

Coastline Community College

Program Review

Counseling and Leadership Courses

Counseling Courses
(Section I)

&

Leadership Courses
(Section II)

Submitted by:
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PROGRAM REVIEW TEAM MEMBERSHIP
Student Services

Position		Name	Signatures to be added when final report is submitted
Discipline Dean		Rendell E. Drew, Co-Chair Dean of Students Discipline Dean, Counseling	
Department Chair		Sue Primich (Counseling Department Chair)	
<i>One of the four faculty members must be from outside the program area being reviewed</i>	Full-Time Faculty	Dr. Gayle Noble, Co-Chair (SAC Advisor/F.T. Faculty Leadership Courses)	
	Full-Time Faculty	Nancy S. Jenkins (Articulation Office/Counselor) Susan Melchior (Articulation Officer/Sabbatical Replacement)	
	Adjunct Faculty	Marta Cabral (Adjunct Counselor and STAR Counselor)	
	Adjunct Faculty	Rosanne Frielich (One-Stop Representative) Ron Klein (One-Stop Alternate)	
Classified Representative		Kym Vogen (Guidance Assistant)	
Student Representative (Appointed by SAC)		Bill Sebring (SAC Peer Mentor) David Turner (SAC Alternate)	
Resource Person (optional)		Ailene Nguyen (Non-Credit Matriculation Counselor)	
Resource Person (optional)		Ken Leighton (Tutoring/C-Tools) Ruth Dills (EOPS Counselor/Coordinator)	

Executive Summary and Findings

Coastline Community College was founded in the fall semester of 1976 as the "college without walls." It continues to exist as the third college in the Coast Community College District. Coastline enjoys an international reputation as one of the nation's most innovative institutions. Coastline's comprehensive curriculum course offerings offer easy, assessable and flexible instructional course formats. Courses are designed for the working adult student, in nine different cities within the college's service area, at approximately 50 sites close the student's homes and workplaces.

According to recent college statistics, the majority of Coastline's students who seek educational advancement tend to be older non-traditional adult students who attend classes to either complete a certificate or to take courses for personal growth.

Findings from this program review report (Section I, Appendix A) show that during the past seven and a half years student enrollments and the FTES percentages for the counseling courses have fluctuated from a low of 3.70 during the fall 1993 semester to an initial all time high of 13.19 FTES in the fall 2000 semester. Subsequently, the spring 2001 semester's total counseling FTES reached a second all time high of 12.70. Both figures represent a very significant increase, for the first time, in the history of the counseling discipline's contribution to the overall increase of the college's generation of FTES that are directly linked to receiving increased state apportionment to the college.

The increased student counts and FTES are directly attributed to the offering of the Counseling 105 courses in the distance learning instructional format that is taught by counseling instructor and Articulation Officer, Nancy Soto Jenkins. Likewise, the additional increase in the counseling discipline FTES is further attributed to the offering of the Counseling 105 courses in the daytime ACCESS program (refer to Section I, Appendix A and Appendix B).

In addressing the responses to the Counseling/Leadership Program Review Faculty Survey (N=3) (section I, Appendix C), 50.00% (2 out of 2) of the faculty responses indicated that were very satisfied with the scheduling of the class format; 66.67% (2 out of 3) of the faculty indicated that they meet the needs of culturally diverse students; while 66.67% (2 out of 2) faculty responses related that they are very satisfied with the availability of computers for faculty use— while 67.67% (2 out of 2) indicated they were very satisfied with the extent to which the program uses technology to enhance teaching and learning.

The student surveys (Section I, Appendix E) that were administered to students in the counseling courses indicated an overall 80.77% (42 out of 52) satisfaction rate with the quality of instruction. And, 66.77% (34 out of 51) of the respondents are very satisfied with the variety of counseling classes. Thirty six out of 51, 69.23% of the students

related that they are very satisfied with scheduling of the counseling courses; 64.71% (33 out of 52) are very satisfied with the scheduling sequence of the classes within the program; 62.75% (32 out of 51) of the student respondents related that they were very satisfied with the counseling courses relevancy of classes to their vocation, academic needs or personal interests. And finally, 56% (29 out of 51) indicated that they were very satisfied with the extent to which faculty and staff meet the needs of culturally diverse students.

Other significant student findings (Section I, Appendix E) indicates that 48.08% (25 out of 52) of the student respondents are taking counseling courses to “earn a certificate” while 48.08% (25 out of 52) indicated their plans to “transfer to a 4-year college.” Fifteen out of 43, or 44.12% of the responses indicated their dislike for meeting twice a week, while 50% (19 out of 38) of the respondents indicated a how they strongly prefer to take “evening” classes.

As a result of the increased FTES during the Spring 2001 semester, the college’s counseling courses now maintain a higher FTES count than Travel, Office Automation Careers, Basic Skills, Anthropology, Purchasing, French, Italian, Photography, Electrical Maintenance, Physical Education, Quality Assurance, Vietnamese, Communications, Banking & Financial Services, Management and Supervision, Marketing and Human Services.

Recommendations & Goals: The recommendations and goals (short and long term) for the counseling courses are detailed in this report. Their main points may be summarized as follows: (Please refer to the *qualitative summary* at the end of each survey and the *Review of Courses in the Counseling Discipline* section for further elaboration of comments, goals and recommendations):

Recommendations:

- 1) Recommend/Advise to students to enroll into Counseling 100 after taking Counseling 085 course
- 2) Offer the Counseling 100 course on a distance learning alternative format, or on an on-line and/or independent format
- 3) Purchase twenty-five (25) Occupational Outlook Handbooks for Counseling100
- 4) Continue offering additional sections of Counseling 105 in the ACCESS Program
- 5) Offer Counseling 120 on an open-entry/open exit basis.
- 6) Teach Counseling 120 at One Stop and Garden Grove Centers
- 7) Offer more workshops to supplement the distance learning Counseling 100 and 105 courses
- 8) Invite outside speakers to cover various topics, e.g.: math anxiety, time management and stress reduction
- 9) Develop additional strategies to recommend the Counseling 105 course to

- new and re-entry students before they begin their career paths in order to achieve their educational goals
- 10) Develop an Internet web page for counseling 100 and 105 courses (and others) with links to other pertinent and related web sites (work with Grants Office/Tom Snyder's)
 - 11) Plan with the college's Research/Tracking Departments to identify and develop target mailing marketing information to special student populations (e.g.: new & reentry students w/between 0-15 units, probation students); Planned target mailing material should invite students to take Coastline's distance learning & daytime ACCESS Counseling 105 courses
 - 12) Create an "on-line" *Career Center* to supplement students in all counseling courses
 - 13) Phase out the following courses (Counseling 110, Counseling 125AD and Counseling 130) since they have not offered in many years to students
 - 14) Continue to hire and select Vietnamese speaking instructors to teach in the Counseling 105 course (Ailene Nguyen has been the instructor of record since the inception of ACCESS program. Anh Do (Vietnamese Counselor) is scheduled to teach Counseling 105 course for the spring 2001 semester).

Goals (short & long term):

- 1) Offer the Counseling 085 (Career Assessment/Guidance) (1.0 units) course at the One Stop Center
- 2) Promote Coastline's counseling courses (classroom & distance learning) to local high schools
- 3) Offer additional counseling courses at various Coastline sites
- 4) Explore possibility of combining Cooperative Work Experience with the Counseling 120 course
- 5) Invite local business and employers to interview students enrolled in Counseling 120 course
- 6) Breakdown Counseling 105 (Succeeding in College) (3.0 units) course into more narrow subject matters, or components (such as test taking, studying skills, time management, test anxiety)
- 7) Create a follow-up course to Counseling 100 (Career/Life Planning) (1 unit): The course to instructs students on how to engage in career research including information interviewing and assistance with their final career decisions

Note: Refer to Section II of the Program Review packet to review *the Findings, Goals and Recommendations for the Leadership/SAC Courses* that was submitted by Dr. Gayle Noble, SAC Advisor and Instructor.

Program Review Process

The process for the Counseling and Leadership Program Review process was a team effort from the beginning. The committee was comprised of faculty, students and administration staff members who originally convened during the Spring 2001 semester. Subsequently, the Student Services Counseling Department made a request to the college-wide Program Review Committee to postpone the scheduled process for the Counseling and Leadership courses to the Fall 2001 semester. The Coastline College President and the Program Review Committee granted the request.

The Student Services Program Review Committee team members include the following individuals: Dr. Rendell E. Drew, Co-Chair and Dean of Student Services; Dr. Gayle Noble, Co-Chair and SAC Advisor; Nancy S. Jenkins, Articulation Officer (represented by Susan Melchoir during the spring 2001 semester as the articulation officer sabbatical replacement); Marta Cabral, adjunct counselor and former STAR counselor; Rosanne Frielich, One-Stop Center representative; Ron Klien, Career Associate/adjunct counselor and One Stop Center alternate representative; Kym Vogen, Guidance Assistant, Bill Sebring, SAC Peer Advisor; David Turner, SAC Alternate representative; and Ailene Nguyen, Non-Credit Matriculation Counselor.

The first step in the process was to meet as a committee and to discuss the development of the student and faculty surveys for the Counseling and Leadership courses. Therefore, the Co-chairs, Dr. Rendell E. Drew and Dr. Gayle Noble met independently with Pat Arlington, Instructional Researcher, to discuss and design the surveys for the process. Using existing surveys as a starting point, the committee then provided input into developing the qualitative surveys. The surveys were intended to adequately assess both the students' and counseling faculty's' perceptions of Coastline College's Leadership and Counseling courses. Additionally, they were developed to gather and address useful antidotal qualitative and quantitative data from faculty and students. Those surveys are included in Appendix sections I and II of this report.

Pat Arlington's Office distributed the surveys in May of 2001. They were then tallied and returned shortly thereafter. The results were analyzed and discussed by the committee's Co-chairs, as well as with the identified committee members. The combined enrollment data was also obtained from Pat Arlington's office and passed out to the committee for individual analysis.

Additional input and recommendations were also obtained from other student services and instructional staff members including, Ron Berggren, former V.P., Student Services, Stan Francus, Interim V.P., Student Services. Shannon Christiansen, Dean of Instruction at the Huntington Westminster Center, was also briefly interviewed for his input pertaining to the Counseling 105 courses that are currently being offered as a part of the daytime ACCESS A.A. degree/transfer program at the Garden Grove Center.

Shannon's responses were considered and are collectively incorporated in the recommendations section of this report. Furthermore, input was obtained from the identified listed resource persons for this program review report.

After the committee decided upon the direction for the final report, Co-Chairs, Dr. Rendell E. Drew and Dr. Gayle Noble were largely responsible for writing the descriptive background, findings and recommendations that are contained in the body of this report. This final report was subsequently submitted to the Coastline Community College Program Review Committee on December 10, 2001.

Descriptive Background Narrative

The Coastline Counseling Department is responsible for providing generalist academic counseling and advisement services to its non-traditional students. The counseling discipline faculty also teaches in the college's counseling and career courses and simultaneously provide transfer and career counseling services at various site locations in the Orange County area. Presently, counseling courses are scheduled and taught by counseling faculty at the college's Huntington/Westminster and Garden Grove Centers. It is also offered in the distance learning format for the spring and fall 2001 semesters.

As a requirement of the California state matriculation mandates, the college's first counseling courses (which were then referred to as *Career Education* courses) were initially taught beginning with the fall 1993 semester. At the request of the counseling faculty, a curriculum revision was submitted in 1996 to the Curriculum Committee to request a course title revision of the colleges' Career Education courses. The Coastline Curriculum Committee then granted the revisions. The course titles were subsequently changed from "Career Education" to "Counseling." For example: Career Education 100 is now Counseling 100; Career Education 105 is now Counseling 105; and Career Education 120 is now referred to as Counseling 120.

Coastline's counseling discipline had the initial responsibility of developing each of the identified Counseling and Career Education courses as part of the CA state mandated matriculation requirements. These mandates required the college to address the needs of students who receive a less than 2.0 (C average) grade point average (GPA). As a result, the counseling courses were intentionally designed to assist and direct those students who would ultimately end up being placed on an *academic probation*, *progress probation*, *academic disqualification* or *progress disqualification* status (refer to page 57 of the Coastline Community College 2001-2002 Catalog for further explanation of probation and disqualification status).

Today, Coastline's non-traditional students can continue taking courses to learn about program offerings, career assessment, career/life planning, techniques for succeeding in college, and about job search strategies by enrolling in the frequently scheduled counseling courses as follows: *Counseling 085* (Career Assessment and Guidance); *Counseling 100* (Career/Life Planning); *Counseling 105* (Succeeding in College) and

Counseling 120 (Job Search Strategies). Additionally, the Coastline Counseling Department provides printed materials such as program brochures, college schedules, college catalogs, and other instructor-prepared materials for students to learn about program offerings including certificates and Associate in Arts (A.A.) degree requirements.

Counseling faculty members are responsible to teach students about the career development process and the importance in developing and achieving their individual academic and life goals. The counseling faculty also assists students in assessing their interests, clarifying their values, identifying skills and exploring personality traits. Equipped with this information, students are better able to make well-informed career decisions and to set short and long term academic and personal life goals.

Moreover, the counseling faculty takes their professional responsibilities very seriously. All teaching counseling faculty seek to enroll into the *Becoming a Master Student* training course based on the works of author, Dave Ellis. They regularly attend the scheduled annual counselor conferences offered at the various CSU and UC institutions in order to remain current with instructional and pedagogical related matters including counseling and transfer requirements within the counseling field. In short, the role of the counseling faculty in the community college system is to assist students to developing and achieve their life long academic and career goals.

In preparation of the recent Coastline Accreditation Site Visit on October 23-26, 2000, the college's Institutional Accreditation Self Study Report 1999-2000 mentioned that "compared to other colleges of comparable size statewide, Coastline has a relatively small counseling staff." In light of this fact, current attempts are being made to hire at least one additional counselor to help provide support in the generalist counseling, transfer and teaching areas.

Even though Coastline maintains a relatively small counseling staff, all full-time and part-time (adjunct) counseling faculty meet as a discipline on a regular monthly basis, with the Dean of Students/Dean of Counseling, in order to share and discuss new and relevant information pertaining to the counseling discipline and direction of the college's counseling courses. Additionally, counselors regularly meet as an independent group to further share information and to address issues related to the counseling discipline.

Note: Please refer to Section II of the Program Review packet to review the Executive Summary for the Leadership/SAC Courses that was submitted by Dr. Gayle Noble, Instructor and SAC Advisor.

QUANTITATIVE DATA CHECKLIST

Please indicate the pages of the report where the following data appears.
If a particular data element was not examined, briefly explain why not.

Data Element	Page
A. Course Elements -- Years Analyzed: 19⁹³ - 2001 <i>Enrollment (FTES, headcount, seatcount)</i> <i>Faculty Load (FTEF, contact hour ratio, student/faculty ratio)</i>	Sec. I Appenix A&B Sec. II Appen. 1
B. Student Elements -- Years Analyzed: 19⁹³ - 2001 <i>Demographics (age, ethnicity, gender, primary language)</i> <i>Goals and Success (completion, retention, grade distribution)</i>	Sec. I Appendix A&B Sec. II Appen. 2 pg. 9
C. Cost Elements -- Years Analyzed: 19____ - ____ <i>Instructional Personnel Costs (faculty and aides)</i> <i>Instructional Support Costs (supplies, equipment, copier, printing, special facility costs)</i> <i>Cost per FTES</i>	N/A

QUALITATIVE QUESTIONS CHECKLIST

Please indicate the pages of the report where the following qualitative issues are addressed.
 If a particular issue was not addressed, briefly explain why not.

Qualitative Question	Page
1. Level of need for the program	Sec. I 5,6,9,10, &19
	Sec. II 1,7, Appen.4
2. Satisfaction and success of students	Sec. I 5,6,9,10, &19
	Sec. II 7, Appen.4
3. Extent of community or academic partnerships in support of the program	Sec. I 3,8,10
	Sec. II 4,5,7,8, &12
4. Faculty and student satisfaction with resources	Sec. I 5,6,9,10 Appen.C
	Sec. II Appen.4
5. Professional development pursuits of faculty and staff	Sec. I 10,21
	Sec. II 7,8,9,
6. Use of technology to support or expand the learning environment	Sec. I 6,21
	Sec. II 8
7. Recruitment, enrollment, and support of diverse and non-traditional students	Sec. I 21, AppenA&B
	Sec. II 5,9
8. Five-year goals and recommendations for the program	Sec. I 19,22,
	Sec. II 9

COMPLIANCE CHECKLIST

Please complete the following checklist based on the team's analysis of program compliance with each item.

Compliance Element	Analysis
<p>Americans with Disabilities Act (ADA)</p> <ul style="list-style-type: none"> • Are all programs and courses accessible to students with disabilities? • Are all specialized labs and specialized equipment accessible to students with disabilities? • If any general-purpose classroom is not fully accessible, could a specific class be moved to an accessible location if necessary to accommodate a person with a disability? • If not, has a plan been included in the Self-Review Report to make the program and facilities accessible? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Curriculum Updates</p> <ul style="list-style-type: none"> • Have all courses been reviewed, updated, and transferred to the new course outline format? • If not, has a plan been included in the Self-Review Report to accomplish this task? 	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Environmental Safety</p> <ul style="list-style-type: none"> • Are computer and other specialized laboratories in compliance with OSHA regulations? • Are classrooms and laboratories that utilize hazardous chemicals equipped for the safe storage and disposal of those chemicals? • If not, has a plan been included in the Self-Review Report to bring facilities into compliance? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Matriculation</p> <ul style="list-style-type: none"> • If courses have been modified or new courses developed, have prerequisite and corequisite policies been followed? • If not, has a plan been included in the Self-Review Report to modify the curriculum? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Student Equity</p> <ul style="list-style-type: none"> • Does program enrollment reflect the college-wide ethnic representation? • Does program enrollment reflect the ethnic representation within the communities served by the Coast District? • Does the program enrollment reflect gender balance? • If not, has a plan been included in the Self-Review Report to improve ethnic diversity and/or gender balance? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Review of Courses in the Counseling Discipline

The following section reviews the counseling courses that the Coastline Community College counseling discipline currently offers to students on a regular semester basis:

- a) Counseling 085 (0.5 units)
- b) Counseling 100 (1.0 units)
- c) Counseling 105 (3.0 units)
- d) Counseling 120 (2.0 units)

Counseling 085 - Career Assessment/Guidance (1.0 unit)

Description: This is an open entry exit course. Designed to assess students for both employment and basic skills. Students develop an educational plan based upon assessment results and guidance assistance in pre-employment preparation. This course is advised for students are in the process of developing a new career or thinking of a career change. Assignments include investigation of occupational opportunities in the world of work. Students can receive a grade of CR/NC. This class does not transfer to CSU/UC system.

Comments/Recommendation:

- 1) It is suggested that Counseling 085 be offered at the One Stop Center as it provides career services and job placement services for students.
- 2) Career counseling is a process for students to examine their skills, interests, aptitudes and values to apply them to the present world of work. Essentially, the student can find out as much as they can about themselves. Additionally, the student can learn about various careers in which to select from which best suits them.
- 3) It is recommended that students take this class and enroll into Counseling 100 for additional follow-up.

Counseling 100-Career/Life Planning (1.0 unit)

Description: This class is usually offered in nine weeks and is offered twice per semester. Traditionally this class is scheduled 6:00 p.m. - 8:00 p.m. on Thursday evenings. This class is designed to introduce students to career decision-making processes that include identification of exploration of the world of work. Self-evaluation activities include identification of personality/temperament, interests, skills, goals and values. Career search activities are utilized to examine the world of work. The focus of the course is on self-description in relation to choice of occupational and career. This course is transferable to CSU and is A.A. degree applicable.

Counselors use this class to refer undecided students who need more in-depth research to facilitate students to understand and enhance their self-behavior patterns. The students are given self-exploration inventories such as True Colors that identify interests, values, and skills. The counselor/instructor will then help the student match this information to various occupational characteristics and requirements. This is one method of providing comprehensive career guidance because counseling department does not offer ongoing individual career guidance assistance due to limited counselors in the department.

Comments/Recommendations:

- 1) To offer the course on an alternate day. The Fall 2001 semester marked the first time that the Counseling 100 course was scheduled and offered on Friday evenings to meet the demand of weekend students.
- 2) In order to keep in tune with emerging technology and the changing college trends, it is recommended that this course be offered in an on-line and/or independent format since the majority of Coastline College students maintain full-time employment.
- 3) The counseling faculty recommends the purchase of twenty-five (25) classroom sets of the Occupational Outlook Handbooks. Additionally, at least two other major occupational resources such as the Encyclopedia of Careers, (vol. 1-4) are also recommended for purchasing.

Because Coastline College does not have a centralized location, the Counseling 100 students do not have a resource center to explore and research career resources to complement the course subject lecture components. In addition, it is difficult to explain to students the process of career exploration with one textbook.

- 4) Additionally, because enrollment has been decreasing in 2000-2001 semester, it is recommended that counselors promote Counseling 100 to local high school students in order to help them with career exploration. In the past years, this course has an average of 25-30 students.
- 5) Offer counseling 100 at additional sites, such as Garden Grove and Costa Mesa Centers, in order to reach a larger population.
- 6) Offer a summer section starting in 2002.
- 7) This course could be offered as part of the new DAP (Dual Admissions Program) should.

Counseling 105 - Succeeding in College (3.0 units)

Description: This course is based on the works of Dave Ellis entitled Becoming a Master Student. Ellis's book describes utilizing lectures, classroom exercises, group activities, quizzes, exams and research paper as integral activities in the classroom as part of the teaching pedagogy. This course is designed to help students with limited academic backgrounds experience college success by overcoming college anxiety and by taking responsibility for their college experience. The goal of the course is to learn strategies needed to succeed in college and in life. Intensive practice and guidance in campus orientation, community resources, self-motivation, organizing, time management, note taking, memory skills, textbook mastery, test preparation and test-taking skills are developed.

In the past, this course was offered only two units until the Fall 2000 semester when it was increased to three units. As of Fall 2000 semester, Counseling 105 was offered in a traditional classroom as well as telecourse format. The new telecourse has been very successful with enrollments. In Fall 2000 term, it has 45 students enrolled and Spring 2001 term with 39 students enrolled.

Comment/Recommendation:

- 1) It is recommended that Counseling 105 be consistently offered in the daytime for a new daytime group generated by the ACCESS program. For the first time ever, Counseling 105 was offered, as a daytime course to students in the Fall 2000 semester. It was offered on Mondays and Wednesdays from 1:00 p.m. to 2:30p.m. There were 35 students enrolled in the daytime Counseling 105, which was more than anyone expected and predicted. This signifies that there is a need to consistently offer Counseling 105 in the daytime as well as in the evenings and in the distance learning/telecourse format.
- 2) Add this course to be part of the DAP (Dual Admissions Program).
- 3) Continue to offer additional sections of the Counseling 105 course on a regular bases. The counselors recognized that the Counseling 105 course (both in-class and telecourses) is popular with the students and should be offered in the summer of 2002.

Counseling 120 - Job Search Strategies (2.0 units)

Description: This course emphasis is on traditional and non-traditional coordinated job search strategies and labor market trends. These include job application and resume preparation, cover letters, thank you notes, interview techniques, follow-up procedures and employment evaluation. Historically, this course was offered as elective units for the vocational certificate classes. In addition, due to the course content of job search, this class is implemented with the state program called CalWORKs.

The majority of the students in the CalWORKs programs have never jobs before. Therefore, many of them have never experienced going through the formal job search process of completing a resume and preparing for an interview. This class is transferable to CSU.

Comment/Recommendation:

- 1) It is recommended that Counseling 120 be offered on an individual open-entry/open-exit basis. Some of these students need more of personal encouragement of the instructor because of their shyness due to limited English usage. Also, some of the CalWORKs students have very busy schedules. An open-entry/open exit format can complement their schedule better.
- 2) It is recommend that this course be taught at the Garden Grove and the Coastal Regional One Stop Center. This location houses many services such as job placement, free computer and fax machine access, and career assessment.
- 3) Explore the possibility of combining Cooperative Work Experience program with the Counseling 120 course.
- 4) Invite local businesses and employers to interview students enrolled in this class to better give a sense of interview techniques.
- 5) In the counseling discipline there are several courses (Counseling 110, 125 & 130) that have not been offered more than four years. Therefore, the counseling faculty respectfully recommends that the following courses (Counseling 110, Counseling 125AD and Counseling 130) be phased out since they are not offered to students— with the exception of Counseling 499.

A. Counseling 110 - Career Exploration (1.0 unit)

Description: Investigation of employment opportunities, occupational classifications, education and training programs. Emphasis on assisting the student to engage in a personalized exploration of career options and requirements for entry, re-entry, change or and advancement in the world of work.

B. Counseling 125AD - Career Dimensions (1.0 unit)

Description: Provides students desiring success in the work world the opportunity to increase personal and interpersonal skills and attitudes in the pursuit of career goals. (This class will qualify veterans enrolling in the cooperative experience for Veterans Administration benefits)

C. Counseling 130 - Accounting/Office Careers (1.0 unit)

Description: Provides individual, self-paced job training for the 15 most common entry-level jobs available. Student selects from accounts payable/receivable, more. Also explore job market, salaries and skills needed.

D. Counseling 499 - Assessment of Prior Learning (0.0 unit)

Description: An open-entry/open exit course. Designed for students who wish to petition for credit for prior learning in any of the following areas: accounting, general office, legal secretary, management-personnel/business/marketing and sales, travel careers, real estate and secretary. The course also requires writing, assembling, and submitting a portfolio documenting prior learning. There are no pre-requisites, but the course has Occupational experience as an advisory.

Comment/Recommendations:

Coastline is a non-traditional college with a large number of students who work full-time and pursue similar occupations that the college offers in its vocational certificate programs. Therefore, it would serve students well if this APL course were to offered to students.

Because Coastline Community College does not currently offer this course, Coastline counselors are forced to make numerous student referrals over to Orange Coast College on a regular basis. The counseling faculty has experienced large numbers of non-traditional adult students who desire to seek credits from the APL program. This is largely due to their extensive years of work experience that can be accounted for in their quest for an A.A. degree.

Responses to Qualitative Questions

The Counseling courses are essential for student to acquire the necessary skills to perform well in college and in their personal life. The career classes guide students to look at their personality, skills, interests and goals in order to assist them to choose the appropriate career path. The Counseling 105 course in fact helps students to build their communications, teamwork and study skills in order to be successful in school. Students then apply these skills in the work environment. The counseling courses' curriculum serves the surrounding communities by allowing the students to assess their job strategies and prepare them for effective job preparation skills. Also, these classes equip students with the knowledge to do effective job hunting and to improve their confidence level to gain employment or job advancements. In many instances, the majority of these courses are taken by EOPS (Extended Opportunity Program and Services) students and by financial aid students. The students in these special programs come from different ethnic and socioeconomic backgrounds.

1. *What is the level of need for this program in the communities we serve or among different student populations?*

There is a real need to offer the college's career and counseling courses to its non-traditional adult students. The colleges' counseling courses are essential for students who are in need of increasing or developing their skills to better perform in their academic pursuits and personal lives.

The career and counseling courses help students to examine their personality, employment skills, personal interests and goals that directly assist them to become successful in their chosen career paths. The Counseling 105 course helps students with communication, teamwork and study skills in order to be successful in college. Then by applying those skills they will succeed in the work environment. The counseling courses serve the surrounding communities by allowing students to assess their job strategies and to prepare them for effective job preparation skills. Counseling classes also equip students with the knowledge of successful job hunting and helps to improve their confidence level for job advancement. The majority of these courses are taken by EOPS (Extended Opportunity Programs and Services) and by financial aid students. Many students in these special programs come from different cultural, ethnic and socioeconomic backgrounds and the college career courses help them tremendously.

2. *How satisfied and successful are students who are involved with this program?*

Overall, students enjoy the counseling courses. According to the student evaluations conducted in the Spring 2000 semester, 100% of the students in the Counseling 105 course were very satisfied and requested similar courses as a follow up. A copy of the survey is attached to this program review.

3. *To what extent are "partnerships" used to accomplish and enhance program/course goals?*

Beginning with the Fall 2000 semester, the counseling discipline extent their participation with the newly developed ACCESS program (day program). The counseling faculty members were excited at the possibility of reaching out to a larger and different students population, especially in the surrounding Garden Grove area. The ACCESS brochure has Counseling 105 listed and is advertised to students.

Additionally, counselors have advised students according to their interests and needs to take counseling courses. Coastline has the full cooperation with the Employment Development Department (EDD) and the California Department of Social Services (CDSS), a statewide evaluation of the California Work Opportunity and Responsibility to Kids (CalWORKs) program, to perform outreach to recipients for enrollment into the career/counseling courses that directly help prepare students for job preparation and job search. Coastline College and other community organizations (EDD & CalWORKs) have successfully joined forces to extend their services to include educational programs that have more meaningful impact on the lives of low-income students and their families.

4. *How satisfied are program faculty and students with program resources such as facilities, equipment, or staff support?*

Generally speaking, the program resources for facilities, equipment and staff support are satisfactorily. Most of the equipment being used for the in-class format courses, by the counseling faculty, includes videos, white boards and televisions. Overall, the equipment is in good condition, accessible and easy to operate. There have been a couple of complaints from the Counseling 105 telecourse students about the web server but that problem was not extensive. The Internet problems has not lasted more than a day.

It would be convenient for the students to have a link to check on their progress or grades on the web server especially for Counseling 105 telecourses. Many times students have called the Counseling 105 instructor and completely filled the audix phone message system with questions about their grades, quizzes, and assignments and test scores. The counseling department has a small and limited number of counselors. The counselors do not have preparatory time. Therefore, any preparation and responding to students' questions has to be done on their own time. It would be more effective to have a link for students to view their scores on the college Internet site, which is <http://pelican.ccc.cccd.edu/~dl>.

5. *How active are program faculty and staff in professional development or growth activities?*

The counseling faculty is aware of the need to be updated with modern technology and to acquire new resources to enhance their counseling and teaching skills. The counselors have attended several career and transfer workshops throughout the academic year. One of the major workshops that teach counselors to teach more effectively and to motivate students to learn is called the "2000 College Survival Conference." This conference is hosted by the Houghton-Mifflin Publishing Company and consists of outstanding instructors, who teach counseling courses. Additionally, book authors who prepare counselors and instructors with new ideas, strategies, tips and exciting teaching methods are present. Included in this conference are techniques and ideas for offering to students when teaching an on-line or telecourses. Therefore, it is recommended that college administrators and the Dean of Student services/ Counseling Discipline Dean continue to encourage the counselors to attend this very informative conference.

6. *To what extent do/should program courses use technology to support or expand the teaching and learning environment?*

It would be nice to have a web page designed for Currently, the counseling faculty utilizes lap top computers, overheads, Power Point, etc. in the classroom to present information to students. The nature of the Counseling courses is not high tech (like a computer class). However, the counseling faculty unanimously believes that it would be nice to have a new web page designed and developed so that all students, including distance-learning students can interact and correspond with the instructor and to share the skills that they have learned in class. An Internet "chat room" can help students to develop their communication skills and form study groups.

The students who are enrolled in the traditional in-class format have the advantage of observing and interacting with the other students and forming study groups for upcoming assignments, quizzes and tests. This would also help to create an ideal Internet learning environment for all enrolled students, including Coastline's distance learning students as well.

7. *To what extent do program courses support the educational goals of culturally diverse and non-traditional students or the college goal of encouraging student awareness of cultural diversity?*

It is felt that each of the counseling courses support the educational goals of the college's culturally diverse and non-traditional student body. The course content of the counseling courses teaches students to become more aware of various cultures both in the work, home and school environments.

In each of the counseling courses, the main textbook that is being used is entitled The Master Student. The author of the book, Dave Ellis, has reserved a chapter that specifically addresses diversity. In this chapter, students are taught to "value their differences as well as respect others." Additionally, students are taught to reach out and interact with others from different cultures, gender, religion, socio-economic, ethnicities, sexual preference and disability.

As for the career counseling courses, the students are taught to learn, work and communicate with an ethnically diverse workforce and supervisors. Currently, the counseling discipline maintains two bilingual counselors. Ailene Nguyen is the Vietnamese instructor. Nancy Soto Jenkins is the Counseling Department's Hispanic instructor who most often teaches in the Counseling 105 courses in the regular classroom and distance-learning format.

Furthermore, the discipline maintains two male instructor/counselors. Beginning with the Fall 2001 semester, Norman Anderson, a Black male, taught in his first Counseling 100 course that is taught from 6:00-8:00 p.m. on Fridays at the Garden Grove Center. Norman is scheduled to teach that class again during the Spring 2001 semester. Additionally, Ron Klein, who maintains more than 10 years of teaching experience, teaches on a regular basis in the Counseling 085 (Career Assessment/Guidance) course. He has also taught the Counseling 100 courses in the past. As one can access, there is ample diversity in the counseling courses.

8. *What are the five-year goals or recommendations for this program (e.g., enrollment, curriculum, partnerships, student success/satisfaction, internal resources, professional development of faculty/staff, implementation of technology, retraining, etc.)? Please identify long-term program goals.*

Instructors' Goals for Counseling Faculty:

- a) Continue to pursue staff development opportunities to enhance teaching skills in order to better serve students.
- b) To seek additional funds to increase marketing and outreach opportunities to recruit future students.
- c) Develop Internet access so that students would have the convenience to access their grades.
- d) Provide additional counseling courses at additional Coastline sites such as Garden Grove Center, Costa Mesa Center and at local high schools.

Main Problem to be Addressed:

The main problem that the counseling faculty feels need to be address is the "lack of marketing, recruitment and retention."

Many other colleges develop and provide their staff with nice flyers and brochures to market their counseling courses. Coastline Community College counseling faculty currently do not have nice glossy marketing materials and folders to use for marketing and retention purposes. Action steps needs to be taken to develop base line marketing materials, forms and other marketing tools to advise and remind students to take counseling courses (and to receive counseling services).

For example, Santa Ana, Golden West and Fullerton colleges produced large colorful posters that are strategically posted, or placed, around their campuses such as their Transfer Center, Career Center, Assessment Center, Financial Aid and EOPS offices. In addition, they send post cards and mini brochures to remind the students to take their counseling courses.

The counseling faculty feels that there would be a larger number of students enrolling in counseling courses if there was additional outreach and marketing materials developed. Additionally, the counseling staff and counselors could further use those materials to promote the college's counseling courses. The majority of students enrolled in the current counseling courses are referred by counselors and by the guidance staff members.

Appendices

Section I Counseling Courses

- Appendix A: Department Credit FTES (Term Spring 2001)
- Appendix B: Counseling & Leadership Seven and a Half-Year Summary of FTES
- Appendix C: Faculty Response(s) to Program Review Survey
- Appendix D: Student Responses to Leadership Program Review Student Survey
- Appendix E: Student Responses to Counseling Program Review Survey
- Appendix F: Cumulative Student Responses to Counseling and Leadership Program Review Survey
- Appendix G: Course Outline Sample: Counseling 105

Coastline Community College

Leadership Courses/Student Advisory Council (SAC)

Section II

Program Review (A Part of the Counseling Discipline)

**Submitted By:
Dr. Gayle Noble**

December 10, 2001

Section II
Leadership Courses/Student Advisory Council

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Appendices

Section II
Leadership Courses/Student Advisory Council

Appendix 1: Leadership Course Instructors by Enrollments and
End of Term Retention

Appendix 2: Recruitment Activities 2000-2001; New Ongoing/To Do;
Other Ideas

Appendix 3: Student Questionnaire of SAC/Leadership Class Developed by
Advisor and SAC Students

Appendix 4: Responses to Student Evaluation of SAC/
Leadership Class (May 3, 2001)

Descriptive Background

May 25, 2001

Coastline's Student Advisory Council (SAC) was established on or about 1984 as the official student governing body at Coastline. The SAC Bylaws state that the purpose of SAC is to "a) serve as a center of student learning in the area of leadership, b) serve as a communication link between students and CCC in terms of student proposals for new programs, procedures, processes, and services, and/or improvement of existing programs, procedures, processes, and services, c) serve in an advisory capacity on college-proposed programs, procedures, process, and services, and d) recommend certain expenditures of unrestricted co-curricular funds for program, procedures, processes, and services that are in the best interests of CCC, the students, and the community."

In its early years, because SAC experienced difficulty attracting students to participate, the idea was put forward to connect SAC activities to a credit-bearing course (the "Leadership" course), as an incentive to student participation. The college catalog first lists Leadership 140 AB in 1990/1991 (a course that could be repeated twice). The course was revised by Carol Barnes to become four separate courses in 1994 (Leadership 140, 145, 150, and 155). This course arrangement provided new topics of instruction each semester for students who wanted to continue their participation in SAC for up to two years. Each of the four courses was "stacked," or offered simultaneously on the same time and day of week, such that new students entering the course would enroll in Leadership 140, but would, in actuality use whichever textbook (of four textbooks) was being used that semester. In practice, a number of students have completed the four leadership courses and then continue in SAC as auditors. Auditors participate in all course and SAC activities but do not do homework or take tests.

The leadership course is currently offered on Thursday nights from 6-9 p.m. at the College Center. The instructor leads an instructional activity (lecture, etc.) from roughly 6-7, which is followed by a break, and then the official SAC meeting starts at 7:30 and usually lasts until just after 9 p.m.

During the 1999-2000 academic year, SAC pursued the creation of a Leadership Certificate. The purpose of the certificate was primarily to serve as an incentive for enrollment/participation in SAC, and to recognize those who had participated for two years (completion of four courses). A subgroup of SAC met in Fall 2000 to discuss the certificate and whether any additional courses should be included in the leadership certificate; it was decided that just the four Leadership courses should be included. The certificate was approved as a Coastline mini-certificate by the Curriculum Committee in Spring 2001. The certificate has utility for those wishing to become employed, seeking promotion, or seeking admission to a four-year educational institution. **(Key issues: whether students who have already completed all four leadership courses can get the Leadership certificate "retroactively").**

The positive aspect of having the four separate leadership courses is that they each cover different aspects of leadership. This provides a strong foundation for the leadership certificate. One difficulty with the four courses is that the instructor rotates the textbook for each semester; while this ensures that students always have new course material, this does place a burden on the instructor to prepare each semester for a new course and different activities.

One positive benefit of SAC that is often overlooked is the social aspects of SAC and the unique opportunities it provides for students to build self-esteem, self-confidence, speaking skills, personal growth and leadership experience. The course structure and SAC-sponsored trips to conferences enables students to form close, supportive friendships and strong teamwork-oriented relationships.

Courses in the Leadership Mini-Certificate (approved Spring 2001):

Leadership 140 (3 Units)

An introductory participatory course designed for individuals wanting to improve their current leadership and management skills. Emphasis is on assessing leadership skills, analyzing management styles, evaluating interactions among leaders, followers and situations, communication within groups, reducing conflicts, setting goals, delegating tasks, utilizing parliamentary procedure and conducting effective meetings through the Student Advisory Council (SAC). Students are required to participate in the SAC and practice skills taught in this course.

Leadership 145 (3 Units)

An introductory participatory course designed for individuals wanting to improve their current leadership and management skills. Topics include knowing what leadership is, challenging the process, inspiring a shared vision, enabling others to act, modeling the way, recognizing contributions and accomplishments and becoming a caring and effective leader through involvement in the SAC. Other topics include evaluating personal leadership and management skills, solving problems creatively, communicating supportively, gaining power and influence, managing conflict and motivating others. Students are required to participate in the SAC and practice skills taught in this course.

Leadership 150 (3 Units)

An introductory participatory course designed for individuals wanting to improve their current leadership and management skills. Topics include reviewing leadership myths and communication realities, studying the different phases of group development, analyzing the various task and social dimensions within groups, evaluating both competitive and cooperative group climates and moving from defensive to supportive group environments. Additional topics include evaluating leadership roles within groups, analyzing defective and effective decision-making and problem-solving techniques, reviewing power and

conflict management strategies, handling difficult people and becoming an effective leader through the SAC Student Governance. Students are required to participate in the SAC and practice skills taught in this course.

Leadership 155 (3 Units)

An introductory participatory course designed for individuals wanting to improve their current leadership and management skills. Topics include assessing the connection between leadership and communication, comparing various communication styles and leadership approaches and analyzing the similarities and differences among leadership, power, influence and motivation. Additional topics include evaluating leadership characteristics and qualities within individuals, small groups and large organizations. Students practice their creative leadership skills through the SAC student government communication activities, studying the different phases of group development, analyzing the various tasks and social dimensions within groups, evaluating both competitive and cooperative group climates and moving from defensive to supportive group environments. Students are required to participate in the SAC and practice skills taught in this course.

In May 2001 a new leadership course was approved by the Curriculum Committee (Leadership 199). This course was primarily developed for students who have completed all four courses in the leadership certificate, and who want to continue participating in leadership/SAC (there are currently four students who are paying an auditor's fee to continue their participation). The course is entitled "Focused Leadership Topics." This is a variable-unit course, and students may enroll in one to three units each semester. Students will be required to be present for the entire 3-hour class (the hour class portion and the two-hour SAC meeting) regardless of whether they enroll in one, two, or three units. For one unit, they will be required to read one book, prepare an oral or written report to SAC regarding the book, and to do ten hours of service for SAC. This will enable the auditors to continue to receive college credit for participating in SAC, will enable them to pay a lower enrollment fee (i.e., the auditor's fee), continue their learning of leadership, bring in apportionment funding that auditors don't bring in, and to build enthusiasm among their peers for continued study. While some at the college question whether it is appropriate for some students to participate in SAC longer than two years (which is a limit at sister school Orange Coast), the participation of continuing members does provide SAC with dedicated, motivated members who also provide a sense of history and continuity.

Since its inception, the Leadership course(s) has been taught by a variety of individuals (see Appendix 1 for a listing of faculty and beginning and ending enrollments).

In preparation of the Leadership class program review SAC participated in developing a survey form to collect opinion information from students in the leadership class. Responses to the survey were generally very positive. Here is a brief sampling of findings: (please see Appendix 3 for complete results):

How well do you think SAC serves as a voice for CCC students ?	50% responded "very well"
	34% responded "very well"

	13% responded "OK"
How well do you think SAC participates in college governance?	56% responded "OK"
Serving on a college committee was beneficial to me personally.	57% "agreed" and 43% "strongly agreed"
In your opinion, how effective are the SAC meetings?	40% responded "very effective" and 30% responded "OK/effective"
How effective are the officers of SAC?	63% responded "very effective" and 38% responded "OK/effective"
Does the 10-30 hours of outside of class activities benefit SAC?	100% responded "yes"

The largest number of write-in responses to the survey related to making the meetings more effective and efficient (see Appendix 3).

Evaluation and Key Issues

Over the past year, the new instructor has taken steps to understand the strengths and weaknesses of the leadership program and student participation in SAC. This evaluation has included a formal survey (attached, as part of program review), ad hoc committee meetings, an in-class personal information survey (which requests information such as student goals, why they enrolled, and how they found out about the class), and ongoing dialog with students as a group and individually. Continuing SAC members with significant history with the group report that recruitment and subsequent student participation in college governance are SAC's major challenges (when there are not enough SAC participants, there are not enough students to serve on college committees). The problem is compounded when a high number of working students attend the class but are unable to participate in college activities that mostly occur during the day. This problem was identified in the self-study report, with a recommendation that the college consider holding at least some of its committee meetings at night, so that greater numbers of SAC students could participate in shared governance activities.

For the 2000-2001 school year, the best recruitment technique was the class schedule; other effective recruitment venues were posters in the lobby, class visitations by the instructor, and casual walk-in students at the BBQs. In the fall, counselor Ruth Dills was also a good recruiter of EOPS students for leadership class and SAC. See Appendix 2 for a summary of recruitment activities and ideas. An effort was made to make the advertisement box in the Fall 2001 class schedule for eye-catching.

The "units for participating in SAC" concept works well and serves the purposes of SAC. There are, however, several related issues. First, students can't participate in SAC unless they are enrolled in a leadership course, or pay the audit fee. According to its bylaws, SAC students must also be enrolled in at least three units outside of SAC and maintain a GPA of 2.5. This is a problem for some students, and might also be a disincentive for students who are interested in participating in student government, but not in taking the three-unit course or additional outside

three units. This may be a particular problem for non-native English-language speakers, especially since the level of the textbook and required coursework are at a level that is too difficult for all but the most advanced ESL students. Second, tying together the course work and the two-hour SAC meeting leaves only one hour for the instructor to teach the leadership material; the burden of learning the material falls squarely on the student's shoulders. Since it is a three-unit class, the instructor, who is also the SAC advisor, sometimes feels as if she is walking a tightrope, feeling responsible for students' learning during the SAC meeting portion of the class (and wanting to take control of the meetings), while also wishing to allow SAC to manage its own business, in its own way, without instructor interference.

All of the four leadership courses count in Group E for the Option 1 AA degree at Coastline. All leadership courses transfer as elective credit to CSU, but they do not transfer to UC. Key issue: try to get UC to accept the course (maybe it could be cross-referenced business management or communication courses).

Knowledge checking: last semester take-home quizzes were used to check student learning; this semester cooperative, in-class test taking was initiated, and students seemed to enjoy it. This method allows a platform for practicing small group communication skills that we are learning in class.

The course outline includes a requirement for 10-30 hours of outside of class college service. The instructor allows flexible fulfillment of the 10-30 hours in an effort to accommodate working students (students can complete a project on behalf of Coastline on their own time, or they can document a project independent of CCC that they do at work, church, etc.).

An unanticipated problem that occurred in the fall and spring was, that while the course outline contains the statement that students who enroll in the leadership courses "automatically become members of SAC." when the college edited course descriptions to make the class schedule smaller, they edited out the statement about students participating in SAC. In both Fall 2000 and Spring 2001 several businesspeople enrolled in the course based upon the course description, not knowing that the major part of each class meeting is devoted to the SAC meeting. The original wording was reinstated for the Fall 2001 class schedule.

Students feel the textbooks (\$60 range) are too expensive; the instructor has been purchasing textbooks (using the Advisor's discretionary account) and offering them as "loaners" for those students who cannot afford to pay for them. Since there are four Leadership courses, there is a different book each semester.

Another issue which deserves note is the amount of time that SAC officers and other committed SAC students devote to SAC and other college business, especially attendance at meetings. This commitment can result in poor grades and problems at work. In Spring 2001 officers began to receive monthly stipends which recognize their service, and which helps to defray the cost of phone calls and driving between sites in service to SAC.

2000-2001 Academic Year SAC Accomplishments

1. Held two successful BBQ's for student recruitment
2. New Leadership Certificate approved by Curriculum Committee; advertised Fall 2001
3. Coastline SAC member selected to represent SAC and the Coast District in Legislative Task Force in Sacramento, accompanied by a Coast Board of Trustees Member
4. Published and disseminated three student newsletters
5. Developed text for SAC brochure which was submitted to Graphics for design and printing
6. Developed rationale and provided support materials for SAC stipends which was approved by college administration and implemented Spring 2001
7. Conducted three fundraisers (community discount cards and bookstore gift certificate raffles)
8. Recruited twelve new SAC members who were retained
9. Held area site visits (Garden Grove, Huntington Westminster, Costa Mesa)
10. Staffed SAC table at fall and spring faculty meeting
11. Staffed SAC table during fall, spring, and summer walk-in registration
12. Provided faculty and administrators with feedback about: online library, military distance education program, online tutoring, virtual student services, accreditation
13. Purchased table and represented students at Coastline Foundation fundraising event
14. Sent a student to represent and report for SAC at every Board of Trustees meeting
15. Consistently represented SAC at Region VIII CalSACC meetings; SAC members elected to serve as Region VIII CalSACC vice-president and Policy Board Representative
16. Consistently represented students at numerous college committee meetings, including College Council, the Academic Senate and Curriculum Committee
17. Provided monetary and/or in-person support to college staff--related holiday events, Scholarship Event, and Graduation ceremonies
18. Participated on hiring committees (counselor position and others)
19. Received support from CCC administrators to fund an hourly SAC secretary position; implemented Spring 2000.
20. Developed cooperative arrangements to have Leadership class listed as a recommended elective in the ACCESS program brochure and in each vocational program
21. Conducted drive for used children's books which were donated to underprivileged children
22. Conducted drive for used clothing, food, and toilet articles which were donated to the Serve Our Selves organization in Costa Mesa
23. Participated in Coast District Student Council fundraising activity "Drop Your Change to Make a Change" which raised over \$800 on behalf of Orangewood Children's Foundation
24. Two SAC students traveled to Sacramento with Coast District Student Council to lobby in support of legislation that affected community college students.
25. Distributed over \$13,000 in scholarship funds to Coastline students
26. Distributed over \$12,000 to faculty, staff and administrators through SACs grant program

Responses to Required Program Review Qualitative Questions

1. *What is the level of need for this program in the communities we serve or among different student populations?*

The Leadership course is central to the operation of student governance at Coastline. Students must be enrolled in a leadership course or pay a fee to audit in order to be members of SAC. SAC is the official governing body of students at Coastline. Completion of leadership courses assist students to gain employment, gain promotions, lead community organizations, and to build self-confidence in leadership ability.

It has been suggested that stronger ties could be built with local chambers of commerce for purposes of experiential leadership learning (e.g., attending meetings) or recruitment of their employees; these chambers might also be sources of Coastline scholarships. It is also suggested that SAC enable more of its students to perform community service projects as part of their learning experience.

2. How satisfied and successful are students who are involved with this program?

Satisfaction is dependent on personal reasons for enrolling in the course. A number of students enjoy the program and continue to participate by paying the audit fee. Opportunities exist for students to build self-esteem, public speaking skills, and self-confidence. One past student leader reports that she gained valuable leadership skills that enables her to run a successful community artist organization.

3. To what extent are partnerships used to accomplish and enhance program/course goals?

Involvement in SAC requires 10-30 hours of outside of class hours. These hours may be spent participating in college committees or in other activities in support of SAC goals. SAC supports many college events through direct participation or through SAC funding.

This semester the Dean of Instruction Shanon Christiansen formed a partnership with SAC such that ACCESS program brochures now list the leadership course as one of the recommended courses for the ACCESS program (ACCESS is primarily a day program, but is potentially a source of students who could serve on college committees, which also meet during the day). Dean of Vocational Education Chet Platt likewise has listed the leadership courses as electives in each of the college's vocational programs. The EOPS department often refers its students to enroll in the leadership program; participation in college activities has been shown to increase retention and satisfaction with college life. These endorsements will help to build interest and participation in SAC.

In addition, Coastline sends three students to participate in monthly Coast District Student Council meetings and activities. This Council helps to build ties and collaborative activities that benefit the District and the community. This spring the Council, through the efforts of all three colleges, collected money for the Orangewood Children's Foundation. The Council also held a search and interview process for the next year's District Student Trustee. One Coastline student applied.

SAC sends a representative to each Board of Trustees meeting where she makes a report on SAC's activities.

4. How satisfied are program faculty and students with program resources such as facilities, equipment, or staff support?

Facilities and equipment are satisfactory. Since Spring 2000 part-time secretarial support (10 hours a week) has been made available in the SAC office. This arrangement has been very beneficial to SAC, enabling SAC to keep up with the reading of mail, college and Board minutes, and backup support to SAC's officers. Staff support is also made available through the Dean of Student's Office. Still, the instructor provides a great deal of clerical and other college-related support to the group and individual members, which is very time-consuming.

Due to staff shortages, support from Graphics has been very limited. This has created an on-going problem since SAC depends upon its newsletter and other printed materials to communicate with students. In the first place, it is difficult to get written material from SAC members and then to get draft material approved by the entire group. It is particularly frustrating when, once the material is submitted to Graphics, the amount of time to get newsletter or other printed materials designed and printed often over-runs dated articles, which then need to be pulled, since they are no longer timely. **This is a key area that needs to be improved.**

5. How active are program faculty and staff in professional development or growth activities?

The instructor/advisor travels to at least two student-government/leadership related conferences each semester, accompanying SAC students. In May of 2001, the advisor accompanied two Coastline students to Sacramento for District Lobby Day.

6. To what extent do/should program courses use technology to support or expand the teaching and learning environment?

President Purdy spoke at a Fall 2000 SAC meeting and encouraged the group to think of ways that it could interact with and represent distance learning students, particularly those in the military. The goal, she said, was to make these students feel they are a part of the college. So far, recommendations for how this can be attained have been linked to technological means, chiefly a student Web page with interactive elements. SAC has been working on its own Web page, and wants to have its link come from the main college Web page. SAC recognizes the potential for reaching students through student e-mail and supports any college effort to make e-mail services available to Coastline students. It also supports making student services, such as counseling and on-line registration available to students through the Internet.

7. *To what extent do program courses support the educational goals of culturally diverse and non-traditional students or the college goal of encouraging student awareness of cultural diversity?*

SAC is highly aware of the need to have its membership represent all cultural and ethnic groups at Coastline and has been careful to make non-native speakers feel welcome and supported. The textbooks are too difficult for most ESL students; second language speakers need to have completed ESL coursework to be most successful with course material. This semester group tests have been given in class, where each student studies alone, then works cooperatively with peers on the test together in class, in small groups. Also, service hours are given to native speakers who will study with non-native speaking SAC members, outside of class. Several non-native speakers meet at the Garden Grove Center to study the textbook together.

Of the 18 students still active at the end of the spring 2001 semester, the ethnic makeup of SAC is: 61% white, 11% Vietnamese, 11% Black, 5% Persian, and 5% Filipino.

8. *What are the five-year goals of recommendations for this program (e.g., enrollment, curriculum, partnerships, student success/satisfaction, internal resources, professional development of faculty/staff, implementation of technology, retraining, etc.). Please identify long-term program goals.*

Below are SAC's current year goals:

- | |
|--|
| SAC Goals 2000-2001 |
| ✓Increase visibility and awareness of SAC to student body |
| ✓Increase incentives for SAC participation |
| ✓Development of a leadership certificate program (met 1-19-01, but need to implement) |
| ✓Increase SAC involvement with KOCE |
| ✓Develop some major events to give SAC higher visibility with students and the community |
| ✓SAC to sponsor mini-events at area sites |
| ✓Recruit students for SAC |

Additional long-term goals will need to be set with participation from SAC.

Short and long-term instructor/advisor goals:

1. More effective meetings/agendas (adopt "ground rules," have executive committee meet to discuss agenda, reconsider whether having students rotate chairing each meeting is in SAC's best interests; help students to develop better Parliamentary skills—possibly through new Focused Leadership study course)

2. Provide opportunities for students to get more involved in local Chambers of Commerce and state legislative issues that affect community college students
3. Solution to problem of slow turnaround time for SAC printed materials (outside vendor?)
4. Enrollment through "word of mouth" instead of focused recruitment
5. Retention of students in Leadership class/SAC through direct SAC involvement (buddy system, SAC project, officer duty, etc.)
6. For students who are unable to attend college meetings during the day, organize SAC individual or group projects that directly address SAC goals and count for 10-30 hours of college service (e.g., SAC students visit/make presentations in evening classes, hold "coffee and doughnuts" networking at various sites during breaks; hold SAC sub-committee meetings just before class, etc.)
7. Devise method whereby SAC can more easily and efficiently communicate with other Coastline students (represent and get opinions from)
8. Achieve "peace" with not being able to cover all textbook and course outline material in just one hour each week
9. Achieve solution to problem of Leadership courses not transferring to UC
10. Develop and publicize tie-in with political science course to teach lobbying and awareness of bills that affect community colleges (perhaps a one-unit course)
11. Purchase and maintain perpetual plaque for lobby that honors past presidents of SAC
12. Better communication to college community, especially the Counseling department, regarding SAC's ongoing activities and accomplishments (maintain or improve current level of college participation in SAC projects such as children's book drive).

Appendices

Section II Leadership Courses/Student Advisory Council

- Appendix 1: Leadership Course Instructors by Enrollments and End of Term Retention
- Appendix 2: Listing of 2000-2001 Recruitment Activities
- Appendix 3: Student Questionnaire of SAC/Leadership Class Developed by Advisor and SAC Students
- Appendix 4: Responses to Student Evaluation of SAC/Leadership Class (May 3, 2001)

Coastline Community College
Program Review 2000-01
Validation Written Report

Counseling and Leadership Disciplines

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes No

Many of the responses to the Qualitative Questions do not include references to the data on which the responses might have been based.

If no, note which topics were either omitted or not addressed clearly or substantially enough:

- A. Qualitative Question 1 related to need for the program: What do the survey results say about how relevant students think courses are to their needs and interests?
- B. Qualitative Question 2 related to student success and satisfaction: Is there evidence that students taking Counseling classes do better academically than students who do not? Do these courses result in increases in student GPA? Are these students more likely to complete their degrees? Are students better able to identify and pursue a major?

For both Counseling and Leadership, results from the student surveys related to satisfaction should be referenced (the survey results indicate a high level of satisfaction with the courses).

- C. Qualitative Question 4 related to satisfaction with resources: Again, the response in the Counseling section references only Counseling 105. The response should address all classes; note that between 30-32% of students are less than "very satisfied" with instructional facilities and equipment, and almost 10% are "somewhat dissatisfied" with staff support for the program.
- D. Qualitative Question 5 related to professional development activities: The Counseling section discusses existing conferences but does not say how many of the Counselors who teach classes in the program have participated in professional development activities or in what kind of activities they participate. More information is needed.
- E. Qualitative Question 7 related to diversity: Recommend referencing survey data related to the ethnic diversity of survey respondents and their satisfaction with faculty and staff responsiveness to culturally diverse or non-traditional students.

- F. Qualitative Question 8 related to program goals: The goals identified on p. 22 of the Counseling section of the report are incomplete. Please provide a comprehensive list of goals in this section along with a basic timeline for action.

Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations?

- A. The response in the Counseling section to Qualitative Question 2 references students in Counseling 105. The response needs to address the total program, not just one class.
- B. As noted above, data is not referenced for many qualitative question responses, particularly in the Counseling section of the report.

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:

- A. Counseling FTES have increased significantly in the past year and a half--due largely to the Counseling 105 distance learning and ACCESS formats, and there appears to be significant interest among students in alternative delivery formats for other Counseling courses.
- B. The Counseling section of the report indicates that marketing is a major need, but it is unclear what the department is doing to prepare or obtain additional marketing materials (for Counseling and other classes) or to further promote the availability and benefits of Counseling classes.

3. Are there any areas, which are unclear, or any significant points, which may have been overlooked?

Yes No

If yes, note these areas or points:

- A. Only Counselors teaching counseling courses during 2000-01 were surveyed (with only three respondents). Additional valuable information might be obtained by surveying all counselors and also by soliciting feedback from other faculty or students at the college regarding their knowledge or opinion of the Counseling courses.

Do the concerns noted above and/or in question number 1 warrant a written response to the Program Review Steering Committee?

Yes **No**

Please revise the reports to accurately reference available data and expand upon information provided (as noted in No. 1 above). Additionally, please correct the numerous grammatical errors in the Counseling section.

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.

- A. Pursue a SAC faculty grant for computers to facilitate student access to online resources such as the Occupational Outlook Handbook and other labor market information (www.usworks.com).
- B. Try hosting a "virtual" breakfast or brunch with SAC using an e-conferencing system (such as WebEx) to increase opportunities for participation.
- C. Ask the CVC Southern California Regional Center (contact Pat Arlington) to establish a Web Board site for the Counseling Program and/or for individual classes to support asynchronous (bulletin-board style) and real-time (chat) discussions; assign Counselors to monitor and respond to discussions and to hold occasional real-time sessions.
- D. Work with instructors and students in Web Design and internship classes to obtain assistance in designing a Counseling Web page/site that complements and builds on the Online Student Services Center.
- E. Explore ways to build on current success alternative delivery formats (i.e. Distance Learning, Access, other?)
- F. Follow through on plans for phasing out unnecessary Counseling courses by identifying and deleting courses during Spring Semester 2002 and continue to refine curriculum to meet today's academic and employment challenges.
- G. Find ways to educate all faculty of the value and availability of counseling and leadership classes.
- H. Provide the option for Leadership students to receive credit for SAC representation on Program Review teams, even if in the limited role of reading/reviewing draft reports.
- I. Continue to pursue options for awarding the Leadership Certificate retroactively to students who completed courses prior to creation of the certificate.
- J. Counseling instructors, in cooperation with their Dean, are encouraged to work with Printing and Graphics to design and develop marketing materials to promote Counseling courses and to communicate to the discipline deans

their desire for additional promotional materials about Coastline's academic and vocational degree and certificate programs. (Consider Dean's Council as an effective forum for cross-unit promotional discussion.)

- K. Consider a future survey of all Counselors and a survey of faculty and students outside the Counseling Program to obtain program recommendations and guide decision making.
- L. Explore availability of appropriate assistance from new Tracking Office and/or College Research Office for addressing many of the data concerns in #1.
- M. Counseling: Consider developing a speakers' bureau or using in-house personnel as guest speakers in counseling courses.
- N. Consider suggestions 4. A-E in light of accreditations' recommendation that, "the college develop a delivery system for student services that will improve student access and performance, by fully integrating services with the college's complex and distributed approach to instruction, diverse student population, and significant use of technology. (Standards 5.3, 5.6, 5.10.)

5. List ways the program can be commended:

- A. The Counseling Program has shown an interest in trying new scheduling and delivery formats which have proven popular with students and which have raised student awareness of and interest in other counseling services.
- B. The work of Ailene Nguyen, as the non-credit matriculation counselor working in cooperation with other counselors and the ACCESS Program, has increased the number of non-credit students who stay at Coastline to take credit classes.
- C. The Leadership Program, under Gayle Noble's direction, has actively and creatively recruited students--including those from underrepresented groups--and even changed by-laws to allow students with fewer than three units to participate, especially important to ESL students. Five out of eighteen current SAC members are non-native English speakers.
- D. Hats off to the SAC students and their advisor: What a valuable asset they are to the college! They have been remarkably active for such a small group and are providing a wonderful variety of helpful and fun activities and services.
- E. As part of the overall Student Services department self-analysis under the leadership of external consultant Sharon Donoff and interim Vice President, Dr. Stan Francus, the Counseling Department actively participated in long range planning that addressed relative activities in their unit.