% male and 59% female. Over the past three years @ SCC we have seen a 1.7% increase of African American students and a 0.8% increase of Hispanic students. The percentage of White students during the same three-year period of time declined 2.3% (Appendix A-1).

Two nationally recognized student surveys have been used to collect data for review of Student Satisfaction and Engagement. The Noel-Levitz Student Satisfaction Inventory was conducted in Spring 2008 and compared responses from the same inventory conducted in 2004. Although there was a 0.07 increase in the level of satisfaction overall at SCC, three of the top ten areas identified as possible sources of challenge for our students are directly linked to Counseling and Academic Advising. The Academic Advisors’ knowledge about transfer requirements, program requirements and the ability to help students set goals to work towards were all statistically significant challenges above the 1.25 mean level of importance vs. satisfaction. The review of this data shows there is room for improvement in the areas conveying accurate transfer and program requirements as well as assisting our students to develop future goals to work toward attaining (Appendix A-2).
The Community College Survey of Student Engagement (CCSSE) measures five different areas of Student Engagement with one specifically measuring student services. The areas of statistical significance that are particularly relevant for Counseling services are considerably different for part-time students vs. full-time students. According to the CCSSE results from Sacramento City College, full-time students place a greater level of importance on Transfer Credit Assistance and Career Counseling than their 2008 CCSSE Cohort. Part-time students at SCC: (1) skipped classes more frequently, (2) reported the College provided less emphasis for the support they needed to help them succeed and the use of computers for academic work, and (3) reported less support from friends and immediate family for attending Sacramento City College (Appendix A-3).

The review of the data reveals a lack of detailed demographics that we serve in Counseling services. Although we have broad numbers indicating how many we are serving, we have not disaggregated this data by various participants (gender, ethnicity, age, English language Learner, first-generation College student, etc.) Further data collection and analysis needs to be integrated into the electronic synthesis of information to allow for a clearer picture of whom we are serving. Although Student Learning Outcomes have been developed, we have yet to develop appropriate assessment measures. The direction of Counseling services will be driven by the results of our SLO assessment measures and results of future student surveys.
2) **Advisory Board Recommendations (DSPS, EOPS, & Transfer Center)**

Not applicable to General Counseling services.
3) Student Learning Outcomes

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution “demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.”

Program/Unit-Level Learning Outcomes: As a result of interacting with this program/completing this program, students will be able to:

i. Identify and effectively engage and use programs, services, computer technology, and resources for college entry, successful progression through college and transition from college to the community.
ii. Engage in academic and vocational planning, choose and implement a plan for an academic major and career choice, and evaluate progress toward accomplishing these goals.
iii. Demonstrate respect, appreciation, and acceptance for multicultural differences and explore new roles, relationships, and activities that contribute to greater independence in decision-making and maturity in social situations.
iv. Take responsibility for taking care of self both physically and mentally, building self confidence in one’s abilities for success in professional, personal and social environments.
v. Demonstrate the creation of supportive social networks with family, faculty, employers, and peers that facilitate adjustment and a sense of belonging to the college community and work world.

Program-to-Division Learning Outcomes:

<table>
<thead>
<tr>
<th>Student Services Division SLOs</th>
<th>General Counseling SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Competency</td>
<td>i.</td>
</tr>
<tr>
<td>Life Skills and Personal Development</td>
<td>ii.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>v.</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>iii.</td>
</tr>
<tr>
<td>Depth and Breadth of Understanding - Ethics</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

At this point in time Counseling services has yet to develop our SLO assessment measures and, consequently, no SLO has been assessed to date.

Future Directions: The one Student Learning Outcome to be assessed over the next three years will be: ii from above, Engage in academic and vocational planning, choose and implement a plan for an academic major and career choices, and evaluate progress towards accomplishing these goals. To effectively measure this SLO, Counseling services will need to uncover a method to extract data from SARS and the electronic Education Plan web server. We will need to integrate the two and survey students to determine the level of engagement our students will have in regards to this SLO.
4) Curriculum

Not applicable to General Counseling services. The Human Career Development courses taught by counselors are addressed under a separate Program Review.
5) Program Resource Utilization

Program review and planning must be integrated with other planning processes such as the Student Services Plan, Enrollment Management Plan, and Individual Unit Plans. It is important that the institution effectively and efficiently uses its full array of resources to achieve its educational purposes including stated Student Learning Outcomes and improvement of institutional effectiveness.

Staffing Trends: The 2008-09 General Counseling services staff consists of one Dean of Counseling and Student Success, one Interim Dean I & II, 19 full-time general counselors, one full-time counseling Staff Supervisor, one full-time Administrative Assistant, four full-time counseling clerks a pool of adjunct counselors and a half dozen student ambassadors. The program also has one full-time Articulation Officer. We have additional full-time counselors associated with our division who are responsible for other programs on campus, e.g. RISE and Athletics. We will have one full-time counselor retire this year and have requested two new full-time counselors for 2009-10. With the steady increase in the student population, new growth positions will be needed for the duration of this Program Review. Adjunct counselors are always needed to fill the gaps of the contract limitations of the full-time counselors. We continue to have a need for additional counselor/student contacts during the evening and peak demand periods.

Staff Participation: As part of the commitment to the shared governance process, faculty and staff are required and encouraged to participate in department, College, District and/or statewide committees. The list of committees our faculty and staff actively participate with include, but is not limited to: Academic Senate, EOPS/CARE Advisory Committee, Student Equity Committee, Matriculation Committee, Budget Committee, Orientation Committee, Senate Academic VP, District Academic Senate, Accreditation Committee, Staff Equity, SLO Advisory Committee, LRCF President, Dean’s Petition Committee, Human Career Development Committee, Transfer Center Advisory Committee, College Strategic Planning Committee, Department Chairs Council, VPSS Student Services Committee, CAHSEE Committee, Adjunct Training Committee, BSI Committee, and the Panther Pipeline Committee.

Staff Professional Development: Professional staff development is an integral part of the continuous training and information updates that our faculty/staff are committed to. In addition to Flex activities, there are internal trainings provided for both faculty and staff related to technology and customer service. The General Counseling Department offers regular staff training opportunities, and all personnel are encouraged to attend.

Facilities & Equipment: The General Counseling Department needs to be reconfigured to improve delivery of counseling services and to protect the confidentiality of students seeking services. Additional faculty and staff will require offices and technology resources, as well as basic furnishings. Lack of space and the configuration of the current facilities create significant constraints to effectively serve our student population.

Finances & Budget: The General Counseling budget, excluding salaries for full-time employees, has actually seen a decrease in appropriations for adjunct counselors as well as student help/ambassadors. Both resources are in great need and must continue to be funded as a clear priority. The importance of updating the Counseling and Intra websites must not be taken for granted, and funding for the Web Designer must set as a high priority. Funding for travel to update our professional staff on current transfer requirements has been cut and will need to be restored to pre- 2008/09 levels.

Future Directions:

Staffing: Over the course of the next three years, General Counseling will continue to see increased numbers of students and will need to adhere to the LRCCD regulations of a 900:1 student to counselor ratio. In addition, the numbers of full-time counselors approaching retirement eligibility would indicate the very real possibility of a minimum of one retirement replacement each of the next three years. With the ever-growing outreach centers in Davis and West Sacramento, additional counseling will be needed in those areas; it is not unrealistic to request one full-time counselor in each Center. In addition to full-time counselors, the General
Counseling Department will need to increase the number and diversity of our Adjunct Counseling pool. The needs of our student population continue to grow in the areas of language, culture, and emotional and psychological challenges. It is imperative for the College to have professional staff to assist with the multitude of issues that are presented on any given day. Presently the Counseling Center has one male part-time Mental Health counselor; an additional female Mental Health counselor would greatly benefit our student population.

An overwhelming number of our students are first-time, first-generation and/or English language learners coming to us with a vast array of needs. An increase in student helpers/ambassadors would go a long way in assisting our new students to feel welcomed and to help them navigate the intricacies of our matriculation process. The number of students showing up on our campus is going to increase in the next few years; retention of those students and their success at SCC will be greatly enhanced if they feel they have both professional and peer mentors guiding them along the way. The assistance of student help/ambassadors is paramount to the success of our future students.

**Professional Development:** The success of our students is directly related to the knowledge and professionalism of our staff. It is imperative for both the adjunct and full-time counselors to receive ongoing training in technology, cultural diversity, transfer requirements, program requirements, career/vocational trends and crisis intervention. Although much of the training can and will be conducted within the District, travel will be necessary for some professional development, as well as the possibility of hiring outside resources to develop and cultivate a professional and healthy environment for both students and staff.

**Facilities:** The facilities currently housing the General Counseling Department have not kept pace with the expansion of our services. With the addition of two new full-time counselors in 2009/2010 we will need two additional counselor offices. There is a general lack of space for storage/supplies, offices and student reception. A new location or at the very least a reconfiguration of the current location is of the highest priority. The cornerstone for Counseling services is confidentiality and respect, the current facilities inhibit the ability for students to communicate with complete confidentiality and is not conducive to a professional, respectful reception.

**Equipment:** The General Counseling Department shares an antiquated copy machine with the expanded Counseling Services division and is in a constant state of repair. The copy machine must be replaced with a modern, large capacity copier with a high degree of reliability.

**Budget:** The reconfiguration of the General Counseling Center and the expansion of counselors, both full-time and adjunct, will require obvious additional funding. The Counseling Department will need to restore the Adjunct counseling budget to reflect the growth in student population. The professional development/travel budget will need a permanent budget of $12,000. The cost of a Web Designer needed to update our Counseling and Intra websites to access necessary resources is $8,000. The Department will also need an increase of $10,000 for student help/ambassadors.
6) **Collaboration Across Our Communities**

**Current Partnerships:** The program works together in partnership with the following internal stakeholders: EOPS, Transfer Center, Career/Job Placement, Work Experience, Health Office, International Student Center, RISE, EOPS, Athletics, Puente, Admissions and Records, Assessment, Matriculation/Outreach and Orientation, DSPS/DRC, Cal WORKs, Financial Aid, Academic Senate, Instruction and the Learning Resource Center. The program works together in partnership with the following external stakeholders: Panther Pipeline, Area High School Liaisons, La Familia, Washington Neighborhood Center, SETA, Asian Resources, Sacramento Co. Health and Human Services, WEAVE, Planned Parenthood, Independent Living Program, Visions Inc., Cal-SOAP

General Counseling Services is frequently the very first contact a student will have with Sacramento City College. It is imperative that we collaborate with other services both on- and off-campus to provide the appropriate assistance for the multitude of student needs. Students present with a variety of concerns and challenges. Thus, General Counseling needs not only to be aware of other helpful services, but we must be able to direct students to the most appropriate resource person to help with their particular concern. Students who have access to timely and accurate information can better make informed decisions and are more readily equipped to succeed in higher education and beyond.

**Future Directions:** Future collaborative efforts include creating a true College Center for all SCC students together with the greater campus community. A student-friendly environment coupled with the technology and staff to help our students feel as though they belong and take pride in their education will go a long way in the success of our student population. Outreach to the community and area high schools will continue to broaden the representation of our campus and promote a more educated society.
7) Other Program Issues

The recent disruptions in the administrative leadership of the General Counseling area have been an obstacle to achieving our mission.

**Future Directions:** The program will work closely with senior administrators to develop a strong and consistent leadership base for Counseling and Student services.
Appendix A

A-1 Participation & Other Departmental Data
A-2 Noel Levitz: Student Satisfaction Survey Report
A-3 Community College Survey of Student Engagement