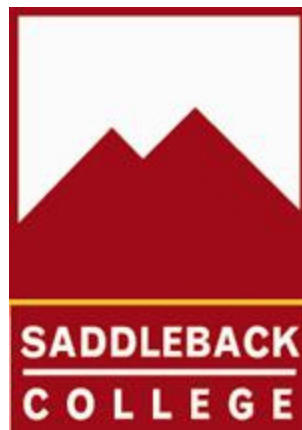


Saddleback College Administrative Unit Review for Counseling



Submitted Fall 2010

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Administrative Unit Review Team Members

Unit Review Team Chair:

Stephen Handa

Unit Review Team Members:

Mariana DeSaracho

Michael Engels

David Francisco

Michael Long

Administrative Unit Review Checklist

Date Completed	Action
	Contact EPA Chair for orientation
	Form Administrative Unit Review Team (AURT)
	Gather documents (Org Chart/Staffing Profile/AUO Assessment Forms/etc.)
	Solicit input from students, faculty, staff, and college community
	Determine if additional research is needed
	Contact College Research Specialist if necessary
	Write Administrative Unit Review report
	Submit report to EPA Chair for review
	Submit report to Vice President for review and approval
	Report submitted to College President
	Report posted to the EPA website
	Presentation to the Consultation Council

SECTION I: UNIT OVERVIEW

A. The Mission of the Program and its Link to the College's Mission and Goals

The mission of the Saddleback College Counseling Department is to provide current and prospective students with the counseling and instruction necessary to successfully reach their academic, career and personal goals.

The philosophy of the department is: Counseling services and instruction are provided in a supportive environment by professional counseling faculty who recognize the uniqueness and diversity of our student body and values the worth and dignity of each student.

Students are best served by a professional counseling faculty that can assess student's needs and help clarify student's goals while also providing students with current information pertaining to instructional programs, student services programs, transfer information, state mandates, community resources and career and employment information. This effort provides students with a global perspective for making quality educational, career and personal decisions.

The professional counseling faculty works closely with the entire college community to ensure the seamless delivery of services necessary for student success.

The counseling department's mission and philosophy are consistent and highly supportive of the College's mission, vision, and strategic directions.

B. Historical Background and Unique Characteristics of the Program

Established in 1967, the Counseling Services and Special Programs Division has a 43 year history of serving students at Saddleback College. The division was initially designed to fulfill the mission of the community colleges in helping a diverse population of students reach their educational, career and personal goals. That initial mission still permeates the Counseling Department and the services currently provided to students.

The Counseling Department has distinguished itself by providing specialized professional academic, career and personal counseling services and programs to unique groups including athletes, international students, transfer students, ESL students, and students on academic probation. Since its inception in 1983 the CIT (Crisis Intervention Team) Program is one exemplary program that provides personal counseling to students in crisis. In addition, the department has been a leader and innovator statewide in the area of technology as applied to student services with the development and implementation of MAP (online educational planning program), ESARS (online appointment scheduling program), EAdvise (online advisement program), and the development and maintenance of department websites.

C. Progress Since the Last Program Review

Six areas were identified as needing improvement in the 2002-2003 Program Review. These six areas were:

1. Appointment making process

While scheduling appointments with a counselor continues to be difficult due to increased student enrollment, recently the Counseling Department implemented ESARS, a program that allows students to schedule appointments online. This new online scheduling process allows students to make appointments without standing in long lines in the Counseling office on Monday mornings. There has also been an increase in the number of staff working at the front desk which allows for a more efficient service to students especially during peak demand times.

2. Lack of appointments available

The previous program review cited a lack of appointments available to students due to an increase in students without an increase in counselors. Today the difficulties continue and have worsened despite reducing appointment time from 1 hour appointments to 30 minute appointments. Student enrollment continues to increase and the number of full time counselors serving these students has decreased.

3. Degree evaluation process

In the 2002-2003 Program Review this area was cited as a problem area that “needs immediate attention”. To date there has been no progress made regarding a degree evaluation process. Counselors continue to assist evaluators with graduation checks during the “crunch time” leading up to graduation. As a result, during this time counselors are performing a clerical function and counseling time is taken away from students.

4. Continuous internal program review efforts and lack of available data for review

The development of MAP (My Academic Plan) has provided the potential to collect data regarding student educational plans. At the present time there have been over 20,000 educational plans developed by students using MAP but there has not been any data collection beyond the number of educational plans developed.

5. Articulation

Articulation has made significant progress since the last program review. The greatest challenges faced in articulation at the time of the last program review were due to an overwhelming amount of work with limited staff. This environment made it difficult to complete essential responsibilities. Some of the specific difficulties at the time of the last program review included the following:

1. The articulation office was working in an unsustainable environment in which every day there was a crisis that needed to be resolved. Because of this, essential tasks were put off or not completed because of this crisis mode in the office.
 - a. Major advisement sheets were out-of-date or unavailable.
 - b. Private and out-of-state articulation agreements were out-of-date and difficult to access.
 - c. Student/counselor requests for pass-along guidance were not responded to promptly and in some cases were misplaced. The decisions that were made were not tracked in any way.
2. Students were not receiving the credit they deserved for classes taken at other institutions due to outdated pass-along policies.
3. Evaluators and counselors were performing evaluations based upon different criteria. Policies were not written down and were interpreted differently.
4. CSU GE and IGETC advising sheets had numerous errors.
5. Fractured working relationships existed between the articulation office and the curriculum office, between the articulation office and the evaluators, and between the articulation office and instructional faculty.

The following progress has been made in these areas:

1. Articulation office priorities were redefined and the articulation office was reorganized in order to meet essential responsibilities and create a new more productive environment with mechanisms to handle the daily issues that arise. The daily working environment was changed to a more organized and orderly workflow to ensure essential tasks were completed in a timely manner.
 - a. Major advisement sheets are now as up-to-date and accurate as possible.
 - b. Private and out-of-state articulation agreements are now up-to-date and easily accessible online on the new articulation website.
 - c. A new process for responding to student and counselor pass-along requests was established. Requests are now tracked by the articulation office via the "Articulation Office Review Form." Answers are promptly returned to counselors and scanned into the ATI Filer.
2. Up-to-date pass-along policies were instituted according to newly established IGETC standards and CSU Chancellor's office guidelines to ensure students do not take extra courses.
3. The Articulation and Advising Manual was created based upon two years of collaboration with evaluators to ensure that counselors and evaluators all had access to the same written policies and regulations.
4. CSU GE and IGETC advising sheets were overhauled to ensure accuracy of advising information.

5. Relationships with all three segments (evaluators, curriculum office, and instructional faculty) are now more open and collaborative with regular productive meetings.

6. Marketing and Outreach

Counseling continues to reach out to faculty through flex week activities that highlight counseling programs. Since the last program review counseling has provided flex week presentations designed to inform the faculty about counseling programs and the services provided in the areas of Crisis Intervention, Veterans Services, and Dealing with Difficult Students. Counseling also implemented a Career Series that teamed counseling faculty and teaching faculty together in presenting workshops to students that highlighted various majors and possible careers associated with these majors.

7. Hiring and Training Associate Faculty

This area was not mentioned in the previous Program Review but warrants mention due to the increased numbers of part-time counselors that have been hired over the past few years. It has been increasingly more difficult to provide consistent and accurate academic information with a large contingent of part-time faculty. While this is a continual challenge, Counseling has done an excellent job of providing initial training for part-time counselors during their first semester and then ongoing supervision during their continued employment.

D. How AUOs Have Been Utilized by the Unit

Generalist Counseling first wrote AUOs in fall 2006 (Appendix A) and was one of the first departments at Saddleback College to develop and submit an AUO. This first AUO was written to define specific functions of the counseling department and to clearly delineate areas in which counseling faculty should be providing counseling to students. A survey (Appendix B) was also developed to determine if counselors were meeting these goals when counseling students. The AUOs that have been developed subsequent to this first AUO have also been used to define the purpose and desired outcome when counseling with students.

E. Current Strengths, Opportunities, and Challenges

Strengths:

General Counseling is proud of its commitment to maintain a professional generalist counseling function in accordance with Title 5. Professional counselors integrate academic, career and personal issues well during individual appointments and instruction. One of the greatest strengths of the Counseling Department is the quality, knowledge and commitment of the professional

counseling faculty who serve in the full-time tenured faculty positions within the department.

Additional strengths of the Counseling Department are:

- Articulation – General Counseling has extensive and well-maintained articulation with transfer institutions. Information is well-coordinated and communicated to staff during weekly articulation meetings to keep counselors up-to-date. Since the last program review, the availability and access of the articulation information to students, counselors, faculty and staff has improved tremendously through online access and a comprehensive articulation manual has been developed to assist counselors in the articulation process.
- Technology – General Counseling has integrated technology into the services provided whenever possible. MAP (My Academic Plan) is an outstanding, award winning, computerized educational planning program that was first conceived within the Counseling Department at Saddleback College. MAP was eventually developed and implemented as a collaborative effort between District IT and the counseling departments of Saddleback College and Irvine Valley College. Since the last program review, Generalist Counseling has implemented an online academic advisement program named eadvise. This program uses technology to allow distance education students as well as all students to receive general academic advisement without coming on campus.
- Instruction – General Counseling provides a comprehensive instructional program through its wide range of Applied Psychology courses (Appendix C).
- Personal Counseling – Personal Counseling provided to students through individual appointments serves as a preventive measure in minimizing crisis counseling needs.
- Crisis Counseling - Generalist Counseling continues to effectively provide students with crisis counseling through the CIT (Crisis Intervention Team) Program.

Opportunities:

- Counseling has an opportunity to evaluate the professional counseling services we currently provide and also those we should be providing per Title V and decide on ways to deliver a full range of counseling services including academic, career and personal counseling to increasing numbers of students with less counseling faculty, staff and resources.

- Evaluate and compare current half-hour appointments with previous hour appointments in regard to quantity vs quality and advising vs counseling.

Challenges:

- Greatest challenge is to find a way to provide all students up-front transcript evaluation that can be maintained in MAP's external course bank
- Provide adequate training and continued supervision to part-time counselors.
- Provide a full range of professional counseling services (academic, career and personal) to increasing numbers of students with shrinking staff and resources.
- Add ongoing technical support to develop and troubleshoot MAP so that it can be a viable and effective academic advisement resource for students and counselors.
- Maximize the use of technology to improve the quality of the academic, career and personal counseling that is crucial to the success of students.

SECTION II: REVIEW REPORT

A. Staffing and Organizational Structure

- 13 full-time Generalist Counselors, 15 part-time Counselors
- 5 full-time classified staff; 1 part-time classified staff
- 1 Dean/Administrator
- 1 Assistant Dean/Administrator
- 3.5 Coordinators

At the present time there are two full time coordinators in the areas of Transfer Center and Matriculation. There are also two part-time coordinators in the areas of Counseling and Articulation. The coordinators are generalist counselors who have taken on administrative responsibilities required for the unit and have reduced the counseling time they were originally assigned with the administrative responsibility.

As the number of students and services has expanded, the number of staff providing them has not. The college needs to address the shortage of counseling faculty in light of the ever-increasing demands for counseling services. Our current faculty-to-students ratio is 1:2087. The State Counseling Advisory Council recommends a 1:1000 faculty-to-student ratio. That equates to a shortage of twelve counselors.

The increase in programs and part-time faculty has greatly impacted the workload of the Division Office. More projects, budgets, payroll, spreadsheets, correspondence, overall office organization and filing requirements, and tasks associated with an increase in part-time faculty and number of programs to be monitored has put a strain on the administrative support available. There are 9 General Fund budgets, 8 Categorical Fund budgets and 7 State or Federal Grants, each with its particular mandates and requirements. Each must be monitored and tracked to ensure that expenditures are handled appropriately with college-and state-mandated guidelines.

B. Programs and Services

Generalist Counseling provides professional counseling services in the areas of personal, career and academic counseling. Counseling is provided through individual counseling appointments, walk-in counseling, group counseling and Applied Psychology courses. In addition, online and telephone advisement is also available as well as Bilingual counseling. In an effort to clarify the activities of the general counseling faculty we have delineated functions according to Title 5 subcategories of academic, career and personal counseling. It is important for the reader to understand that a professional counseling faculty typically provides all three functions (academic, career and personal counseling) in any one appointment. For example, a typical student may come in to an appointment asking what classes would be appropriate for their next term.

In addition to establishing initial rapport with the student (personal counseling), a well-trained professional counselor will ask the student a number of questions including what is your major (career/academic), what are your career goals (career/personal), how are your classes currently going (personal/academic). Though some of these questions may be one dimensional to a casual observer, the professional counselor seeks to integrate all three areas in any one counseling appointment.

Classroom instruction is also incorporated into these Title 5 categories. Counseling faculty are instructors, who teach their disciplines through various vehicles: Individual instruction/counseling, small group instruction, large group, (or classroom) instruction. The Applied Psychology curriculum represents one of the most efficient uses of counseling faculty time. Through classroom instruction, the counseling faculty is able to teach academic, career, and personal counseling issues to large groups of students.

Students also benefit from counseling programs that provide specific counseling assistance in the areas of: Transfer, Probation and Disqualification, English as a Second Language, Basic Skills, Career Technology Education, International Students, Veterans, Financial Aid, Crisis Intervention, and Athletics.

C. Student/Constituency Satisfaction

Since the last program review there have been two student satisfaction surveys administered by generalist counseling. A third has recently been developed and will be administered to student this April 2010. There has also been an annual survey administered to students by the college that has information on student satisfaction toward the counseling services they have received.

A counseling survey was developed and first administered to students in spring 2007 (Appendix B) in an attempt to identify if the Counseling Department was meeting previously stated AUO's. The initial survey was administered to students as they completed their appointment with a counselor. A total of 60 surveys were collected over a two week period. The results of the survey (Appendix C) were extremely positive regarding their satisfaction with their counseling appointments. In fall of 2008 the counseling department decided to administer the same survey again to see if there would be similar positive results. It was decided to survey a larger number of students than the first survey and to compare results to see if student satisfaction of counseling appointments in 2009 remained as positive as reported by students in 2007.

The 2009 survey was administered to students during the first three weeks of March, 2009. The 2009 survey results (Appendix D) contained data from 138 students. Both the 2007 and the 2009 survey's student profiles were similar regarding initial student data indicating units completed, times the students met with a counselor, student goals and reasons for making the appointment. There were no changes of over 10% in any of the question categories. Many of the question categories varied less than 5% from the 2007 survey to the 2009 survey.

The data for the five counseling satisfaction questions also were similar from the 2007 to the 2009 survey. The first question “I felt the counselor responded to my questions thoroughly” had a 73% strongly agree response and a 25% agree response in 2007. In 2009, 83% of the students responded strongly agree and 15% agree. When combining both strongly agree and agree responses there was a 98% positive response for both years. However, in 2007 there was a 2% disagree and in 2009 there was a 2% neutral response with no students marking disagree.

In fact, on all five counseling satisfaction questions there was a higher “strongly agree” response in 2009 than in 2007.

- Questions #1 (I felt the counselor responded to my questions thoroughly.) increased from 73% “strongly agree” in 2007 to **83% in 2009**.
- Question #2 (I understand more about myself regarding my educational, career or personal goals.) increased from 64% “strongly agree” in 2007 to **69% in 2009**.
- Question #3 (I was provided with information and resources that will help me in my educational and career decision making process.) increased from 74% “strongly agree” in 2007 to **81% in 2009**.
- Question #4 (I am satisfied with the counseling I received during this appointment.) increased from 72% “strongly agree” in 2007 to **81% in 2009**.
- Question #5 (The length of this appointment was sufficient to cover my concerns.) increased from 78% “strongly agree” in 2007 to **83% in 2009**.

Data from the 2009 counseling survey indicates that students are extremely satisfied with the counseling they are receiving from the Saddleback College counselors

D. Facilities, Technical Infrastructure, and Resources

The increase in student demand for counseling services has placed a strain on the physical space available for generalist counseling. Since the last program review, there has been an increase in part-time faculty hired within the generalist counseling area. The increase in part-time faculty has resulted in a need for more office space to provide counseling. There is also the issue of waiting room space for the numerous students who are waiting for their counseling appointments or walk-in counseling. Many times, especially during peak counseling demand periods, students are waiting in the hallway. It is unrealistic to ask students to wait one or two hours to see a walk-in counselor if there is no where for them to sit. As it is, many students wait standing or sitting in the hallway, or wait for a short time and leave because it is not comfortable to wait in the hallway. As a result, it is difficult to identify whether a student has already left or is still waiting due to this lack of adequate waiting room space.

The front desk area also needs to be redesigned to provide more confidentiality for both students and staff. Currently, the staff working at the front desk sits only a few feet from the students who are waiting for counseling

appointments. The students can hear all conversations between students and staff members and between counselors and staff. The front desk staff need to have a more confidential area with adequate space between them and the students who are waiting to see a counselor.

Counseling also does not have adequate dedicated space to hold meetings and provide workshops and groups for students. With the increase in student demand there is more need to provide counseling services through group and workshop delivery methods. In order to accomplish this, counseling is in need of dedicated space in the counseling department. Counseling's ability to provide groups and workshops in the future is dependent on the space available.

E. Outreach and Collaboration

Counseling continues to develop and implement ways of providing outreach efforts to ensure that faculty and students are aware of the counseling services provided by the unit. Generalist counselors are assigned annually to serve as liaison contacts to instructional departments. Through these liaison assignments, counselors are able to interact with the instructional departments to provide information and counseling assistance. Additionally, the instructional departments are able to update counseling in regard to new programs and changes in their curriculum.

Counseling also takes an active part in the annual High School Counselors Day and Senior Day. These programs allow counselors to provide outreach to both high school counselors and students. In addition, counselors provide outreach to high schools on a regular basis each semester by participating in scheduled events of the Outreach and Recruitment Office such as College Night and Community College Night.

SECTION III: NEEDS ASSESSMENT AND ANNUAL UPDATE

A. Statement of Unit's Current Situation

Counseling continues to provide professional counseling services to growing numbers of students each year despite the loss of full time generalist counselors over the past years. There is a need to increase the number of full-time generalist counselors to bring the student to counselor ratio closer to the 1 to 1000 recommendation. There is also a need to increase support staff in the areas of front desk support, articulation and the Center for Career and Life Development.

B. Human Resource Needs

As a department we are committed to the principle of quality over quantity in the counseling services we provide. We believe that the push to serve more and more students in less time with less faculty and staff is currently jeopardizing the quality of our counseling services. Career and personal counseling services are sacrificed as academic counseling issues are triaged. This type of environment leads to misunderstandings and errors in advising. Counselors need more time in appointments with students to provide quality professional counseling that incorporates career and personal counseling services required by Title 5.

As the number of students and services has expanded, the number of faculty and staff providing them has not. Our current faculty to student ration is 1 to 2087. Twelve additional generalist counselors need to be hired to bring the counselor to student ratio to the 1 to 1000 ratio recommended by the State Counseling Advisory Council. Included in this number should be counselors who could work specifically with students in the areas of Veterans, Career, ESL, and Probation.

To provide a more efficient counseling service in the area of educational planning, MAP must be working correctly. This system was developed as an efficiency to harness available technology to help counselors do the clerical aspects of academic advising in a more efficient manner. Full MAP implementation would require fixing the glitches in the system including the external course bank. Once MAP is working properly up front evaluators need to be hired to evaluate external transcripts and input course equivalencies into MAP for counselors and students to access. This would free up considerable counselor time to provide the professional academic, career and personal counseling services required by Title 5 more efficiently. (See Appendix E for five year staffing plan).

In addition to an increase of faculty, there also is a need to increase support staff to meet the increased demand for student support services. The following positions will need to be added:

- Application Specialist (1 fte)
- Transcript Evaluation/Database Maintenance MAP (1 fte)
- Counseling Office Assistant (CCLD) (1 fte)

- Career Services Technician (CCLD) (1fte)
- Counseling Office Assistant (Counseling) (1 fte)
- Computer Technician (Counseling) (1fte)
- Office Assistant (Veteran's) (1 fte)
- Senior Administrative Assistant (Veteran's) (1 fte)
- Division Research Position (1 fte)

C. Instructional /Service Needs

A Division-wide computer center with a minimum of 50 computer stations needs to be designed and implemented. This center would be shared by all programs in the division and would assist students in the areas of MAP, Transfer, DSPS, Financial AID, Resume and Job Search, Career, EOPS, etc. The need also exists for a Counseling Center that provides an adequate number of dedicated classrooms for Applied Psychology classes and the addition of lab assistants to support computer access and assist with trouble shooting problems.

There is also a need to provide ongoing training to counselors regarding new counseling related technology such as on-line career assessments, career research sites and other on-line resources.

Maintaining our Applied Psychology curriculum is essential as we provide comprehensive academic, career and personal counseling services to students via our curriculum in a group setting. By offering these courses we are able to work with 30+ students at a time, thereby maximizing time and resources.

D. Research Needs

Research efforts need to be undertaken to identify “at risk” students enrolled at Saddleback College who need academic, career and personal counseling and who could benefit from enrollment in appropriate Applied Psychology courses. In addition, research must continue to measure the correlation between receiving academic, career and personal counseling and/or completing Applied Psychology courses and student retention, achievement of transfer goals and graduation rates.

E. Technical, Equipment and Other Resource Needs

Counselor’s offices need to be re-designed to create an ergonomic work station that addresses the importance of counselors and students sharing information that is viewed on the computer monitor during an appointment.

There is a need for more counseling office space to adequately provide a confidential setting for part-time counselors to meet with students.

The front desk area also needs to be redesigned to provide more confidentiality for both students and staff. The front desk staff needs to have a more confidential area with adequate space between their work space and the students who are waiting to see a counselor. Additional waiting room space is required for the numerous students who are waiting for their counseling appointments or walk-in counseling.

Counseling needs to have adequate dedicated space to hold meetings and provide workshops and groups for students. Counselor's ability to provide groups and workshops in the future is dependent on the space available

SECTION IV: APPENDICES

Counseling Department Fall 2006

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Counseling Department Mission Statement: The mission of the Saddleback College Counseling Department is to provide current and prospective students with the counseling and instruction necessary to successfully reach their academic, career and personal goals.</p> <p>College Goal Most Relevant: Provide counseling and other support</p>	<p>1. Assist undecided students with self-assessment to identify academic, career and personal options.</p>	<p>1. Administer a data gathering survey to assess the student's opinion of the value of the assistance they received in regard to the student's perceived needs in the areas of academic, career, or personal counseling.</p>	<p>1. The survey was administered during the spring 2007 semester. Over 95% of the students responded positively to the five questions asked in the survey. 64% strongly agreed and 31% agreed they understood more about themselves in regard to their educational, career and personal goals as a result of their counseling appointment.</p>	<p>1. The results of the survey were presented to the Counseling staff at a staff meeting. It was decided to further consider the use of such a survey on an annual basis.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>services which are responsive to the needs of students.</p>	<p>2. Assist partially decided students with exploring options leading to a focused academic, career or personal goal</p>	<p>2. Administer a data gathering survey to assess the student's opinion of the value of the assistance they received from the counselor in regard to the student's perceived needs in the areas of academic, career, or personal counseling.</p>	<p>2. The Survey was administered during the spring 2007 semester. Over 95% of the students responded positively to the five questions asked. 72% of the students strongly agreed and 23 % agreed they were satisfied with the counseling they received.</p>	<p>2. The results of the survey were presented to the Counseling staff at a staff meeting. It was decided to further consider the use of such a survey on a yearly basis.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>3. Provide resources and information to assist focused students in the development of a specific plan to meet their academic, career or personal objective.</p>	<p>3. Compile the number of educational plans that have been developed by students each year with the goal of increasing the number of completed educational plans by 5% each academic year.</p>	<p>3. Data for completed educational plans has not been compiled from year to year. A process will be implemented that will establish an annual baseline of completed educational plans.</p>	<p>3. Annual number of developed educational plans will result in an initial baseline.</p>

Class Climate	Counseling Services Student Survey	 <small>Power of One. Make it Happen.</small>
<div style="display: flex; justify-content: space-between;"> Saddleback College </div> <div style="text-align: center; margin-top: 10px;"> Counseling Services Student Survey </div>		

Mark as shown: Please use a pen or a thin marker. This form will be processed automatically.
 Correction: Please follow the examples shown to help optimize the reading results.

1. Please take the time to complete this counseling survey. We value your opinion of our student services. Your responses to these questions will provide us with valuable feedback that will be used to enhance the quality of counseling.

- 1.1 I am enrolled at Saddleback College and have completed: (Please select one)
- | | | |
|--------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> 0-6 units | <input type="checkbox"/> 6-12 units | <input type="checkbox"/> 13-30 units |
| <input type="checkbox"/> 31-45 units | <input type="checkbox"/> more than 45 units | |
- 1.2 I have met with a counselor: (Please select one)
- | | | |
|--|---|--|
| <input type="checkbox"/> First appointment | <input type="checkbox"/> 2-5 appointments | <input type="checkbox"/> 6-10 appointments |
| <input type="checkbox"/> More than 10 appointments | | |
- 1.3 I am _____ on my educational/career/ personal goals. (Please select one)
- | | | |
|------------------------------------|--|---|
| <input type="checkbox"/> Undecided | <input type="checkbox"/> Partially decided and exploring options | <input type="checkbox"/> Focused with a definite goal |
|------------------------------------|--|---|
- 1.4 I made this appointment for _____ counseling. (Please select all that apply)
- | | | |
|-----------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Career | <input type="checkbox"/> Personal |
|-----------------------------------|---------------------------------|-----------------------------------|

2. Please select the appropriate box for the following questions.

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.1 I felt that the counselor responded to my questions thoroughly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 I understand more about myself regarding my educational, career or personal goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 I was provided with information and resources that will help me in my educational and career decision making process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 I am satisfied with the counseling received during this appointment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 The length of this appointment was sufficient to cover my concerns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Comments

3.1 Comments:

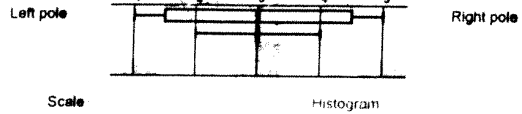
Steve Handa
Counseling Services Student Survey 2007 ()
 No. of responses = 60

Survey Results

Legend

Question text

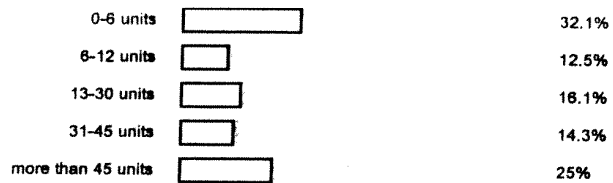
Relative Frequencies of answers Std. Dev. Mean Median / Quantile



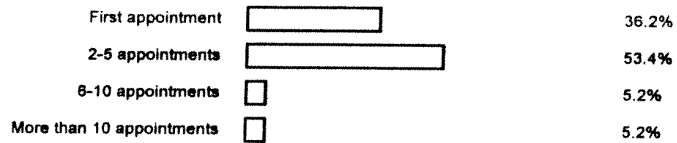
n=Amount
 sv.=Mean
 md.=Median
 dev.=Std. Dev.
 ab.=Abstention

Please take the time to complete this counseling survey. We value your opinion of our student services. Your responses to these questions will provide us with valuable feedback that will be used to enhance the quality of counseling.

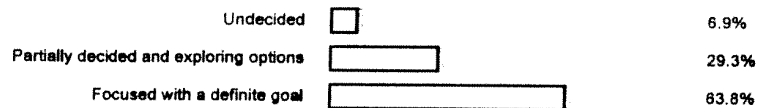
1.1) I am enrolled at Saddleback College and have completed: (Please select one) n=56



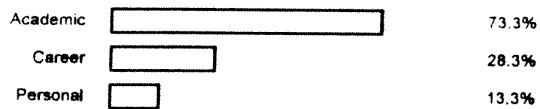
1.2) I have met with a counselor: (Please select one) n=58



1.3) I am _____ on my educational/career/personal goals. (Please select one) n=58



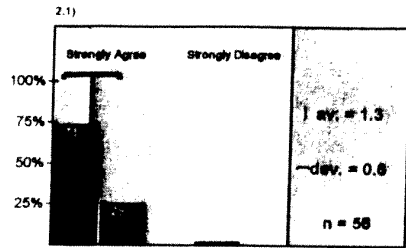
1.4) I made this appointment for _____ counseling. (Please select all that apply) n=80



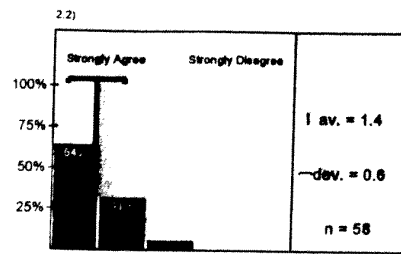
Please select the appropriate box for the following questions.

2.1) I felt that the counselor responded to my questions thoroughly.	Strongly Agree	<p>73% 25% 0% 2% 0%</p> <p>1 2 3 4 5</p>	Strongly Disagree	<p>n=56 av.=1.3 md=1 dev.=0.6</p>
2.2) I understand more about myself regarding my educational, career or personal goals.	Strongly Agree	<p>64% 31% 5% 0% 0%</p> <p>1 2 3 4 5</p>	Strongly Disagree	<p>n=58 av.=1.4 md=1 dev.=0.6</p>
2.3) I was provided with information and resources that will help me in my educational and career decision making process.	Strongly Agree	<p>74% 24% 2% 0% 0%</p> <p>1 2 3 4 5</p>	Strongly Disagree	<p>n=58 av.=1.3 md=1 dev.=0.5</p>
2.4) I am satisfied with the counseling received during this appointment.	Strongly Agree	<p>72% 23% 5% 0% 0%</p> <p>1 2 3 4 5</p>	Strongly Disagree	<p>n=57 av.=1.3 md=1 dev.=0.6</p>
2.5) The length of this appointment was sufficient to cover my concerns.	Strongly Agree	<p>78% 19% 2% 2% 0%</p> <p>1 2 3 4 5</p>	Strongly Disagree	<p>n=54 av.=1.3 md=1 dev.=0.6</p>

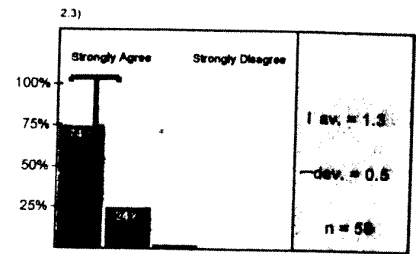
Histogram for scaled questions



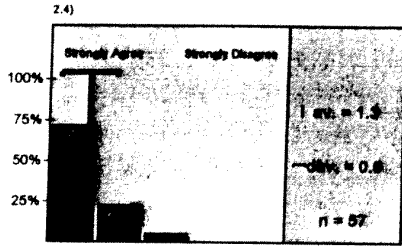
I felt that the counselor responded to my questions thoroughly.



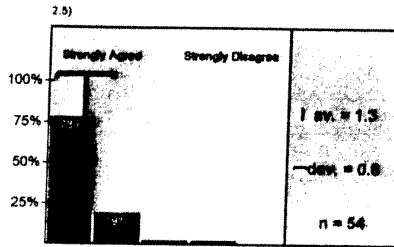
I understand more about myself regarding my educational, career or personal goals.



I was provided with information and resources that will help me in my educational and career



I am satisfied with the counseling received during this appointment.



The length of this appointment was sufficient to cover my concerns.

Profile

Subunit: Counseling Services and Special Programs
 Name of the instructor: Steve Handa
 Name of the course: Counseling Services Student Survey 2007
 (Name of the survey)

2.1) I felt that the counselor responded to my questions thoroughly.	Strongly Agree		Strongly Disagree	av.=1.3
2.2) I understand more about myself regarding my educational, career or personal goals.	Strongly Agree		Strongly Disagree	av.=1.4
2.3) I was provided with information and resources that will help me in my educational and career decision making process.	Strongly Agree		Strongly Disagree	av.=1.3
2.4) I am satisfied with the counseling received during this appointment.	Strongly Agree		Strongly Disagree	av.=1.3
2.5) The length of this appointment was sufficient to cover my concerns.	Strongly Agree		Strongly Disagree	av.=1.3

Comments Report

Comments

3.1) Comments:

- :) (2 Counts)
- Thank you. (2 Counts)
- No Comments. (2 Counts)
- Counseling office is great. However, it takes too long to make an appointment over the phone (1 Count)
- Pete help me out alot and I can't wait to get started (1 Count)
- 100% customer Service Satisfaction (1 Count)
- Jennifer was great! She answered every question in detail and provided insight as to why each choice was appropriate! (1 Count)
- Great counselor (1 Count)
- Francis is great! :) (1 Count)
- The lady who works in counseling department representative, Diane, is very kind. I was impressed. (1 Count)
- Steve handa has been the best counselor I've seen. And I've met with quite a few. (1 Count)
- Excellent!! (1 Count)
- Very positive, and helpful (1 Count)
- Doug was great. Wish I had more time this appt. (1 Count)
- The meeting was very informational and helpful! Met with Miki. (1 Count)
- Best Lady ever! (1 Count)
- Jennifer was great! (1 Count)
- N/A (1 Count)
- Very Good (1 Count)
- Jerilyn was wonderful! Very informative, understanding and helpful. She even came over to Admissions after "Ve" told me they had none of my transcripts in their system. It was great to have Jerilyn take the time to come over to clarify things! (1 Count)

COMPARISON OF 2007 AND 2009 COUNSELING SURVEY RESULTS

A counseling survey was developed and first administered to students in spring 2007 in an attempt to identify if the Counseling Department was meeting previously stated AUO's. The initial survey was administered to 60 random students as they completed their appointment with a counselor. The results of the survey were extremely positive regarding their satisfaction with their counseling appointments. In fall of 2008 the counseling department decided to administer the same survey again to see if there would be similar positive results. It was decided to survey a larger number of students than the first survey and to compare results to see if student satisfaction of counseling appointments in 2009 remained as positive as reported by students in 2007.

The 2009 survey was administered to students during the first three weeks of March, 2009. Both the 2007 and the 2009 survey's student profiles were similar regarding initial student data indicating units completed, times the students met with a counselor, student goals and reasons for making the appointment. There were no changes of over 10% in any of the question categories. Many of the question categories varied less than 5% from the 2007 survey to the 2009 survey.

The data for the five counseling satisfaction questions also were similar from the 2007 to the 2009 survey. The first question "I felt the counselor responded to my questions thoroughly" had a 73% strongly agree response and a 25% agree response in 2007. In 2009, 83% of the students responded strongly agree and 15% agree. When combining both strongly agree and agree responses there was a 98% positive response for both years. However, in 2007 there was a 2% disagree and in 2009 there was a 2% neutral response with no students marking disagree.

In fact, on all five counseling satisfaction questions there was a higher "strongly agree" response in 2009 than in 2007.

- Questions #1 (I felt the counselor responded to my questions thoroughly.) increased from 73% "strongly agree" in 2007 to **83% in 2009**.
- Question #2 (I understand more about myself regarding my educational, career or personal goals.) increased from 64% "strongly agree" in 2007 to **69% in 2009**.
- Question #3 (I was provided with information and resources that will help me in my educational and career decision making process.) increased from 74% "strongly agree" in 2007 to **81% in 2009**.
- Question #4 (I am satisfied with the counseling I received during this appointment.) increased from 72% "strongly agree" in 2007 to **81% in 2009**.
- Question #5 (The length of this appointment was sufficient to cover my concerns.) increased from 78% "strongly agree" in 2007 to **83% in 2009**.

Data from the 2009 counseling survey indicates that students are extremely satisfied with the counseling they are receiving from the Saddleback College counselors

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005/6	2006/7	2007/8	2008/9	2009/10	
Managers	2	2	1	2	2	0%
Bargaining Classified Staff FT	5	5	5	5	5	0%
Bargaining Classified Staff PT	1	1	1	2	1	0%
Non-bargaining Classified Staff FT	0	0	0	0	0	0%
Non-bargaining Classified Staff PT	0	1	0	0	0	0%
Student Workers	0	1	2	2	3	300%
Faculty FT	14	13	14	14	13	-8%
Faculty PT	11	13	16	13	15	36%

Counseling

Friday, February 19, 2010

