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 Vines_ **Date:** 5/3/10

Dean/Director

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

President, Academic Senate

Signature: _____ **Date:** 5. /3 / 10

Vice President

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

Superintendent/President

SOLANO COMMUNITY COLLEGE

PROGRAM REVIEW

Counseling Division and Special Services

Dean: Erin Vines
Faculty Member: Mary Gumlia

Fall 2005-Spring 2009

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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 Special Services Division offers comprehensive career, educational and personal counseling services to all students. Specifically, the Division offers a wide range of programs to assist students to successfully adjust to college, to develop academic and career plans and goals, to acquire learning and job seeking skills, and develop interpersonal skills.

The Division offers the following services:

- **Academic counseling—**to help students select a major, develop an educational plan and work towards a certificate, associate degree or transfer requirements

- **Educational planning workshops—** designed to help students learn the basics of educational planning

- **Group and Orientation workshop—** formats designed to introduce new students to SCC programs and services

- **Academic Probation workshops—** designed to help students persist and succeed

- **Career counseling to—** assist students in developing career goals based on their interests, abilities and achievements.

- **Personal and Crisis Counseling—**assistance to students with personal or other issues which may impact their educational progress and referrals to campus and community resources

- **Academic probation and Disqualification counseling—** to teach students strategies to effectively deal with low grades, academic probation, academic disqualification and time management

- **Nursing workshops—** introduce prospective students from SCC, the community and other colleges to nursing program requirements and career opportunities

- **Nursing referrals—**Counselors provide extensive counseling services for students who meet eligibility for the SCC nursing program. In addition, counselors provide counseling services to assist students in exploring other options if their scores do not qualify them to be eligible for the SCC nursing program.

- **International Student Program—**a program that provides counseling and assistance to students from other countries who are studying on F-1 visas

- **Puente Project—** a program designed to increase the number of educationally underserved students who enroll in four-year colleges and universities earn degrees and return to the community as leaders and mentors to future generations (The Puente Project is open to all interested students.)

- **MESA—** this program includes a variety of services that results in a high rate of academic achievement. Elements of the MESA model include: Individual Academic Plans, Academic Excellence Workshops, Academic and career counseling,

Collaborative learning techniques and study skills, Clustering of students in classes to enhance collaborative study, Field trips to industry sites and university campuses, and Leadership development and conference

- **UMOJA program scholars (UPS) —** is a statewide approach to specifically address the retention and academic success of African American students. Umoja provides academic instruction, basic skills support, counseling, tools, and resources to navigate the academic culture and success in college.

- **Disability Services Program (DSP) —** provides services for students with physical, communication, learning disabilities, psychological disabilities or other medical problems

- **Veteran's Affairs—** assistance to veterans or qualified dependents in applying for and receiving education benefits for various G.I. bills

- **Transfer Center—**access to information to facilitate transfer to four-year colleges, universities and vocational schools, and/or career life pursuits for students

- **CalWORKS —** Solano CalWORKS program is designed to prepare CalWORKs students for entry-level jobs and career opportunities combined with extensive coordinated services to assist in the transition from welfare to long-term self-sufficiency. Services include: Childcare, Financial aid, Counseling, Assistance with transportation, Work readiness skills, Work study, Assistance with job search and placement. Solano College's CalWORKs training programs are approved by the Solano County Department of Health & Social Services.

- **Extended Opportunity Programs and Services (EOPS) —** EOPS offers services to students who are both financially and educationally disadvantaged. To qualify for EOPS, participant must be enrolled in a minimum of 12 units and be educationally and financially disadvantaged. Services include assistance in transferring to four-year colleges and universities; academic, career and personal counseling; book services; priority registration and EOPS grants for those who qualify.

- **CARE—** The CARE Program provides additional support services to EOPS students. Support services provided to CARE students include: assistance with child care expenses, textbooks-supplies, and transportation; costs; meal reimbursement, counseling and advisement, personal development activities; and help from peer counselors who are often single parents.

OVERVIEW

Despite several simultaneous, significant changes in recent years--relocation to a new building, implementation of SARS, a new automated counseling scheduling system and implementation of Banner, as well as previous personnel changes, the Counseling Division has successfully maintained, expanded and improved its services to students.

Personnel Changes— 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.

Move to Building 400— In late Fall 2007 through early Spring 2008, The Counseling and Special Services Division began preparations to move to the new Student Services Building. The Division made this major transition successfully by providing counseling services without interruption during priority and late registration.

New SARS appointment system— Along with the move to the new Student Services Building, the Counseling Division successfully managed a major change from a paper same day appointment system to implementation of SARS—SARS GRID, SARSCALL, ESARS and SARS PLAN for the Fairfield campus, TAFB and Vallejo and Vacaville campuses. Counseling faculty attended SARS trainings prior to the conversion.

SARS GRID is an appointment scheduling software package designed to register and track unscheduled visits. Counseling faculty, schedulers and administrators use SARS. Furthermore, SARS GRID can produce reports for strategic planning and program purposes.

ESARS allows students to schedule counseling appointments, orientations, group education plan workshops and probation workshops online. Students can see which counseling faculty are available during any given time the student chooses. Students can schedule appointments on the Fairfield campus, TAFB, and the Vallejo and Vacaville campuses.

SARS CALL is an automated notification and confirmation system that makes appointment reminders to students. This feature also has the capability to announce upcoming events using automated telephone calls and/or emails.

SARSPLAN is on-screen calendar/planner. Counseling faculty schedule and mark their workdays; administrators can establish the type of days to be worked and the required number of counseling faculty workdays and hours, as well as other scheduling criteria.

New Banner database management system— Two full time counseling faculty attended Banner trainings throughout 2007 and then conducted regular, extensive training sessions for counseling faculty throughout Spring 2008. As mentioned previously during this time counseling faculty were also learning the new SARS software system. Counseling faculty worked with the previous Legacy system and the prototype Banner system in Spring 2008 and began using Banner regularly in Summer 2008. During this time, counseling faculty continued to successfully provide counseling services and classes without interruption.

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

Part I   Outcomes

1. STUDENT LEARNING OUTCOMES

- Students know how to access counseling services.
     Measure: survey which will be developed in Spring 2010

- Student will identify their educational goal(s)
     Measure: educational goal as stated on the Individual Educational Plan (IEP)

- Students placed on disqualification or academic probation will receive counseling intervention and as a result of that intervention improve academic performance.
     Measure: counseling appointments for probationary or disqualified students and respective course grades on student transcripts for subsequent semester(s)

2. 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

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

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

PART II. ANALYSIS

Identify and explain trends in other factors and outcomes.

Overview

The division continues to offer a breadth of services designed to assist students in reaching their academic and career goals. In addition to individual counseling appointments, counseling faculty directly serve students in several different capacities, including responding to numerous student email inquiries and phone calls and writing letters of recommendation. Counseling faculty also conduct group orientations, group educational workshops, probation workshops, nursing workshops, and offer specialized programs such as MESA, PUENTE, Umoja Program Scholars and Summer Bridge.

Counseling Services

It is the function of counseling faculty to use their professional counseling and communication skills to help students identify and deal effectively with the myriad of complex academic issues and personal concerns that can impede students' academic and personal success.

The vast majority of students have several reasons for seeing a counseling faculty, from needing an educational plan to struggling with poor grades or poor study skills to knowing all the educational options available as well as the paths to reach their goals.

As a result of dialog between the counseling faculty and the student, most counseling sessions yield three or four issues confronting the student, most if not all of the issues are interconnected. For example, a student indicates that her primary need is to select courses that meet the major and general education requirements, but in the course of the counseling session, the counseling faculty uncovers the student's concerns that she has inadequate child care, must work—sometimes two jobs-- in order to pay rent and bills, struggles with finding adequate study time and is facing academic probation as a result of poor grades in her first attempt at college.

Student contact data for this program review reflects both students who saw a counseling faculty one time as well as students who made more than one counseling appointment.

Data for the four year program review period shows that the number of available appointments consistently increased over time with the exception of Spring 2009, at which time the division's budget for hourly counseling was redefined. Without these resources, the number of available appointments dropped. Over the four year review timeframe, 82.4% of appointments were scheduled of all appointments available. And, even though there were fewer available appointments, 88.7% of appointments were scheduled.

Data also shows that counseling efficiency increased; there was a greater percentage of appointments being used of the appointments that were available. There are three primary reasons for this increased efficiency: the SARS software provides automated appointment reminder calls to students; student workers made personal follow up reminder calls beginning in Summer 2009; and the online SARS scheduling system allows students to schedule appointments online; and appointments can be opened up in real time once they are cancelled.

The percentage of unused appointments is dropping, indicating more efficiency in how we provide services. When appointments are not used due to no-shows, counseling faculty see students on a drop-in basis.

Data for the four year timeframe indicates that counseling faculty input recording reasons for counseling appointments is clear, while student self-reported data beginning with the implementation of SARS in Spring 2008 is not: the latter relies on the ability of

students to know all the reasons for needing a counseling appointment and does not reflect counseling faculty inputted data that would more thoroughly capture not only all the reasons for the appointment, but an accurate listing.

Finally, it is important to note that the concurrent implementation of SARS and Banner has had a major impact in data collection, including adequate data collection. As counseling faculty have improved their data entry, the numbers of unmarked appointments in the SARS scheduling system (students who either attended or did not attend counseling appointments) has decreased. Beginning this semester, the division has made adjustments and changes to improve data collection.

Fall 2005-Fall 2007 LEGACY SYSTEM

The Legacy system allowed counseling faculty to select from a list of specified reasons for the counseling appointment. These reasons included: associate degree, certificate, career, disqualification, educational plans, financial, probation, personal, referrals, transfer and other.

Counseling faculty data entry for Fall 2005-Fall 2007 indicates that students used counseling services for multiple reasons, including: degree, certificate, career, disqualification, IEPs, Financial, Probation Personal, Referral, Transfer and other services. With relative frequency, IEPs, degree and transfer counseling had the highest number of student contacts. Fewer student contacts were indicated for financial aid and disqualification assistance. There were more student contacts for disqualification petitions in spring semesters, while probation student contacts decreased over the two year period. During this timeframe, notification by letter to students placed on academic probation was temporarily discontinued due to Banner issues; while there is no statistical correlation available, it is possible that the absence of notification by letter resulted in fewer counseling appointments made by probationary students.

A second trend for this timeframe indicates that students had a greater variety of overall reasons for seeing a counseling faculty during the fall semesters; most likely due to a larger group of new students. Transfer appointments were higher in the fall.

Moreover, the 'other' category included a high number of student contacts across the two year period. This category was not clearly defined and could potentially include a wide range of counseling services. For these reasons, this category is less useful when collecting data.

This program review had indicated that counseling faculty' selection of the reasons why a student sees a counseling faculty is subjective; while some counseling faculty may have selected educational plan as the singular, inclusive code for all counseling appointments, other counseling faculty may have defined the same category differently, choosing to use it as one reason for the appointment, and selecting additional reason codes to reflect the multiplicity of issues being addressed in the counseling appointment.

Beginning Spring 2008: SARS and BANNER

The Counseling Division started using the SARS appointment system beginning in Spring 2008. One of the features, ESARS, allows students to make counseling appointments online. Students who use this option must select from a specific list of reasons why they are requesting a counseling appointment. These reasons include: meeting with a counseling faculty regarding a petition, degree evaluation, general counseling, individual educational plan, MESA counseling, Nursing referral, clearing a class pre-requisite, transfer agreement guarantee (TAG), transfer information and transcript evaluation.

The online appointment system does not allow for write in choices or follow up questions of clarification, as a result, the initial selection either changes and/or expands once the student meets with the counseling faculty.

In contrast, students who make counseling appointments by phone or in person are pre-screened: they reply to a standard series of questions from the student worker or support staff, including the nature of the appointment. Depending on the clarity of the answer provided, support staff or student workers may need to ask follow up questions in order to accurately determine the primary reason for the appointment.

Regardless of the method by which students make appointments, students are often not aware of all the reasons why they want to see a counseling faculty; dialogue in a counseling session will reveal underlying issues that indicate additional and often interrelated reasons for the counseling appointment.

SARS does allow for counseling faculty inputted data indicating reasons for the counseling appointment, while Banner does not offer a feature where counseling faculty can use codes to indicate the reasons for counseling appointments. As a result of this program review, the Division will consider modifying its procedures when using SARS for inputting data that records reasons for counseling appointments.

Like the Legacy system, the category, 'general counseling' is frequently used, as indicated by a large number student contacts, but the term serves as an umbrella in and of itself does not offer specific reasons why a student sees a counseling faculty.

Finally, counseling faculty provided valuable counseling services to an important student population group of students who received notices of academic disqualification. Counseling services included examination of and reasons contributing to unsatisfactory grades, as well as strategies to help students persist and succeed in order to reach their academic and career goals.

Counseling faculty provided counseling services and signed petitions for 841 students on academic disqualification petitioning to be readmitted for the period from Spring 2008 through Summer 2009.

Counseling at Vacaville and Vallejo Centers

The Division has continued to offer academic, career, personal and crisis counseling to students at the off campus centers. In an effort to reach more students, the Division has started and/or expanded its counseling hours at each location.

In fall 2007, the new Vallejo Center opened and the Counseling Division contributed to this hallmark event by increasing the number of counseling hours available to 30 hours. Counseling services are also available in Spanish. Two counseling faculty work day and evening shifts at the Vallejo campus.

In Fall 2009, the Division expanded the number of counseling hours at the Vacaville Center from three to seven.

E-counseling

Counseling faculty spent over two years researching and developing the pilot e-Counseling project, which was launched in May 2006. Beginning in Spring 2004, counseling faculty contacted numerous California community colleges regarding online counseling services and conducted conference calls with four community colleges to obtain detailed information about their online counseling programs. Information on best practices was obtained at a FACCC Conference; followed by extensive research on online counseling codes of ethics and web ethics.

The E-Counseling Pilot Project went live in May 2006 and became a permanent service in Fall 2006.   Since May 2006, e-counseling faculty have responded to 1, 877 individual email inquiries from current and prospective students during fall and spring semesters and summer sessions.

(Summer 2006: 123; Fall 2006: 167; Spring 2007: 211; Summer 2007: 129; Fall 2007: 125; Spring 2008: 350; Summer 2008: 297; Fall 2008: 301; Spring 2009: 318)

E-counseling faculty have also made presentations to the Associated Student Body and Deans; Counseling division liaisons have also made presentations to academic divisions.

International Student Program

The International Student Program was started in 2006; a counseling faculty created the International Student Club, which met until fall 2008, at which time the club was discontinued due to budgetary cuts. However, international students have continued to receive counseling and other support services through counseling appointments.

Academic Probation Workshops

The Division offered two academic probation workshops in Fall 2008. The workshops consisted of a PowerPoint presentation and handout, with individual meetings with students following the presentation. Future workshops are planned.

Summer Bridge

The College Success Institute (CSI), known as Summer Bridge, was held in Summer 2008. The purpose of the program is to assist first-time freshmen in making a successful transition from high school to college. Eligible students test into math and English courses below college-level. The CSI offered tutoring, transfer information, seminars on personal development and communication skills, cultural diversity and self-awareness. Of the 30 students who participated in the program, 27 students assessed, received counseling, registered and enrolled in fall classes. Basic Skills one time monies were spent and efforts were put into building the Umoja program.

Orientations

The Counseling Division offers in-person or online orientations to new students. Regardless of the format, orientations introduce new students to college programs and services. Topics covered in an orientation include: overview of SCC certificates and degrees; SCC career/technical education programs; transfer preparation; individual educational plans, counseling services; counseling courses; homework formula; course selection; catalog and schedule of classes and registration procedures.

In-Person Group Orientations

Since Fall 2007, the division has offered in-person group orientations; a total of 1,320 students attended an in person orientation from Fall 2007 through Spring 2009. For Fall 2007, 536 students attended orientations; however, data is not available for the number of students who registered for classes.

In Spring 2008, 146 students attended an orientation; of these, 71% registered for classes. In fall 2008, of 542 students attending, 84% registered for classes. In spring 2009, of 96 attending workshops, 67% registered for classes.

Online Orientations

Counseling faculty developed the VIP Online Orientation in 2005. The VIP orientation http://www.solano.edu/vip/ consists of seven steps: submitting an application, completing orientation and assessment, meeting with a counseling faculty, enrolling in classes, and buying textbooks and attending classes. The Orientation also includes college success tips, campus resources, graduation, associate degrees and certificates, transferring, and student rights and responsibilities.

The Division started keeping records of the number of students who completed the orientation in Spring 2007. In Spring 2007*, 125 students completed the orientation; of these, 50% registered for class. In Fall 2007, 26% of the 150 students who completed the orientation registered for classes. In Spring 2008, 352 students completed the orientation; of these, 63% registered for classes. In Fall 2008, 62% of 530 students registered for classes. Finally, in Spring 2009, 557 students completed the orientation, with 60% registering for classes. * partial count; complete figures are not available.

Educational Planning Workshops

The Counseling Division has offered educational planning workshops as an alternative means to serve students when the Division is not able to meet student demand for individual counseling appointments. The workshops provide an opportunity for the Division to serve a high volume of students during peak times, from pre-registration until classes start. The workshops serve as an appropriate venue for students to obtain information for enrolling in classes; counseling faculty encourage students to return for individual counseling appointments in order to receive more extensive counseling.

The Counseling Division has previously offered educational workshops; however, records were not kept until Spring 2008. Since that time, 13 educational planning workshops have been held with a total of 195 appointments booked.

The educational workshops are 1 ½ hours in length and have a maximum attendance of 15 students. The Division publicized these workshops through a variety of ways, including: flyers, information provided by support staff and student workers at the front desk, and a link on the counseling webpage.

Nursing Workshops

The Counseling Division and the Nursing Program have continued to offer nursing workshops as a way to introduce students to academic requirements, job requirements, nursing program expectations, program schedule, and the nursing referral process.

SCC students as well as prospective students from other colleges attend the workshops. Since the workshops offer general and detailed information about the SCC nursing program as well as the profession, the workshops also serve as a public relations and outreach effort to the community, in that attendees can potentially become students at SCC.

From Fall 2005 through Spring 2009, a total of 27 workshops were held. Four workshops were offered each semester; of these, two workshops were held at the Main Campus with one workshop each offered at the Vacaville and Vallejo Campuses. Approximately 1, 291 people attended the workshops during the stated timeframe.

Open House, Reg Fest and Preview Day

The Counseling Division hosted a community Open House through Spring 2006. On the average, about 250-300 people from the community attended the annual event which included assessment, orientation, transfer workshops, student services, financial aid workshops (bilingual) and showcasing various SCC programs. The Open House served as a public relations, outreach event to the community as well as an avenue for prospective students to prepare for registration.

The Open House evolved into two current events: Reg Fest and Preview Day. Preview Day is intended for students who are planning to attend SCC; however, the event is open to any interested person. Preview Day events for students who have completed

assessment and orientation included transfer awareness workshop, educational planning and campus tours. Remaining students completed an application, orientation, assessment and registration. A financial aid and registration lab, along with an educational fair and lunch or dinner were also offered.

The Division hosted Preview Day in August 2008 and again in August 2009. In August 2008, 242 people attended the event; of these 88% registered for fall classes. For Preview Day 2009, 280 people attended the event; and of these, 78% registered for fall classes.

Reg Fest is designed to help students move forward to the next step in the matriculation process, therefore, the event included orientation, assessment, registration, financial aid, workshops and transfer information.   Reg Fest was held in May 2009. 411 people attended the event; with 66% registering for fall classes.

The Division publicized both events by running articles in local newspapers, posting ads on the College website, distributing flyers at local high schools and libraries and distributing cards at the Counseling front desk and assessment center and at high school outreach events.

High School Outreach

The Counseling Division conducted 58 different outreach events throughout Solano County during the 2008-2009 academic year. Events were held at middle and high schools; adult schools; educational fairs, the County Office of Education; Solano Employment Connection; Juneteenth celebration, community fairs, Genentech and Travis BX.

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

    a. The Counseling Division continued to successfully provide counseling services in order to help students reach their academic goals, including individual counseling appointments for individual educational plans, transfer and degree evaluation. In addition, the division reached additional students through new programs and services such as: E-counseling, the International Student program, Academic Probation workshops, Summer Bridge, in person group orientations and the VIP online orientation. The Division also expanded its counseling services at the Vallejo and Vacaville Centers. The division continued to offer nursing workshops, nursing referrals, high school outreach and specialized programs, such as MESA and PUENTE.

    b. The Counseling Division is also reaching more students, as evidenced by the percentage of unused appointments dropping from 16% in Spring 2006 to 4% in Spring 2009. And, of the number of available appointments, the number used indicates a greater efficiency on the part of the Division.

c. Because the planning process has changed, the Division has created questions that were not imagined when we completed the last program review. The Division is now in the process of examining and determining the kinds of data that needs to be gathered for future program review. Moreover, as a result of the new scheduling software and the new campus integrated database management system, the Division was significantly impacted in its ability to capture data from Spring 2008 until this semester. Because of this impact, the division has begun making immediate adjustments and changes in how we collect our data.

Part III   Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

2005-2006

- Reinstituted Counseling faculty Liaisons to local high schools
- Reinstituted Counseling faculty Liaisons to all academic divisions
- Provided counseling to special student populations (PUENTE, MESA, Nursing, Athletes, Veterans, Study Abroad, Transfer, International, Disabled)
- Continued to pursue feasibility of E-Counseling
- Revised nursing referral process
- Established a current pool of trained adjunct faculty
- Implemented an advance appointment phone schedule
- Hired Student Services Assistant 1 for front counter evening shift
- Reviewed counseling faculty usage by day and time
- Prepared for Transfer Center coverage during Coordinator's sabbatical
- Assisted with interview and selection of permanent Dean
- Work with Vice-President to obtain institutional support for Transfer Center/Articulation Officer

2006-2007

- Developed Community Resource Manual for counseling faculty informational referral
- Researched, developed and implemented e-Counseling services
- Hired permanent Dean
- Expanded International Student Services
- Hosted High School Counseling faculty's Conference
- Conducted high school outreach
- Conducted outreach to prospective students and community
- Coordinated and secured college representative visits
- Hosted Transfer Day
- Hired student services assistant 1
- Hired counseling faculty
- Participated in Banner training
- Increased counseling hours at Vacaville
- Two Counseling faculty earned sabbatical leaves
- Counseling faculty completed human services fieldwork project
- Participated in MESA interdisciplinary math and science retreat
- Participated in college flex cal triathlon!
- Hosted annual high school counseling faculty conference
- Participated in new building preparation
- Participated in Stop the Violence summit
- Made South Africa presentation
- Offered 15 additional hours athletic counseling
- Expanded counseling appointments to TAFB

2007-2008

- Implemented SARS Grid, SARS Call, ESARS and SARS Plan for main campus, Vallejo, Vacaville and TAFB
- Moved the division into the new 400 Building and prepared to serve students during spring rush
- Conducted extensive training in use of Banner for all counseling faculty
- Made operational changes leading to about 240 more counseling appointments per month
- Increased evening counseling at the Main Campus
- Increased counseling at the Vallejo center to 1 FTE
- Changed from limited advanced appointment system to hundreds up to five days in advance (SARS)
- Created Outreach calendar for all divisions

2008-2009

- Expanded e-counseling to regular counseling service
- Conducting testing at high school sites
- Developed Summer Bridge
- Participated in Basic Skills Learning Community
- Increased TAG opportunities and numbers
- Created more efficiency in classes
- Developed new course- Counseling 98
- Developed Online Learner Language for use by all divisions
- Developed Online Student Conduct Policy with Distance Education Coordinator and Dr. Waits
- Developed online appointment system
- Completed SLOs for Counseling courses
- Implemented probation workshops
- Started using Banner in summer 2008
- Created two new degrees
- Hosted High School Counseling faculty' Conference
- Increased appointment usage and efficiency
- Hosted Reg Fest and Preview Day outreach events
- Increased online and in person orientations
- Wrote and submitted Umoja proposal
- Supplemental instruction in Counseling 83
- Worked on TRIO and TITLE III grants
- Improved training and retention of student workers
- Hired new counseling faculty
- Three counseling faculty earned tenure
- Increased counseling hours in Vacaville from 3 to 7 per week
- Hosted Stop the Violence Summit

2. Based on the above analysis, are there any changes needed in order to meet the program goals or to improve program effectiveness? Explain.

The Counseling Division dedicated the majority of the fall semester to conduct its program review. As a result of lengthy discussions, the division has decided to work on the following items during the next four years:

SARS- data collection
- Continue to survey students regarding time/day need for counseling appointments
- Follow up on reasons for counseling appointment 'no-shows'
- Review one hour appointments (nursing, TAG, transfer/transcripts) to determine time usage

- Analyze patterns in days/times for turning students away
- Pursue stable overload budget in order to be able to expand number of counseling appointments
- Define the number of students seen in counseling appointments during overload
- Determine the reasons why a student schedules multiple appointments with different counseling faculty

PUBLICITY FOR COUNSELING SERVICES
- Develop a campus wide advertising effort to publicize important/critical times for making counseling appointments
- Work with scheduling to modify or create new text regarding counseling services for printed and online schedule of classes
- Educate campus community regarding function and role of counseling faculty
- Update counseling faculty information on Counseling web pages
- "Don't cancel that class" an opportunity for counselors to meet and talk with students

GROUP WORKSHOPS
- Review and update online and in-person orientations
- Offer on-going educational and probationary workshops, along with surveys to gauge student satisfaction
- Work with Admissions to develop text for probation letters
- Work with appropriate department(s) to include notice on report card when student is placed on probation and referral to counseling services
- Group Educational Workshops: improve data collection regarding attendance
- Schedule educational workshops and orientation workshops back-to-back
- Expand number of probationary workshops based on student survey
- Explore online nursing workshops

OUTREACH
- Review purposes and scheduling of outreach functions such as Reg Fest, Preview Day