

MONTEREY PENINSULA COLLEGE

STUDENT SERVICES PROGRAM REVIEW SELF-STUDY

**COUNSELING DEPARTMENT
2010-11**

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Student Services Program Review Self Study

Name of Program:	Counseling Department
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1. *Mission*

College Mission: *“Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.”*

a. Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of MPC.

Program mission:	<p>As advocates of human development, counselors at Monterey Peninsula College believe in the inherent worth of the individual. The counseling staff believes that people have within themselves positive growth forces; that they are capable of making responsible decisions; and that human potential lies in self-fulfillment and psychological freedom. The counseling staff is committed to supporting activities that facilitate human potential by:</p> <ol style="list-style-type: none"> 1. Providing opportunities for students to make choices from a variety of alternatives. 2. Allowing students the opportunity to accept responsibility for making choices. 3. Ensuring opportunities for students to interact with others interested in providing learning experiences that challenge, stimulate, confront, encounter, and excite within a caring, understanding, accepting, and supportive campus environment. <p>To this end, the counseling program at MPC includes a complete range of services designed to provide assistance in the areas of academic, career, and personal counseling. A primary function of the counseling program is to assist students in planning and executing a program of study which reflect the student’s interests, potential, and motivation.</p>
Mission’s relationship to college mission:	<p>The counseling program’s mission squarely connects to the college’s mission by committing to serve individuals within our</p>

	diverse student population and assist them in reaching their goals.
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b. Program Improvement Plan: Identify any plans your program has to change or revise its mission.

Plan:	<p>Due to a reduction in staff and faculty and an increase in the need for counseling services, the counseling program has explored various options to improve efficiency in serving students. Plans include:</p> <ol style="list-style-type: none">1. Identify peak periods during the school year and offer additional drop-in, first come-first serve counseling to students. Traditionally, the counseling program offered drop-in counseling days during a 1-2 week period before the start of the fall and spring semesters. In lieu of scheduled student appointments, this allowed the counselors to meet with a large number of students each day. At the same time, it allowed students to see a counselor that day as opposed to scheduling an appointment days or sometimes weeks later. On a drop-in day, the program is able to counsel 80-150 students. By offering additional drop-in counseling days, the program is hoping to see more students and meet the demand of students who are seeking counseling immediately.2. Hold Saturday and evening counseling events during the spring semester to prepare local high school students for their first semester at MPC in the fall. This would facilitate the matriculation process for incoming students.3. Require students to enroll in Personal Development (PERS) 71 – Foundations of Career Choice before receiving career counseling services. Requiring students to enroll in PERS 71 lessens the counseling load for the career counselor, as she will cover material in PERS 71 that would have been covered in individual career counseling sessions. In turn, career counseling sessions will be available concurrently with or after completion of PERS 71 for students who would like a one-on-one meeting with the career counselor.4. Offer additional sections of PERS 200 – Orientation to College and promote it as a highly recommended course for incoming students who may need assistance in making the transition to college.5. Implement eSARS, an online appointment scheduling
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	<p>software program. The software allows students to schedule counseling appointments online which would improve service to students. In addition, eSARS would maximize staff resources due to a reduction of walk-in traffic and phone calls related to scheduling inquiries.</p> <p>6. Add a “bucket” option within the SARS program. Faculty and staff have been responding to an increase in the number of inquiries in which students make various requests at the front desk or by phone or e-mail. Requests include inputting a prerequisite, answering a “quick question,” and asking for counselor approval to enroll beyond the maximum number of units allowed; requests in which students are being served but not meeting with a counselor during a counseling session. Although those students are being served, they are not accounted for in the program’s data. By adding a bucket option, faculty and staff can report that they have served a student outside of a counseling session.</p> <p>7. Maintain the program’s websites (http://www.mpcfakulty.net/counseling and http://www.mpc.edu/studentseervices/CounselingAndAdvising) with up-to-date information. Pertinent information such as advising sheets and registration dates would reduce walk-in traffic and phone calls.</p>
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2. Program Overview

a. Program Description

- i. Please list and describe the key services provided through your program.

Service:	Description:
Counseling	<p>Provide academic, career, and personal counseling to the general student population including students with transfer, career/technical education, and basic skills needs.</p> <p>Evaluate student coursework and develop education plans that help students understand and satisfy the academic requirements for certificates, associate degrees, transfer, and career and personal goals.</p> <p>Discuss and assist students with pertinent forms and documents</p>

	<p>including but not limited to:</p> <ul style="list-style-type: none"> • Financial aid probation, appeal, and education plan • Petition for readmission • Petition to repeat a course • Academic Council petition • Application for admission to programs and institutions • CSU-General Education and IGETC certification • Petition to graduate • Transfer Admission Agreement/Guarantee to CSU, UC, and private institutions • Prerequisite verification • Veteran’s education plan • Transcript request • Letter of recommendation • Personal statement/college admissions essay <p>Guide students to resources that can assist them with academic or personal matters.</p>
Career Services	Assist students who want to initiate the career development process of self-assessment, career exploration, decision-making, and goal setting.
Instruction	Teach Personal Development (PERS) courses which include sections covering orientation, student success, and career topics.

ii. What are the most important goals of the program?

Comments:	<p><u>Students</u></p> <ul style="list-style-type: none"> • Provide students with the necessary support to succeed at MPC and beyond • Determine appropriate support services to students’ individual needs • Guide students as they define, progress, and ultimately reach their goals • Provide crisis counseling and refer to appropriate resources • Offer career counseling services and courses to assist students with early goal-identification and to ensure that they progress academically in a timely manner • Assist students with course selection to ensure that they reach their goals in a timely manner • Increase the availability of counseling services for students
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	<ul style="list-style-type: none"> • Assure that students achieve the program’s student learning outcomes • Offer a selection of Personal Development (PERS) courses to enhance students’ learning experiences <p><u>Faculty/Staff</u></p> <ul style="list-style-type: none"> • Schedule regular meetings for collaboration and the sharing of ideas and information to better serve our students • Encourage participation in the shared governance process to advocate for students and the Counseling program • Support professional development in all areas of counseling (academic, career, and personal) • Address and implement the various recommendations of the Student Success Task Force
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b. Student Demand

i. Who are the key users of the program? (Use bulleted list and limit to ½ page)

Comments:	<p> Oftentimes, the program is referred to as “general counseling” because the role of the program is to assist <u>all</u> current, prospective, and returning students seeking counseling services. Users include but are not limited to:</p> <ul style="list-style-type: none"> • Students planning to transfer • Students planning to earn a career technical certificate or associate’s degree • Students with basic skills needs • Students receiving financial aid • Students with disabilities • Students seeking personal enrichment and growth • Student-athletes • International students • Distance learners • English language learners • Veterans • Re-entry students • Career seekers/changers • Community members
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ii. How has user demand changed over the last few years?

Counseling Data: Total Counseling/Advisement Services Received and Student Education Plan Development Services Received

Year	Counseling/Advisement Services Received	Student Education Plan Development Services Received
2008-2009	2368	2365
2009-2010	2424	1818
2010-2011	2587	766

Source: California Community Colleges Chancellor's Office MIS Data Mart

Counseling Data: Total Counseling Sessions

Year	Student Appointments	Drop-in Counseling	TOTAL COUNSELING SESSIONS
2008-2009	5398	2336	7734
2009-2010	5325	3061	8386
2010-2011	4327	3297	7624

Source: SARS

PERS Instruction Data: FTES Credit History

Year	FTES Credit History
2008-2009	39.13
2009-2010	40.60
2010-2011	42.34

Source: Referential files

Comments:	<p>Counseling data is available from the following sources: 1) Data Mart – a system the California Community Colleges Chancellor's Office uses to provide information to users who can generate reports about students, courses, student services, outcomes, and faculty and staff and 2) SARS – the scheduling software program in which the Counseling program schedules and tracks counseling sessions</p> <p>When comparing the data, it's apparent there is a difference between the two sources. The program has the following questions regarding the accuracy of Data Mart numbers:</p> <ul style="list-style-type: none"> • How is Data Mart collecting data from the Counseling program?
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- Is Data Mart referring to individual students and individual education plans only? If a student has multiple counseling sessions and education plans within an academic year, is that accounted for in the numbers?
- Did the Counseling program really experience a 67% decrease in education plans generated when comparing 2008-2009 and 2010-2011?

It's difficult for the program to analyze the information from Data Mart without understanding how the data is collected. The program will need to investigate this further with the goal of assuring that the data is accurate and whether or not the data is useful for future self-studies.

The counseling program uses SARS software to schedule counseling sessions, document whether or not students attend their scheduled appointments, and document students who had a counseling session on a drop-in basis. During the past three years, the program's permanent staff included the full-time equivalent of 6.2-6.5 faculty for counseling services and 2 full-time classified members. In 2009-2010, the department received a Basic Skills Initiative (BSI) grant to fund two part-time, temporary counseling positions for the year. The two counselors conducted precisely 905 counseling sessions. Due to having the additional counselors, the program held more counseling sessions that year in comparison to others.

With the program serving the entire student population and students regularly having the need for counseling services, it seems there will always be student demand. During the past three years, the permanent faculty has averaged about 7600 counseling sessions a year. The program has had ongoing discussions about accommodating the demand for counseling and improving efficiency. However, without additional staffing, it is likely the number of individual counseling sessions conducted will remain in the 7400-7800 range.

It should be noted that the number of counseling sessions indicated does not include all students who received counseling services from the department. Faculty and staff have been responding to an increase in the number of inquiries in which students make requests at the front desk or by telephone. In addition, inquiries are e-mailed to the program's Online Advisor (<http://www.mpcfakulty.net/counseling/onlineadvisor.html>) as well as individual faculty and staff members. Requests include but are not limited to inputting a prerequisite, answering a "quick question", evaluating coursework, and asking for counselor approval to enroll beyond the maximum number of units allowed. The department has made it a point to respond to these inquiries professionally

	<p>and in a timely manner despite a full schedule of student appointments. In addition, the faculty and staff have conducted class presentations and workshops and provided counseling services at the Marina Education Center. Those students also are not included in the data. The counseling program plans to look into adding a “bucket” option within the SARS program. This option would allow faculty and staff to document those students who received counseling services but didn’t have an official counseling session noted in SARS.</p> <p>Although the numbers during the past three years seem consistent, the faculty and staff have shared at a number of counseling meetings that the demand is certainly greater and more students are being served.</p> <p>During the past three years, there has been a gradual increase in the FTES generated by the program’s PERS courses. Both full-time and part-time faculty have taught the courses with the combined full-time equivalent load falling within the 1.10-1.60 range during this period. The course has a positive reputation among students, faculty, staff, and administrators and the program hopes to offer additional sections in the near future.</p>
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iii. Is the demand for your program expected to change in the near future? If so, why and how?

Comments:	<p>The Board of Governors recently endorsed the recommendations made by the Student Success Task Force. One of the recommendations is that all incoming students will be required to develop an education plan. The counseling program certainly supports the success of students and encourages students to develop an education plan with a counselor. However, there are a number of students who take courses for personal interest or are able to select their courses without a counselor’s assistance. By requiring all students to develop an education plan, the demand to see a counselor will certainly increase.</p> <p>Due to the state budget crisis, the UC and CSU systems have made a conscious effort to reduce the number of freshman admits, resulting in more students considering attending a community college. Counselors have recently seen an increase in the number of high school students and their parents who are exploring MPC as an option.</p> <p>Another consequence of the budget crisis is an increase in the number of displaced workers. Oftentimes, individuals choose to attend a community college for retraining or progressing in their education to make themselves</p>
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more marketable. The demand for both counseling and career services will increase in order to assist these individuals.

The demand for the program's PERS courses will likely increase also. As noted earlier, PERS courses have become popular courses and additional sections would be welcomed by the campus community. In addition, the Student Success Task Force also recommends that all students are required to attend an orientation session. The counseling program offers PERS 200 – Orientation to College and if orientation becomes mandatory, it is likely the program will require students to enroll in PERS 200. This would result in an increase in the number of sections of PERS 200.

The new requirements (education plans and orientation) underscore the need for additional staff, faculty, and technology to accommodate these demands.

c. Student Demographics

- i. Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

	Fall 08		Spr 09		Fall 09		Spr 10		Fall 10		Spr 11	
	M	F	M	F	M	F	M	F	M	F	M	F
MPC	46%	54%	48%	52%	47%	53%	48%	52%	48%	52%	53%	47%
PERS	47%	53%	50%	50%	46%	54%	46%	54%	50%	50%	54%	46%

Program review courses: PERS 50, 51, 71, 200
Source: Referential files

	Fall 08		Spr 09		Fall 09		Spr 10		Fall 10		Spr 11	
	MPC	PERS	MPC	PERS	MPC	PERS	MPC	PERS	MPC	PERS	MPC	PERS
Afr Am	n/a	n/a	n/a	n/a	3%	4%	4%	9%	5%	9%	5%	7%
Asian	n/a	n/a	n/a	n/a	9%	10%	10%	9%	11%	10%	10%	14%
Latino	n/a	n/a	n/a	n/a	15%	30%	18%	38%	25%	33%	24%	37%
Other	n/a	n/a	n/a	n/a	1%	0%	1%	2%	1%	1%	1%	0%
White	n/a	n/a	n/a	n/a	44%	23%	54%	33%	57%	43%	57%	38%
Two or more	n/a	n/a	n/a	n/a	1%	0%	1%	2%	2%	3%	2%	4%

Unknown	n/a	n/a	n/a	n/a	28%	32%	12%	8%	0%	0%	0%	0%
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Note: Student multi-ethnicity data collection began in Fall 2009

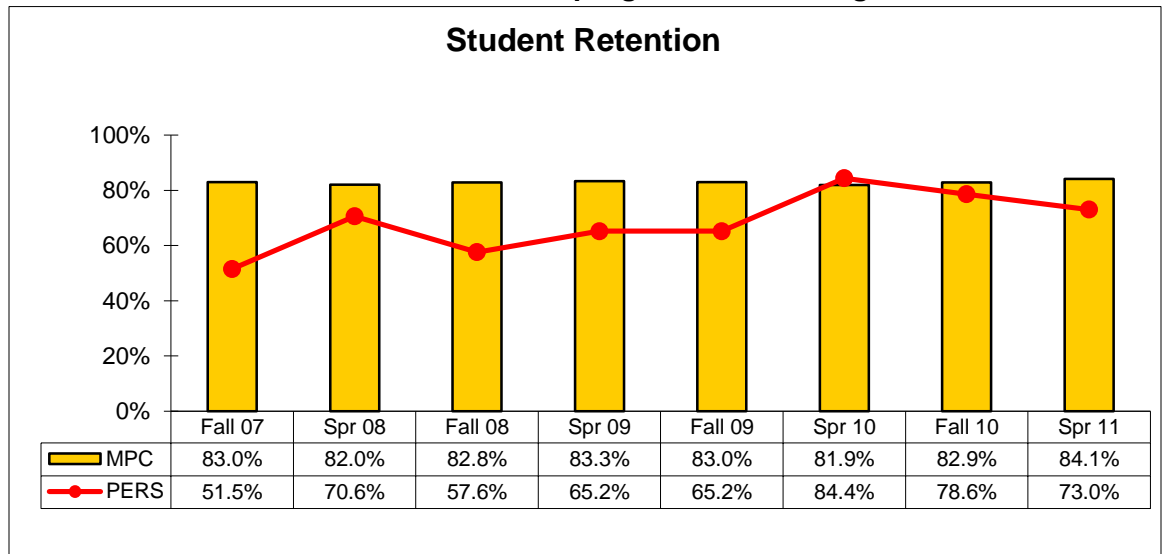
MPC Application for Admission:

- Afr Am - Students who select Black or African American
- Asian - Students who select Asian, Filipino, or Pacific Islander
- Latino - Students who select Hispanic, Mexican, Mexican-American, or Chicano
- Other - Students who select American Indian or Alaskan Native
- White - Students who select White
- Two or more - Students who selected multiple ethnicities
- Unknown - Students who choose to not report their ethnic background

Source: Referential files

Comments:	<p>For the past three years, the gender percentage of the program's PERS courses has paralleled the gender percentage of the college's other courses. However, the ethnicity percentage in PERS courses shows that PERS courses have a higher enrollment percentage among underrepresented students in comparison to the college's other courses. It has been suggested by members of the program that a number of underrepresented students enroll in PERS courses because they are typically recommended by programs (e.g. Extended Opportunity Programs and Services, Supportive Services, Student Support Services, and Student Financial Services) that serve these students who are likely educationally disadvantaged and/or low income.</p> <p>For counseling services, the Counseling program does not have a mechanism in place to identify the gender and ethnicity of students who received counseling services. A possible option in the future is to examine the possibility of the SARS software program linking student information with MPC's student records system (SIS). If possible, a report based on selected variables could be generated.</p>
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- ii. **Printed are the retention rates for the program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

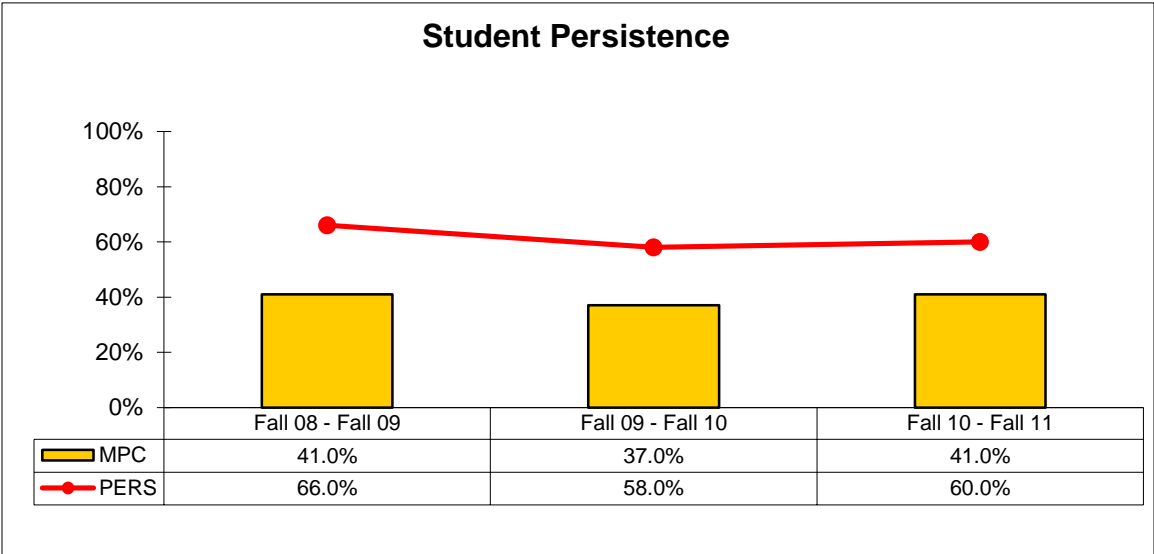


- Program review courses: PERS 50, 51, 71, 200
Source: EnrTrend

Comments:	<p>Although five years of retention rates has been requested for the self-study, the program had access to four years of available PERS data. The institution defines its student retention rate by looking at the number of students enrolled in a course after census date and divides it by the number of students who completed the course and received an evaluative grade. Those students who did not complete the course and receive an evaluative grade instead received a withdrawal. The data shows that with the exception of one semester (Spring 2010), PERS courses had a lower student retention rate in comparison to the college's other courses. However, it should be noted that during the last three semesters, retention rates for PERS courses have improved significantly in comparison to past semesters. This improvement is attributed to the program selecting a PERS instructor in 2010 to take the lead of having the PERS instructors work collaboratively and discuss teaching strategies to support student learning.</p> <p>In the near future, the program plans to work with the Institutional Research department to explore factors and variables that may have influenced student retention in PERS courses. The resulting data would give the PERS instructors a better understanding of what's impacting student retention and what adjustments could be made to improve student learning.</p> <p>For counseling services, the Counseling program does not have a mechanism in place to identify the retention rates of students who received counseling services. A possible option in the future is to examine the possibility of the</p>
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SARS software program linking student information with MPC's student records system (SIS). If possible, a report based on selected variables could be generated. However, if or when the data is available, can the rates be compared to an average among other student services programs? There is the possibility of each program collecting data differently and the results could be skewed. Future student services self-studies will likely revisit this issue.

iii. Printed are the persistence rates for the program over the last 5 years. Discuss similarities and differences between the program's and college's rates.



- Program review courses: PERS 50, 51, 71, 200
Source: EnrTrend

Comments: Although five years of persistence rates has been requested for the self-study, the program had access to three years of available PERS data. The institution defines its student persistence rate by looking at the number of students enrolled after census date during a fall semester and whether or not the students returned the following year during the next fall semester. The data shows that students enrolled in PERS courses have a significantly higher persistence rate in comparison to the college's other courses. The high rate of persistence is attributed to PERS courses having students working together and developing a sense of community in class and on campus. This sense of "belonging" gives students confidence and empowers them to continue their studies and strive to reach their academic and career goals.

For counseling services, the Counseling program does not have a mechanism

	<p>in place to identify the persistence rates of students who received counseling services. A possible option in the future is to examine the possibility of the SARS software program linking student information with MPC's student records system (SIS). If possible, a report based on selected variables could be generated. However, if or when the data is available, can the rates be compared to an average among other student services programs? There is the possibility of each program collecting data differently and the results could be skewed. Future student services self-studies will likely revisit this issue.</p>
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iv. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:		Details:
<input checked="" type="checkbox"/>	Change or improve services	<p>Require students to enroll in Personal Development (PERS) 71 – Foundations of Career Choice before receiving career counseling services.</p> <p>Offer additional sections of PERS 200 – Orientation to College and promote it as highly recommended course for incoming students who may need assistance in making the transition to college.</p> <p>Maintain the program's websites (http://www.mpcfacylty.net/counseling and http://www.mpc.edu/studentervices/CounselingAndAdvising) with up-to-date information.</p> <p>Work with the Institutional Research department to improve the retention rates for PERS courses.</p>
<input checked="" type="checkbox"/>	Change or improve processes	<p>Identify peak periods during the school year and offer drop-in, first come-first serve counseling to students.</p> <p>Hold Saturday and evening counseling events during the spring semester to prepare local high school students for their first semester at MPC in the fall.</p> <p>Implement eSARS, an online appointment scheduling software program.</p> <p>Add a "bucket" option within the SARS program to report students who have been served outside of a counseling session.</p>

d. Program Services

i. Please describe any programmatic changes (i.e. accomplishments, changes in services, etc.) during the last 5 years.

Service:	Process(es) used to support programmatic change(s):
Counseling	<p>Providing intrusive counseling services to students with basic skills needs</p> <p>Moving into the new Student Services building with other student service programs which has improved efficiency in serving students</p> <p>Using a new student records system (SIS)</p>
Career Services	Re-assigning a full-time counselor (replacing a retiree) to take charge of Career Services
Instruction	Increasing the number of PERS sections offered

ii. If relevant, please provide a summary of any audit, program review or compliance review conducted by yourself or an outside agency.

Comments:	N/A
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iii. How do the service users assess the program? Please work with your program review's support team to create and disseminate a survey to service users.

Comments:	Area	Excellent %	Good %	Average %	Need to Improve %
	A. The hours of operation for the Counseling Department are adequate to meet my needs.	71	15	4	0
	B. The front office staff members are welcoming and helpful.	78	19	2	1
	C. I was able to get an appointment with a counselor as needed.	80	15	5	0
	D. The counselors are welcoming and helpful.	87	8	4	1
	E. I received useful and relevant information from the Counseling Department.	83	12	4	1

F. The counselors are knowledgeable.	84	11	4	1
G. Interest and concern about me and my success was shown by the Counseling Department.	74	20	3	3
H. Overall, my experience with this department has been positive.	77	17	5	1
I. I would refer other students to the Counseling Department for assistance.	82	13	4	1

The Student Services Division is in the process of developing a common student satisfaction survey. At the time of the counseling self-study, the survey was not available to the programs within the division. However, the program used a counseling survey tool from a prior self-study. 100 students were randomly selected and asked to rate each area. Above are the rating percentages.

For the different areas, overall, the students view the program favorably. It should be noted that the program scored highest with counselors being welcoming, helpful, and knowledgeable.

- iv. **How do campus faculty and staff perceive the program? Please work with your program review’s support team to create and disseminate a survey to all college employees.**

Comments:	The Student Services Division is in the process of developing a common campus-wide assessment tool. At the time of the counseling self-study, the assessment tool was not available to the programs within the division. In addition, a campus-wide survey was not conducted in prior self-studies.
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- v. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

Comments:	<ul style="list-style-type: none"> In order to reduce expenses, the institution discontinued the printing of class schedules. Without class schedules, students seem more confused particularly during the first week of the semester. During counseling
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sessions, counselors have made it a point to teach students how to navigate and read the online class schedule.

- Other community colleges have reduced their offerings in some manner (e.g. not offering summer courses, discontinuing a popular program) resulting in students transferring to MPC. The program has responded by providing the same level of service as if they were any other student going through the matriculation process.
- Financial aid eligibility requirements have changed significantly, resulting in an increase in the number of counseling sessions dedicated to the completion of required financial aid forms. The program noticed students waiting longer during drop-in counseling days and students having to schedule counseling appointments far in advance. This backlog has a negative effect on student success. The program plans to work with Financial Aid to explore the possibility of reducing the number of required forms, which will lessen the demand of students needing to see counselors.
- The Marina Education Center needs to provide services that are also provided at the main campus. Counseling services are no exception and the program has had counselors scheduled to meet with students there. Although counselors are serving the students at the Marina Education Center, it does reduce counseling hours that were originally reserved for the main campus.
- Due to the state budget crisis, a number of displaced workers have been requesting counseling services to discuss retraining or progressing in their education to make themselves more marketable. Career services had significantly been impacted resulting in the re-evaluation of how to provide this service in a more efficient manner. In the future, it will be required that students will have to enroll in PERS 71 to be eligible one-on-one career counseling.
- The UC and CSU systems have reduced the number of freshman admits, resulting in more students considering a community college as an option. The program has made a conscious effort to understand a student's frustration of not being able to attend a 4-year institution immediately. However, when meeting with a student (and oftentimes with parents), counselors stress the benefits of attending a community college before transferring to a 4-year institution.
- The institution changed to a new student records system (SIS) and in preparation for the change, the program held two training sessions leading up to its implementation.
- The program moved into a new Student Services building in April 2011. There was a transition period in which the program had to re-examine its ability to provide services to students in an efficient manner. The end result is a more user friendly process for the student not only seeking counseling services but also other forms of service from other student

	services programs within the building.
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vi. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Program coordination:	<p>The program coordinates with other programs on campus by being active and visible throughout campus. The counseling faculty participates in the shared governance process, serving on a number of campus committees and groups and exchanging information and ideas with other programs. Also, each academic division has a counselor to serve as liaison should any counseling-related issues arise.</p> <p>Also, at the beginning of each semester, instructors are notified that counseling faculty are available to provide class presentations to their students. A number of faculty take advantage of this service including basic skills instructors and COOP faculty who regularly request counseling and career presentations/workshops.</p>
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vii. Describe your program’s involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.

Community involvement:	<p>The program has recently renewed its efforts to reach out to Monterey county high school counselors by hosting an annual breakfast during the spring semester. The breakfast provides updates and workshops for high school counselors to assist their students with the matriculation process of becoming an MPC student. Also, the breakfast gives the counseling program the opportunity to publicize its high school outreach event. The event has designated dates (typically on Saturdays and evenings) in which graduating high school seniors can complete their math and English assessment exams, participate in a schedule building workshop, meet with a counselor for education planning, and receive priority registration.</p> <p>In addition, public high schools in Monterey, Seaside, Marina, Carmel, and Pacific Grove each have an MPC counselor serving as liaison who is available to provide pertinent information about the college.</p>
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	Also, faculty and staff from the program represent the college at the Monterey Peninsula College booth at the annual Monterey County Fair.
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viii. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations:	N/A
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ix. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:	Details:
<input type="checkbox"/> Change or improve services.	
<input type="checkbox"/> Change or improve processes.	
<input type="checkbox"/> Improve coordination with other programs on campus.	
<input checked="" type="checkbox"/> Improve involvement with the community.	The event for high school seniors has become immensely popular to the point in which existing staff is not able to accommodate all students interested in participating. The program plans to reevaluate the design of the event in order to make the necessary changes so all interested students can participate.
<input type="checkbox"/> Other	

3. Student Learning

a. How does your program support student learning?

Comments:	On five occasions (1/27/10, 1/28/2011, 5/23/2011, 8/18/2011, and 1/25/2012), the faculty and staff of the counseling program continued dialogue regarding the department's Student Learning Outcomes (SLOs). During these meetings of program reflection, dialogue involved developing and revising SLOs and determining how to assess them. The following are the current counseling program's SLOs:
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	<p>Counseling</p> <ul style="list-style-type: none"> Utilize appropriate resources to identify and develop academic and career goals <p>Personal Development 50 – Making College Count</p> <ul style="list-style-type: none"> Identify and apply concepts, resources, and factors that contribute to personal college success <p>Personal Development 51 – Career Planning Throughout the Lifespan</p> <ul style="list-style-type: none"> Examine and evaluate self-assessment, college and career information to develop a career/life plan that incorporates knowledge of adult development and life changes <p>Personal Development 71 – Foundations of Career Choice</p> <ul style="list-style-type: none"> Demonstrate the ability to evaluate and synthesize personal and career-related information to identify a career goal <p>Personal Development 72 – Taking Charge of Your Job Search</p> <ul style="list-style-type: none"> Integrate job search information including job hunting methods, resume techniques, telephone skills, internet resources and interviewing strategies to develop a plan of action for the job search <p>Personal Development 200 – Orientation to College</p> <ul style="list-style-type: none"> Demonstrate the ability to synthesize and utilize student success skills presented, campus processes, and student services available
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b. Please describe how the “Program Reflections on Student Learning” led to improve connections with your plans to improve student learning.

Comments:	<p>Initially, the staff of the program discussed the challenges of supporting student learning and pointed out the following:</p> <ol style="list-style-type: none"> 1) The need for students to be more proactive. Examples include students who see a counselor for the first time a year or more into their schooling and students who attempt to see a counselor the week of registration rather than a month or two before. 2) The new repeatability rule in which students are no longer eligible to enroll in a course beyond their third attempt. 3) The reduction of counseling hours available due to a retirement, a counselor out on medical leave, and faculty duties and obligations outside of counseling students. Also, the Student Success Task Force recommendations will add to the workload of counselors. There are questions about students having to have an accurate, electronic education plan. Currently, not all students complete an education plan and if so, the education plan is more of a rough draft of a class schedule before a student attempts to register. It’s common that the education plan does not match with what students actually register for due to days, times, and availability of courses. In addition, sometimes counselors use paper education plans rather than electronic education plans.
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- 4) The multiple needs of students and the limitations of counseling them in a half-hour's time. An example is a student who needs to discuss potential majors, have outside transcripts evaluated, complete financial aid forms, and have an education plan completed. In addition, personal counseling issues arise. Counselors are finding that issues are becoming more complex and it has become even more important to counsel students holistically. Counseling veteran students is an example.
- 5) The challenge of students satisfying the PERS course objectives and SLOs.

The staff felt they improved their connection to the improvement of student learning by developing ideas and plans to the aforementioned challenges:

- 1) The program will aggressively market counseling services and the STEP program more by communicating to the community via the front page of the MPC website and on-campus banners and flyers. Continuing the high school counselors breakfast and counseling events will also help.
- 2) Students are required to complete a petition form with a counselor if they want to enroll in a course for the third and final time. In-depth counseling is needed to discuss with students what's needed in order to pass the class during their last attempt.
- 3) Career counseling in the department has been impacted significantly. The department will look into offering PERS 71-Foundations of Career Choice again. This course could either be another option for students seeking career counseling or a requirement before using career counseling services. For general counseling services, group counseling was discussed. Historically, it hasn't been successful due to students needing individual attention. An option would be to follow the model of incoming high school students participating in the counseling event by having counselors block off designated dates and times and be available to counsel specific student populations (e.g. transfer students, certain majors, etc.). As for education plans, counselors should be involved in the discussions regarding the implementation of the Student Success Task Force recommendations.
- 4) A popular technique among the counselors is to use the first few minutes of the counseling session to determine the students' immediate needs and which ones can be satisfied later during another counseling appointment. An example would be showing new students how to read their assessment results, use the online class schedule, select courses, and use WebReg versus discussing UC and CSU campuses that offer their intended major.
- 5) The PERS instructors will hold weekly collaboration meetings to share ideas and strategies that increase student success. Also course consistency is essential; the instructors will review course outlines from Curricunet and cross-reference with instructors' syllabi and calendar of activities. For students who need extra help, the PERS instructors meet with them one-on-one or refer them to the services available in the ESSC and the Academic Support Center. Also, the instructors will explore the possibility of increasing student access to course material using the student web portal supported by MPC.

c. Indicate how often your staff refers students to the following services.

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)	X			
Admissions & Records	X			
Assessment Center (for ENGL/ESL/MATH placement)	X			
Business Skills Center		X		
Counseling	X			
English & Study Skills Center		X		
Information Services (College Center)			X	
Library & Technology Center		X		
Math Lab		X		
Reading Center		X		
Supportive Services & Instruction	X			
Career/Transfer Center	X			
Child Development Center			X	
Cooperative Work Experience		X		
Extended Opportunity Programs & Services (EOPS)		X		
Job Placement		X		
Student Financial Services	X			
Student Health/Psychological Services	X			
Re-Entry Multicultural Center		X		
TRiO		X		
Other:				

d. Facilities, Equipment and Supplies

- i. **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected your program's ability to fulfill its mission and/or support student learning?**

Comments	In April 2011, the Counseling Department and other student service programs moved into the newly-built Student Services Building. Before the student services programs moved into the building, the programs were spread out throughout campus. This resulted in students going building to building to take care of their student services needs. Now that almost all of the programs are
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	housed in one building, the services and the facilities are more user-friendly for students.
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ii. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	<p>Technology:</p> <ol style="list-style-type: none"> 1. The installation of eSARS, an online appointment scheduling software program, is needed in order to improve serving students and alleviating the number of inquiries that require a response from the counseling staff. 2. The installation of a “bucket list” in SARS to document students served outside of an individual, in-person counseling session. 3. Pertinent student demographic data is not available through the program’s SARS software program. There is a need to link student information from SARS with MPC’s student records system (SIS) to get the needed data. 4. The possible need to link data from the SARS software program to the Chancellor’s Office Data Mart system due to likely inaccuracies. <p>Printed material:</p> <ol style="list-style-type: none"> 1. Class schedules and catalogs
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e. Other

If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	N/A
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f. Program Improvement Plan

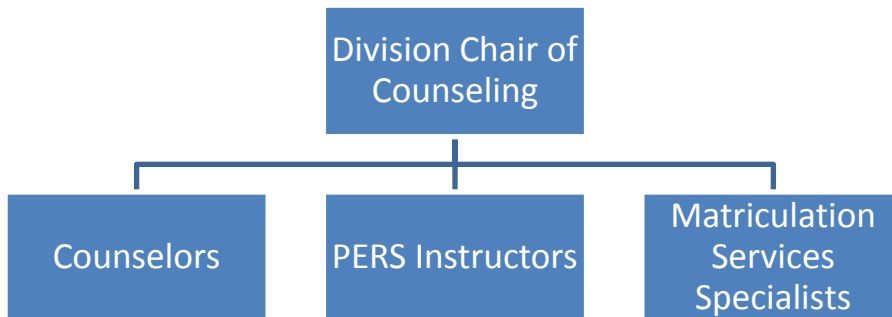
Check the appropriate box(es), identifying any plans your program has to improve services, processes, and/or student learning.

Identify any plans your program has to:		Details
<input checked="" type="checkbox"/>	Further support student learning.	If orientation becomes mandatory for first-time college students, the result will be an increase in

		the number of students enrolling in and benefitting from PERS 200-Orientation to College.
<input type="checkbox"/>	Improve awareness of and/or further refer students to student services.	
<input type="checkbox"/>	Improve facilities to increase program's ability to support student learning.	
<input checked="" type="checkbox"/>	Purchase equipment and/or supplies to increase program's ability to support student learning.	The purchase and/or the installation of technology needed to support and expand the use of SARS. Online appointment scheduling, accounting for students being served without a counseling session, and access to pertinent demographic data will be the result.

4. Staffing

a. Provide an organizational chart of your program or service (including all levels of service and classified staff positions)



b. Briefly describe each employee's primary responsibilities.

Position:	Responsibilities:
Debbie Anthony	Counselor – 100% Majors/Divisions: Social Science
Sal Cardinale	Division Chair of Counseling through Spring 2009 Counselor – 100% Majors/Divisions: Business and Technology Liaison for Monterey High School

Carrie Craig	Matriculation Services Specialist (Classified Staff Position) – 100%
Alethea DeSoto	Counselor – 50% Matriculation Coordinator – 50% PERS instructor (overload assignment)
Jacqi Davis	Adjunct PERS Instructor
Jacque Evans	Adjunct PERS Instructor
Constance Gamiere	Counselor – 40 % (also 60% in the Creative Arts Division) Majors/Divisions: Creative Arts, Interior Design, Fashion Liaison for Pacific Grove High School
Lillian Gorham	Matriculation Services Specialist (Classified Staff Position) – 100%
LaRon Johnson	Division Chair of Counseling – Fall 2009 through present Counselor – 100% Majors/Divisions: Physical Education, Student-Athletes Liaison for Seaside High School
Bill Jones	Counselor – 30% PERS Instructor – 40% (also 30% in the Social Science Division) Retired Spring 2010
Alex Lopez	Adjunct Counselor (April 2008 - June 2010) Area: Basic Skills
Sandra Magdaleno	Adjunct Counselor (April 2008 - June 2010) Area: Basic Skills Adjunct PERS Instructor
Kimberly Mansfield	Counselor – 60% PERS Instructor – 40% Hired Fall 2010 Majors/Divisions: Humanities
Sandy Nee	Adjunct PERS Instructor
Mike Torres	Counselor – 100% Majors/Divisions: Life Sciences & Nursing UC Transfer Admission Guarantee (TAG) Liaison for Carmel High School
Susan Walter	Counselor – 93% PERS Instructor – 7% Career Counselor Majors/Divisions: Physical Sciences Liaison for Marina High School Retired Spring 2011

Although counselors may have assigned majors and divisions, each counselor is cross-trained to counsel any student regardless of major or area of interest.

In addition, the faculty and staff of the program are active in the shared governance process. Members have served on committees including but not limited to College Council, Academic Senate, Academic Affairs Advisory Group, Student Services Advisory Group, Coordinators/Managers Group, Academic Council, Curriculum Advisory Committee, Basic Skills Initiative, and various hiring committees

c. Describe your staff's recent staff development activities.

Comments:	<p>Conferences and workshops attended include but are not limited to the following:</p> <ul style="list-style-type: none"> • American Medical Student's Association (AMSA) Conference • California Intersegmental Articulation Council (CIAC) Conference • California State University (CSU) Counselor Conference • California State University (CSU) Virtual Community College Counselor Conference • California State University-Monterey Bay (CSUMB) Counselor Conference • Career Consortium at Foothill College • College Pre-Health Career Advisors Day • Connecting Students to Careers Conference • Consulting Psychologist Press (CPP) Webinar • Expanding Horizons Training • International Career Development Conference • LinkedIn Training for Career Service Professionals • LinkedIn Webinar • Matriculation Conference for New Matriculation Coordinators • Matriculation Coordinators Professional Conference • National Association of Advisors for the Health Professions (NAAHP) Conference • National Career Development Association (NCDA) Conference • National Collegiate Athletic Association (NCAA) Standards Workshop • On Course Conference • Region 3 Spring Workshop • San Jose State Engineering Conference • STRONG/MBTI Workshop • Student Information System (SIS) Training Workshop • Transfer Center Director's Association Conference • University of California (UC) Counselor Conference • University of California (UC) Ensuring Transfer Success Conference • University of California (UC) Transfer Admission Guarantee Webinar
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d. Complete the *Staff or Program Satisfaction Survey*. Discuss your findings from this survey.

Comments:	The Student Services Division is in the process of developing a common staff/program satisfaction survey. At the time of the counseling self-study, the survey was not available to the programs within the division.
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e. Discuss the adequacy of your staffing to meet your program's mission.

Comments:	Similar to other programs on campus, the counseling program is doing its best to maintain a proficient-level of service for student despite a reduction in staffing. Although the program is not able to serve as many students, the existing faculty and staff are performing to the utmost of their abilities to meet the program's mission of assisting students in planning and executing a program of study which reflects the student's interests, potential, and motivation.
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f. Program Improvement Plan:

Identify any plans your program has to:		Details:
<input type="checkbox"/>	Take steps to improve staff satisfaction.	
<input checked="" type="checkbox"/>	Seek out opportunities for training and development.	Members of the program plan to apply for MPC Foundation faculty and staff and advancement awards to cover the costs of attending relevant conferences.
<input checked="" type="checkbox"/>	Adjust staffing to meet program's mission.	The program has been awarded grants to fund two temporary counseling positions. One will be an adjunct counselor to assist students with basic skills needs. This position will be funded by the Basic Skills Initiative for one year with the possibility of renewal. The other will be a full-time counselor assisting child development (early childhood education) majors. This position will be funded by First 5 Monterey County for at least three years.

5. Summary

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the “rationale” column, indicate whether the PIP item is intended to improve one or more of the following:

- The program’s mission
- The program’s vitality
- Student learning
- Staffing

Budget Dependent:

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	Hire a full-time counselor to replace a recent retiree	Improve the program’s mission, the program’s vitality, student learning, and staffing	Fall 2012	Academic Affairs Advisory Group (AAAG) and Administration	\$100,000
2	Hire a full-time counselor to increase the number of full-time faculty within the program	Improve the program’s mission, the program’s vitality, student learning, and staffing	Fall 2013	Academic Affairs Advisory Group (AAAG) and Administration	\$100,000

Budget Independent:

PIP Item	Rationale	Timeline	Responsible Person
Implement eSARS online scheduling system	Improve the program’s mission, the program’s vitality, and student learning	Fall 2012 implementation	Counseling and Information Technology Departments, SARS contact person
Assure DataMart information is accurate	Improve the program’s vitality	Fall 2012 implementation	Counseling and Institutional Research Departments, SARS contact person