

COUNSELING DEPARTMENT PROGRAM REVIEW

MARCH 2005

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Counseling Department Program Review

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COUNSELING PROGRAM REVIEW

Executive Summary

Coastline Community College's Counseling Department provides comprehensive services designed to assist students in identifying and fulfilling their academic, vocational, and personal goals. In addition to general counseling services, specialized counseling is provided through Extended Opportunity Programs and Services (EOPS), the Financial Aid Office, the Acquired Brain Injury Program, and Coastline's Military Contract Education Program. Counseling services are further enhanced by counseling courses that focus on career planning and college success.

During the 2003-04 academic year (the most recent year for which complete figures are currently available), more than 6,300 students were served through general counseling appointments, resource/walk-in counseling, and in-class visitations and orientations. During the same period EOPS, Financial Aid, ABI, and the Military Program served over 1,600 students. Counseling courses, which have dramatically increased their enrollments since adding a distance delivery option for Counseling 105 Succeeding in College in Fall 2000, generated more than 26 FTES in Spring 2004 alone and are projecting a 2004-05 total of 74 FTES—an increase of more than 33% over 2003-04.

Results from student surveys indicate that students from all constituencies are highly satisfied with the overall quality of counseling services, the convenience and accessibility of counseling services, the clarity and value of information provided by counselors, and the quality of counseling instruction. Since the conclusion of its last Program Review in 2001, the department has implemented a decentralized counseling model, providing counseling not only at the College Center but also at the Costa Mesa, Garden Grove, and Huntington Westminster centers. Services were further enriched by the addition of online counseling and an increased number of counselor visitations and presentations to classes. The department has also initiated efforts to identify expected student learning outcomes related to counseling services and courses and to improve the measurement and follow-up of actual SLOs.

In spite of these successes, there are also challenges: The counseling staff, which, by 2003, had grown to include five full-time counselors, experienced the retirement of three full-time counselors in December 2004, leaving the program with only two full-time general counselors. Contrary to popular belief, adult re-entry students require more services than 18-year-old first-time college students, a particularly important factor at Coastline where the average age of students is 40. To address the many challenges that lie ahead, the department has identified 43 goals to be tackled over the course of the next five years. From these, four major areas of focus emerge:

- Rebuilding the full-time counseling staff and assuring adequate classified staff and physical resources to support counseling, articulation, and other services
- Increasing outreach and services to students through classroom visitations, student orientations, Web-delivered resources, and enhanced technology-mediated communication and educational planning
- Continuing initiatives to identify and track SLOs
- Maintaining and improving the vitality of the counseling curriculum by adding new courses and adapting existing courses for distance delivery

COUNSELING PROGRAM REVIEW

Program Review Process

The 2004-05 review represents the second comprehensive review of Coastline Community College's Counseling Department. The first program review, conducted in two parts (services in 1998-99 and courses in 2000-01), served as an excellent learning tool for this year's team.

The Counseling Department consists of six primary components: general counseling, Extended Opportunity Programs and Services (EOPS), Financial Aid, the Military Program, the Acquired Brain Injury (ABI) Program, and counseling courses. The review of these components was conducted by a team of counselors from each of these areas along with the Vice President for Student Services and classified staff support. Team members selected review areas specific to their assignments, and each component of counseling was reviewed with the intent to follow the college program review process, adapting the instruction-oriented program review criteria as necessary to address counseling service components. Throughout the fall semester, program review updates were submitted to all faculty members during our monthly counseling meetings. Faculty members were asked to make suggestions pertinent to the surveys and the review process.

Sue Primich, Nancy Jenkins, and Susan Winterbourne developed faculty and student surveys. In January, with assistance of Thuy Nguyen in the counseling office and Pat Arlington from Instructional Research, more than 500 students were invited via e-mail or postcard notification to respond to the counseling services survey. The students selected for the counseling surveys had all been seen in counseling appointments from July, 2004, through December, 2004. Students who received specialized services through the Military, EOPS, and Financial Aid were also surveyed. A total of 155 students responded, including 62 respondents from the Military Program. EOPS students, who are surveyed each semester by the EOPS Program, were not specifically asked to complete the program review survey. And, since the ABI Program completed a comprehensive program review in 2002, results of the surveys conducted at that time were used in assessing ABI counseling services.

In addition to the counseling services survey, a separate survey was designed to address counseling courses, and Counseling 105 students were asked by their instructors to complete that survey during the fall semester. Sixty-three students responded to that survey.

In December 2004, the twelve adjunct and full-time faculty members on the counseling staff were invited to complete the online faculty program review survey. Follow up was done in January, 2005, to encourage participation. In all, nine faculty members, responded to the survey.

In addition to survey results, the review team used counseling course data provided by Instructional Research, college-wide student demographic data provided by Institutional Research, and counseling appointment and other service records.

Overview

The role of the counselor in the community college setting is a professional who assists students in developing life goals. The counseling process at Coastline College includes skills assessment, career exploration, educational planning, personal counseling, and follow-up services to provide the students with all possible assistance for reaching their educational goals. The Counseling Department is supported in these efforts by the Transfer Center, One-Stop Center, and the Admissions Office.

Counselors provide services to students through individual appointments, resource/walk-in counseling, group workshops, in-class orientations, course offerings, and referrals to other services at Coastline and outside the college campus.

The Counseling Department offers comprehensive services to all Coastline students requesting services. Coastline students benefit from specialized services offered by counselors in EOPS, Financial Aid, ABI Special Programs, and contract education for military students. We work closely to identify students needing services from each of these areas and to make the appropriate referrals.

Counseling services are specifically designed to meet the California Community Colleges' primary mission of providing transfer and vocational education. Counselors aid in recruitment and retention by providing educational planning services to enable students to complete vocational certificates, A.A. degrees and transfer programs to state universities and private institutions.

The overall goal of Coastline's Counseling Department is to promote student access and success through a variety of programs and services, including:

- Individual counseling appointments
- Group advising and workshops
- Online advising
- Resource (walk-in) counseling
- Phone appointments
- Probation/disqualification counseling
- Teaching student development courses (Counseling 100, 120, 105)
- Orientations for specific college programs (STAR, Weekend College, ESL, EOPS)
- Outreach to high schools
- Outreach to CCC classes
- Outreach to industry
- University Transfer Night
- Providing annual scholarships
- Services for special populations (Incarcerated, financial aid, EOPS, enlisted military, veterans, disabled students)

During the 2003-04 academic year, the most recent year for which complete figures are available, 6,241 students received counseling services and 3,142 students were provided information through in-class visitations/orientations.

Important to note is the fact that Coastline counselors are not assigned by major as is often the case at other community colleges. Due to our small size, all counselors are generalists and able

to provide counseling regarding all academic programs. With the exception of the ABI counselor, a student can see any Coastline counselor and receive comprehensive services.

Although all Coastline counselors provide counseling to students, there are some unique aspects to each program area that clarify some of the differences in services defined within this report.

EOPS serves the most disadvantaged students and provides counseling services “over and above” other program services. The EOPS student must have at least three contact sessions per semester. All services provided using EOPS funds are to be exclusively limited to EOPS students; therefore, Ailene Nguyen and Ruth Dills are only scheduled to see EOPS students. The counselor to student ratio is 200 to 1.

The Financial Aid Office has been able to supplement the Counseling Department’s services the past two years as a result of additional funding received to provide services specifically to financial aid students. Students receiving financial aid need to see a counselor for academic advising in order to complete the financial aid requirements. The adjunct counselors assigned to these students work 13 hours per week and, in compliance with funding mandates, see only financial aid students.

Special Programs counseling has recently been merged with the Student Services Division at Coastline. Kim Peterson provides in-depth personal counseling to students in the ABI Program. Students in this program require on-going counseling sessions to assist them with chronic difficulties with anxiety, depression and crisis intervention. Family counseling is an important part of this service.

The contract education arm of counseling was created in 2001 in response to Coastline’s growing Military Program. Susan Winterbourne coordinates services for these enlisted men and women, including guiding those who wish to utilize their military experience toward a degree. These students are primarily distance learners and are served predominantly through e-mail, phone, fax and mail. Chat rooms are under development at this time to add “live” online communication. In addition to serving active-duty military, counselors in this area also work with veterans, all of whom must have an educational plan developed by a counselor in order to receive veteran’s educational benefits.

In addition to counseling services, Coastline offers counseling courses in career planning, career development, college success, and job search strategies. These courses are all taught by full-time or adjunct counselors. FTES generated by these courses have shown a dramatic increase of more than 500% between Spring 1999 and Spring 2004, an increase driven largely by the addition of a Counseling 105 telecourse. Efforts are underway to adapt other counseling courses for distance delivery.

Description

The following section describes the services and programs encompassed by the six primary counseling components at Coastline: General Counseling, EOPS, Financial Aid, ABI Program, Military Program, and Counseling Courses.

General Counseling

Counseling at Coastline has evolved from a department where an Associate Dean of Counseling, assisted by occasional hourly counselors, provided all counseling services. The first full-time counselor was hired in 1986. The impact of the matriculation process and subsequent funding enabled the college to hire additional counselors to implement the mandates of the matriculation plan. Between 1986 and 2003, the Counseling Department was able to build its staff to include five full-time counselors to provide general counseling services and to develop and maintain articulation for the college. In December, 2004, three full-time counselors retired. Factoring out non-credit, general interest students and approximately 1,000 students served by EOPS, Financial Aid, or other specialized counseling, this left only two full-time counselors assisted by adjunct counselors to provide services to approximately 8,000 students. Important to recognize is that of these two full-time counselors, one is reassigned 20% of her load to serve as department chair, and the other has 50% of her assignment allocated to articulation responsibilities. Fortunately, the Counseling Department received approval in spring 2005 to advertise and fill two of the three full-time vacancies that resulted from retirements. The department expects to have those positions filled by the beginning of the 2005-06 academic year. In the meantime, all three vacant positions are being back-filled by adjunct counselors.

By Fall 2005, the general counseling staff should include four full-time counselors (3.30 FTE devoted to direct counseling services) and 2,716 adjunct hours (2.26 FTE).

General Counseling Staffing			
Position	Counseling FTE	Reassigned FTE	Total
Sue Primich, FT	.80	.20	1.0
Nancy Jenkins	.50	.50	1.0
Matriculation Counselor, FT (vacant)	1.0		1.0
General Counselor, FT (vacant)	1.0		1.0
General Counselor, FT (vacant— backfilled with 1,200 adjunct hours)	1.0		1.0
Financial Aid Counseling, Adjunct (460 hours)	.38		.38
Transfer Center Counseling, Adjunct (576 hours)	.48		.48
Non-Credit (ESL) Counseling, Adjunct (480 hours)	.40		.40
Total	5.56	.70	6.26

Availability of 5.56 FTE counselors will result in a student to counselor ratio of 1439 to 1, almost four times higher than the California Community College Academic Senate's recommended ratio of 370:1. With approximately 40 percent of general counseling handled by adjuncts, the department faces ongoing challenges related to scheduling, training, and program consistency.

In keeping with the college's mission of providing convenient, accessible education throughout the learning community, the Counseling Department employs a decentralized service model. Counseling is provided at the college's three learning centers and at the College Center. General assignments of full-time and adjunct counselors are presently augmented by the specific assignment of two adjunct counselors to provide counseling services throughout the semester to students at the Garden Grove Transfer Center and to English-as-a-Second-Language (ESL) students at Garden Grove Center and Huntington/Westminster Center. In

addition to on-site counseling, distance learners are served by phone appointments and online advising.

A major focus of the Counseling Department is on providing mandated matriculation services: admissions, orientation, assessment, counseling, student follow-up, and research. With the increased demand for student support services and the challenges of budget cuts, the Counseling Department has incorporated several technological tools and services to cost-effectively increase service and support student access and success. Since our last review, our department has added online advising, online student orientation, and online scanning of student transcripts and is in the process of adding an electronic student appointment program (SARS). Additionally, our articulation counselor, Nancy Jenkins, has implemented the Online System for Curriculum and Articulation Review (OSCAR).

Extended Opportunity Programs and Services (EOPS)

EOPS originated in 1969 with the enactment of SB 164 (Alquist). This legislation was the result of a decade of Civil Rights unrest and came shortly after the Watts Riots. SB 164 established Extended Opportunity Programs and Services in an effort to provide equity in educational opportunities for the most disenfranchised of California's citizens. At its core was the recognition that education is one of the primary vehicles to equalize social, economic, and political inequities. Initially, Extended Opportunity Programs and Services were offered at only a handful of colleges with a minimal amount of funding. By the 2004-05 fiscal year, however, over 100,000 students were being served statewide with an EOPS budget of approximately \$96 million.

The EOPS Program statewide is the model for Matriculation. Using the model of success that EOPS students have had historically in the program, matriculation legislation enacted in 1988 is now the standard for community colleges in California.

The intent of EOPS was and continues to be to serve the most needy of students who can benefit the greatest from education. EOPS eligibility is extremely rigid and considers only four primary areas:

1. Economic need: For 2004-05, a family of four would meet the financial need with a 2003 earned income of \$27,600 or less or EFC of "0."
2. Educational disadvantage: Using one of five criteria (in rank order of consideration): math/or English levels do not meet the graduation competency for the college, the student did not graduate from high school, student graduated from high school but had low GPA's, the student was previously enrolled in remedial courses in high school or college, or a Special Admit category that has been approved by the State Chancellor's Office.
3. Course load: All incoming EOPS students are required to be full-time when accepted into the program (the vast majority of students continue to attend full time throughout their time at the college).
4. Time or unit limits: Students are no longer eligible after either six continuous semesters of service or completion of 70 degree-applicable units.

Since Coastline has historically been the college for non-traditional students who are most often part-time, often casual learners, or take one-two classes at Coastline but consider another college their "home," EOPS at Coastline has continued to be relatively small compared to other programs in the state and even in Orange County. During the 2003-04 FY the program served 273 students with a variety of services to enhance their success. The program estimates

serving about 300 during 2004-05, which will be the vast majority of full-time students of the college. And, true to the intent of the original legislation, EOPS historically has served the most disadvantaged of students, the vast majority of whom are non-white and often first-generation to education.

One of the major components of service that the EOPS Program provides is counseling services “*over and above*” whatever other services are provided to students of the college. The EOPS budget includes support for counseling and related services, funding one full-time counselor and one half-time counselor exclusively for the program. Counselors provide a variety of services to the EOPS program, but for purposes of this report, information will be provided only on counseling services and new student orientations that are provided specifically and exclusively for EOPS students.

All services provided by using EOPS funds are to be exclusively limited to EOPS students and the staff must have oversight by the EOPS director. Further, faculty are required by Title V to have very specific educational and experiential requirements for hiring. The use of EOPS funds for other than EOPS services and support is specifically excluded by law and any such evidence of this illegal use would result in sanctioning by the State.

Financial Aid Counseling

Federal regulations for the Title IV Student Financial Aid programs require as an eligibility component that students must declare an educational goal (e.g., certificate, degree, or transfer). English as a Second Language, remedial, general education, or vocational classes taken as prerequisites for other accredited institutions may also be applicable. The declaration of a goal is sufficient; although all coursework must be monitored according to that goal, development of a student educational plan is **not**, strictly speaking, required. At Coastline, however, it is an institutional policy that all students have a developed plan on file prior to receiving financial aid funds and that they also participate in all areas of the Matriculation process.

Coastline’s policy is based on four primary reasons:

- Development of an educational plan is in the student’s best interests. Financial aid benefits are limited in the number of total semesters paid. Proper selection of classes helps insure financial aid will be available to fund the student’s goal.
- The counseling relationship supports student success and retention.
- Proper evaluation of prior coursework streamlines the program, degree and transfer process as many students are closer to goal completion than they realized.
- Coastline chooses to be proactive about student success. At many other community colleges financial aid students are not required to seek counseling until they are on probation or dismissal. Coastline prefers to advise rather than remedy.

Acquired Brain Injury (ABI) Program Counseling

Coastline Community College’s ABI Program is a two-year educational program designed to provide cognitive and psychosocial retraining for adults with brain injuries from a variety of causes. Students attend this demanding program four days per week, Monday through Thursday from 8:30 a.m. to 12:30 p.m. Individual counseling services are offered to students in

the program. Students are provided the opportunity to process personal issues and develop coping skills by working one-on-one with a counselor. Further, a Family Support Group is available to family members and significant others of survivors of a brain injury.

The counselor also coordinates and leads the program's Psychosocial class which meets for one 45-minute period each day. The primary goal of the Psychosocial class is to aid each student in increasing awareness and acceptance of who s/he is now. The class has two components: Processing and Curriculum. During Processing, students have the opportunity to process or problem-solve appropriate material in a group setting, with feedback from staff members and peers. The Curriculum component of the Psychosocial class is divided into four specifically designed units relating to brain injury.

The counseling staff consists of one full-time counselor, a licensed Marriage Family Therapist (MFT), who supervises four pre-doctoral or pre-master's level interns. The interns carry a caseload of 5 to 6 students each, and the full-time counselor sees approximately 7 students per week.

Military Program

The Military Counseling Program was officially created in 2001 when a full-time counselor was hired. A distance counseling model was developed to serve the military men and women stationed throughout the world. Delivery of quality, efficient, and effective distance counseling services is essential, as this population are often in remote locations and different time zones.

Students in Coastline's Military Program are affiliated with all branches of the service: Navy, Marine Corps, Coast Guard, Army, Air Force, National Guard, and Reservists. Veterans and some military dependents are also students in the military program and are provided counseling services. Coastline is officially affiliated with SOCNAV, SOCAD, SOCOAST, and SOCMAR.

The majority of the military students enroll in five eight-week distance learning courses delivered five times per year via Internet/CD. Counseling is provided by e-mail, phone, in-person, fax, mail, and, formerly, videoconferencing. Under development is a chat room where students will be able to meet with a counselor in a virtual environment during specific times and on certain days. Outreach counseling is an integral part of the program, and Coastline participates in presentations, sessions, and education fairs that take place at various bases, posts, and ships in the country.

Utilizing advanced technology, distance counselors need to maximize each contact opportunity. Counselors and students work together on the exploration of academic options and goals using tools such as CollegeSource (an online catalog subscription service) and ASSIST (an important evaluation tool for California State University and University of California transfer).

Our student-friendly website is an essential tool in providing extensive, accurate, up-to-date information. It is an important adjunct to the counseling process and is used both during a counseling session and between sessions. The counselor periodically reviews the website and provides recommendations.

The Military Program has experienced rapid growth. Student enrollment in the Ashore Program has increased almost twenty-fold from 62 enrollments in Spring 2001 to almost 1,362 in Spring 2005. Coastline's eArmyU program started with 21 student enrollments in Spring 2002 and now has 263 enrollments in Spring 2005. The PACE (Program for Afloat College Education) has

approximately 4,000 student enrollments per year. Increased enrollments necessitated the addition of adjunct counseling services (approximately six hours per week) effective with Summer 2004.

The Military Counseling Program, as well as distance counseling in general, enjoys strong administrative support from the president of the college, to the vice president, and on down. As the college has a large and ever-expanding population of distance learners, keeping up with the need for excellent student services, especially counseling services, is crucial to assuring student success and retention.

The Military Program also receives substantial support from the Counseling Department Chair and other Coastline counselors and support staff in pursuing the enhancement of distance counseling services. And, the generalist counselors at the college have adopted portions of the distance counseling model, developed by the counselor for the Military Program, for serving regular students. Currently, all Coastline counselors provide some e-mail and phone counseling services. Further enhancements and expansions are planned.

Due to our increasing student enrollment, the Military Program added adjunct counselor coverage in Summer 2004 (approximately six hours per week). The counselors were initially provided with training, including information about military terminology, policies, and procedures, academics, and technology. Updates and ongoing training are supplied. It was necessary for the military counselor e-mail system to be streamlined and customized to accommodate multiple users/counselors. As new technology becomes available, improvements will be applied to the system.

Distance students are located all over the world and require counselors that are knowledgeable about academic policies, procedures, and information and can assist them in navigating Coastline “waters”. Counselors working with military students need to blend knowledge about military requirements and regulations with academic and technology expertise. A familiarity with the military culture and terminology when counseling servicemembers is essential.

Counseling Courses

Classroom instruction is one of the core functions of a California Community College Counseling Program as outlined in the Standards of Practice for California Community Colleges adopted by the State Academic Faculty Senate in 1997, as well as delineated in the California Education Code and by the American Counseling Association. Counseling courses provide the opportunity to serve more students in a cost-effective way, and Coastline’s counseling curriculum has been developed to promote student success.

Coastline’s first counseling courses were originally created and taught under the discipline of Career Education within the Office of Instruction. In 1996, the discipline name was changed to Counseling, and the courses within that discipline became the responsibility of the Dean of Counseling within the Office of Student Services. Over the years a variety of courses have been created and offered in career planning, career development, college success, job search strategies, office careers, and assessment of prior learning.

Since our last review, several courses that were no longer being taught were either suspended or deleted. At the present time the flagship of the counseling courses is our Counseling 105 – Succeeding in College course. In 2001, the course was offered by telecourse for the first time.

Since then, enrollments have increased each semester as word of mouth has made this course increasingly popular. This course and Counseling 100 – Career Planning are offered on a regular basis. Both courses transfer to the CSU system colleges as part of general education under Area E. Recently, our Counseling 105 course was accepted as transferable to the UC system as well. Following are descriptions of these two courses.

Counseling 100-Career/Life Planning (1.0 unit): This course is designed to introduce students to a career decision-making process which includes self-evaluation activities such as identification of personality/temperament, interests, skills, goals and values. Career search activities are utilized to examine the world of work. This course is transferable to CSU and is A.A. degree applicable.

Counseling 105 - Succeeding in College (3.0 units): This course is based on *Becoming a Master Student* by Dave Ellis. This course is designed to increase success in achieving educational, career, and life goals. It includes information on learning styles and strategies; time management; decision-making; goal setting; college resources and services; memory techniques; note-taking; test-taking; and other college success techniques.

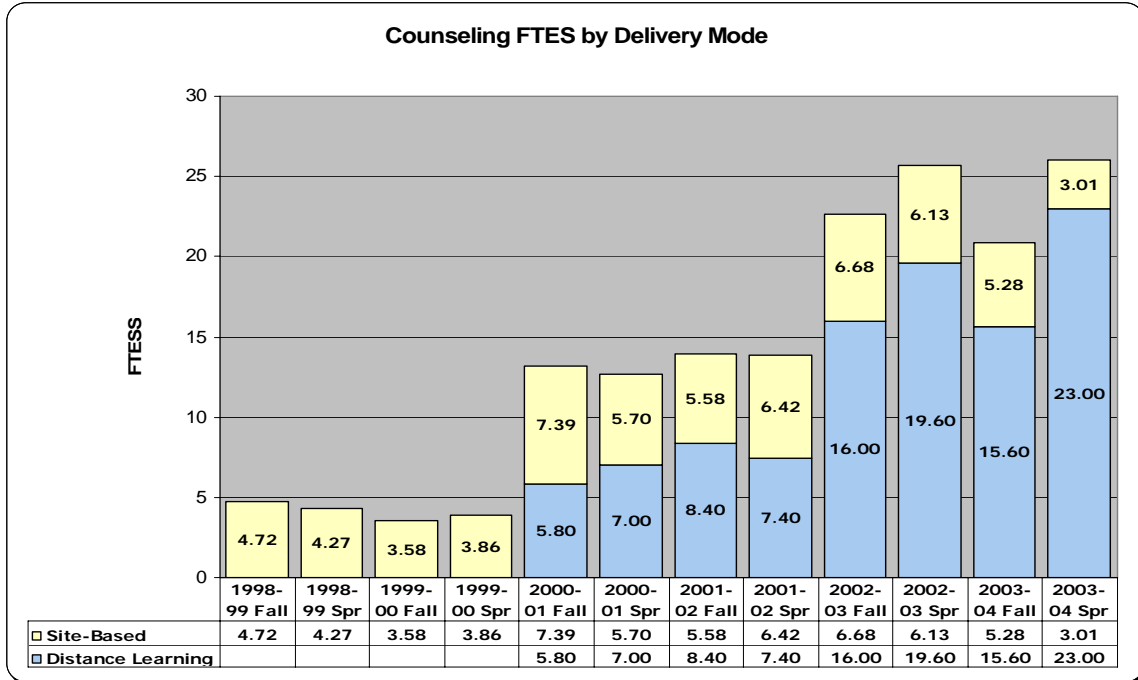
Six additional counseling courses are offered less frequently:

- COUNS 085 Career Assessment and Guidance
- COUNS 101 Helping Theories and Intervention Skills
(same as Human Services 101)
- COUNS 110 Career Exploration
- COUNS 120 Job Search Strategies
- COUNS 125AD Career Dimensions
- COUNS 130 Accounting/Office Careers

Quantitative Data

Course Elements

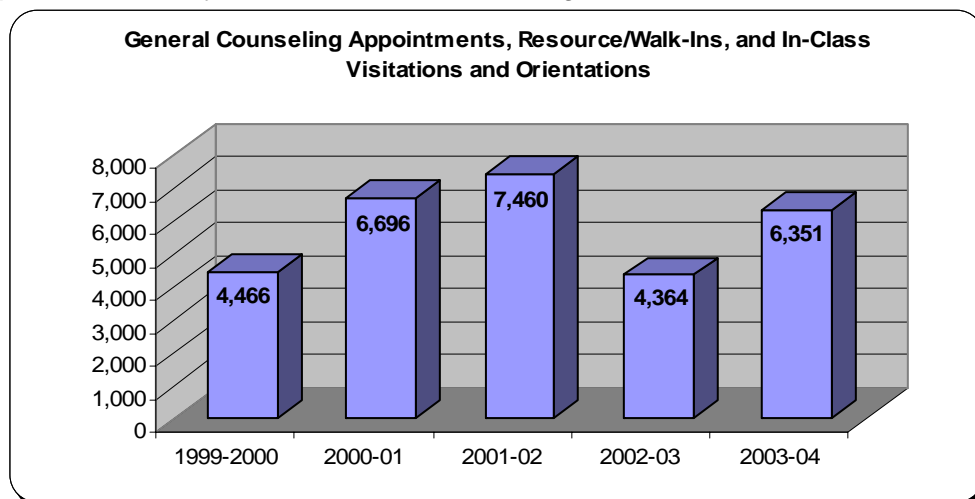
Counseling FTES have greatly increased since a distance delivery option was added for the Counseling 105 course. In Spring 2000, the last term in which only site-based counseling classes were offered, counseling classes generated 3.86 FTES. By Spring 2004, counseling classes accounted for more than 26 FTES.



Preliminary estimates for the 2004-05 academic year (summer, fall, and spring terms) are that counseling courses will generate just over 74 FTES—an increase of more than 33% over 2003-04 FTES! The retention rate for counseling courses in Spring 2004 was 80%, a particularly impressive rate considering that approximately 230 of the 261 students enrolled in counseling courses that term were distance learners.

Student Elements

The number of students served through general counseling appointments, resource/walk-in counseling, and in-class visitations and orientations totaled 6,351 in 2003-04, the most recent full-year for which figures are available. This figure represents an impressive come-back from the dip in service numbers that was experienced in 2002-03 when the Counseling Department, like the rest of the college, experienced a substantial reduction in funds that seriously impacted on the department's ability to meet student counseling needs.



In addition to students served through general counseling, another 1,660 students were served through specialized counseling services in 2003-04.

Specialized Counseling 2003-04	
Program	Students
EOPS	273
Financial Aid	276
ABI	158
Military	953
Total	1,660

In general, students who received counseling services reflect the gender, age, and ethnic diversity of the college's total student population in credit classes. The primary exception is within the Military Program, where males significantly outnumber females both in course enrollments as well as in counseling services. (For more detailed information, please see the Qualitative Question 7 on Diversity.)

Cost Elements

The counseling function at Coastline supports numerous and varied student populations including general students, students participating in the Extended Opportunities Program and Services (EOPS), financial aid students, students in the military, and students enrolled in special programs. In addition, the Counseling Department offers an array of courses including career assessment and exploration, life planning, job search strategies, and educational planning and student success.

The budgetary resources to support counseling programs and services come from many sources to include the following:

- The General Fund including the reallocated PFE dollars that were folded into the base for 2004-2005.
- Categorical funds including EOPS, Matriculation (Credit and Non-Credit), AB77, and BFAP.
- Grants including Title III and CAN.
- Contract Education/Military dollars.

General Counseling

General funds and the college's Matriculation allocation (credit and non-credit) support five full-time counselors, three full-time classified employees supporting the counseling effort, and one half-time contract employee in the Transfer Center. In addition, these funds pay for adjunct counselors to support the transfer function (15 hours per week) and ESL counseling (15 hours per week). For 2004/2005, funding from Title III is also being used for adjunct counseling efforts to support the transfer function. This is one-time money that will be expended by the end of this academic year. Also, beginning in 2003/2004, the college received augmented BFAP funds that could be used to provide outreach information about financial aid. With the help of these dollars, various counseling publications were revised to include detailed financial aid information.

A breakdown of expenses for 2003/2004 (the last year we have complete expenses) is as follows:

Certificated Contract – Salaries and Benefits	\$662,008
Certificated Adjunct – Salaries and Benefits	\$38,085
Classified Contract – Salaries and Benefits	\$193,648
Office Support (Supplies, Printing, Conferences, Ref Books, etc)	\$10,000
Counseling Publications	\$5,800
Instructional Costs	<u>\$14,026</u>
Total	\$923,567

EOPS Counseling

EOPS counseling is funded wholly from the state-funded EOPS and CARE allocation and District funds which are required to provide a certain level of match. There is one full-time faculty coordinator with half time responsibilities for counseling and one full-time counselor. There are three full-time classified contract employees that support the EOPS program. A wide variety of services are provided through EOPS. The figures below do not break out a percentage for counseling as opposed to other services. A breakdown of the expenses for 2003/2004 (the last year we have complete expenses) is a follows:

Certificated Contract – Salaries	\$168,060
Classified Contract – Salaries	\$108,267
Benefits	\$109,309
Office Support	<u>\$14,672</u>
Total	\$400,308

Financial Aid Counseling

In 2003/2004, the State legislature allocated additional monies in support of the Financial Aid program state wide. Known as augmented BFAP, Coastline received an additional \$180,000 in these funds. Use of the funds were and continue to be limited to inreach and outreach activities, and staffing to better handle the increasing numbers of students seeking aid. An assessment was made to determine the best use of these funds and a plan was developed and sent to the State for approval. Because of the many and varied challenges which face financial aid students, it was decided that a portion of the funds should support a counseling function within the Financial Aid Office to alleviate the impact on general counselors. Because this funding source is not guaranteed, it was initially decided to utilize adjunct counselors. Financial aid counseling expenses for 2003/2004 are as follows:

Certificated Adjunct – Salaries and Benefits	\$35,000
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Special Programs/ABI Counseling

Special Programs/ABI counseling is completely funded through the general fund as a match for the college's AB77 allocation. Currently, this funding supports one full-time counselor. Additional funds from AB77 are also used for classified staff members that support the counseling function. However, it would be too difficult to calculate those costs. Special programs counseling for 2003/2004 are as follows:

Certificated Contract – Salary and Benefits	\$93,173
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Military Programs Counseling

Counseling for servicemen and servicewomen attending Coastline is completely funded through contracts. No general funds are used for this effort. The effort is supported by one full-time counselor, two adjunct counselors and two full-time classified employees whose primary responsibility is to do SOC agreements (educational plans) as dictated by contract language. Military counseling expenses for 2003/2004 are as follows:

Certificated Contract – Salary and Benefits	\$98,653
Certificated Adjunct – Salary and Benefits	\$1,498*
Classified Contract – Salary and Benefits	<u>\$86,064*</u>
Total	\$186,215

*Note: The military program is continuing to grow, and it is anticipated that expenses for 2004/2005 in these categories will increase significantly as follows:

Certificated Adjunct – Salary and Benefits	\$14,880
Classified Contract – Salary and Benefits	\$124,609

Overall, Coastline spends almost \$1,700,000 to support the counseling function for all student populations.

Qualitative Questions

1. Need

Counseling Services

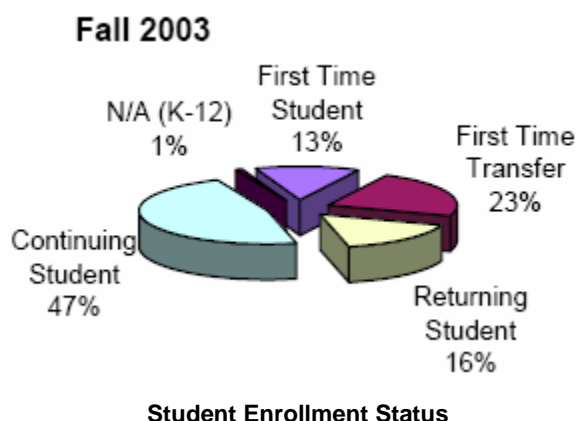
Data collected from 1999-2004 on the number of students seen through individual general counseling appointments or resource/walk-in counseling indicates that between 3,200-6,800 students received services. The number of students served varied according to funding available to hire adjunct counselors. In 2003-04, in-class orientations were conducted, and 3,142 students received services in this group setting.

In the annual graduate petitioner survey, 46.1% of respondents indicated that counseling was the service they most frequently used in selecting their courses and planning their education; And, 95.5% of all respondents indicated that they found counseling helpful or very helpful.

More than 70% of all respondents to the Counseling Services Program Review Student Survey indicated that obtaining a bachelor's degree was their current educational goal. Fourteen percent said that an A.A. degree without transfer was their goal.

	Count	Percent
What is your present educational goal?	Respondents: 212	
(Choose only one.)		
Bachelor's degree after completing A.A. degree	138	65.09 %
Bachelor's degree without completing A.A. degree	11	5.19 %
Associate degree without transfer	30	14.15 %
Two-year occupational degree without transfer	4	1.89 %
Occupational certificate	5	2.36 %
Discover career interests, plans, and goals	4	1.89 %
Advance in current job/career (update job skills)	3	1.42 %
Prepare for a new career (acquire job skills)	6	2.83 %
Improve English, Reading, and Math skills	1	0.47 %
Undecided on goal	7	3.30 %
Other	3	1.42 %
Total Responses	212	100 %

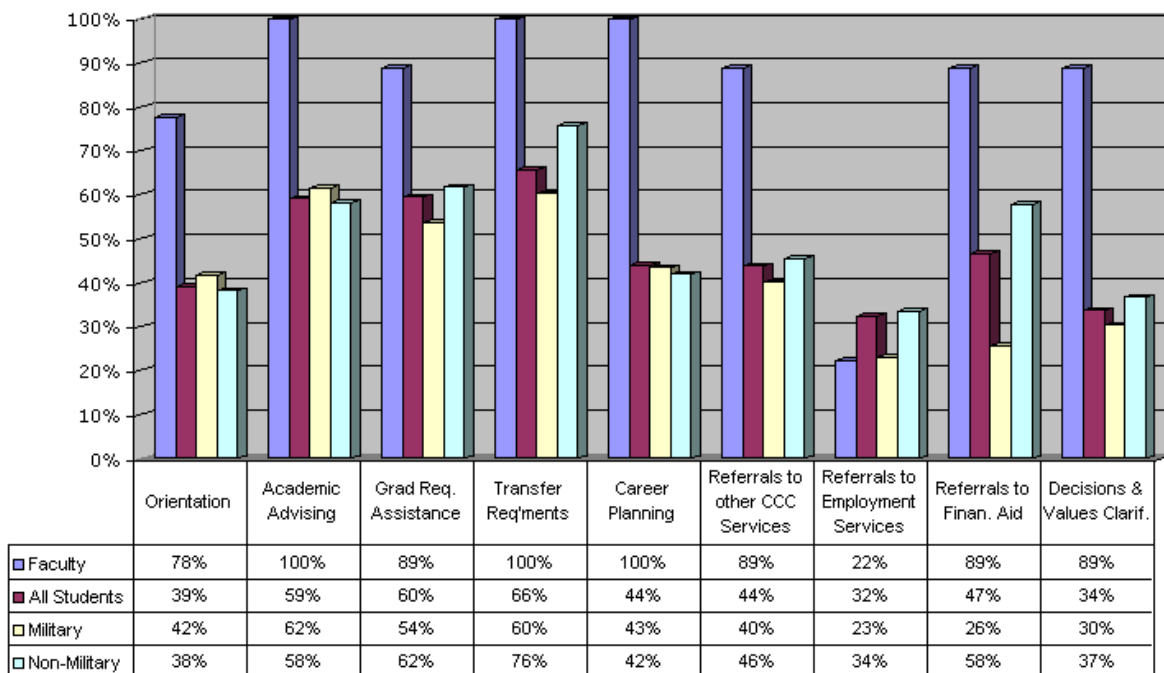
Students who are pursuing vocational certificates, A.A. degrees, and transfer degrees benefit from meeting with a counselor to plan their courses. Contrary to popular opinion, adult re-entry students require more services than 18-year-old first-time college students, a particularly important factor at Coastline where the average age of students is over 40 and the median age is approximately 38. Counselors report that the majority of the students they see have more than one or two transcripts from other schools attended. Often, these courses were taken many years ago and require counselor research for correct application to the student's current educational goal. Information provided by the counselors is supported by student demographic information compiled by Coastline's Institutional Research Department, which reported that, of Fall 2003 credit students, 29% were "first-time transfer" students, meaning students enrolled at Coastline for the first time but who had transferred from another college. Returning students accounted for an additional 18% of all credit students. First-time students, first-time transfer students, and returning students—all of whom would be likely to require counseling services during their first or returning semester—accounted for 59% of all Coastline credit students in Fall 2003.



Indicative of student need for counseling services is the number of contacts students have with counselors. In responding to the Program Review Counseling Services Student Survey, 41% of the 213 respondents indicated that they have contacted a Coastline counselor 2-3 times. Thirty-two percent indicated they have contacted a counselor between 4-9 times, and 7% said they have contacted a counselor 10 or more times. The number of contacts is relatively consistent among all constituencies responding to the survey (general counseling, EOPS, Financial Aid, and Military).

In a comparison of counselor and student responses regarding the importance of various counseling services, there were some commonalities. The three services rated as most important by faculty (100%) were academic advising, assistance with transfer requirements, and career planning. Though the greatest percentage of students who expressed an opinion indicated that assistance with transfer requirements was the most important service (66%), student respondents rated assistance with graduation requirements (60%) and academic advising (59%) as their second and third most important services. Perhaps representative of the large number of working adults served by Coastline, students, both military and non-military, gave significantly less importance to career planning assistance than did counselor respondents. Non-military students (58%) rated referrals to financial aid assistance of significantly greater importance than did military respondents (26%), likely due to the financial assistance that the military provides to students who successfully complete courses.

Counseling Services Rated as "Very Important" by Counselors and Students



State of California matriculation regulations requiring that matriculating students participate in counseling present special challenges to Coastline. Since Coastline does not require students to satisfy all the components of matriculation before registering, counselors must attempt to reach these students after they enroll. Techniques used to accomplish this include targeted mailings, outreach to classes, and other marketing strategies.

Further impacting on the demand for counseling are state and federal regulations related to EOPS and Financial Aid, both of which require eligibility, enrollment, and counseling requirements.

EOPS

During the latest EOPS revisions to Title V (enacted in October 1987), major discussion occurred around the ratio of counselor-to-student ratio for EOPS, with the effort to focused on achieving a 1:200 ratio. While not officially enacted, this level is actually a minimally adequate level considering the scope of counseling that is mandated:

Each college receiving EOPS funds shall provide counseling and advisement of EOPS eligible students of at least three contact sessions per term for each student...

- (a) A contact session which combines interview and other interpretation of assessment results to prepare a student's educational plan, and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.

- (b) An in-term contact session to insure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.
- (c) A term-end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting the student's needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS Program or the college.

Though not all counseling contacts have to be with a certificated counselor, at least two contacts each semester must be with a certificated EOPS counselor, particularly for developing and updating an education plan with a student. Paraprofessionals may provide follow-up contacts and preliminary progress to eligible Students along with informal advising. Due to the nature of EOPS, it is not feasible to provide significant online or phone counseling, and so with minor exceptions, all counseling contacts in EOPS are personal and one-on-one.

During 2003-04, EOPS counselors provided slightly more than 2,000 scheduled counseling contacts with the students of the program as documented in computerized records and in department records, in addition to the orientations, workshops and other services. Interesting to note is that while some students obviously come in to see counselors frequently, there are still those who fail to comply with the mandatory two-per-semester requirements.

All counseling services and the New Student Orientation for EOPS students are presented and provided by an EOPS counselor who has been hired by EOPS and is paid for by EOPS funds.

Understanding the often hugely disadvantaged backgrounds of EOPS students and knowing that the time with the students while at the college is relatively limited, it is extremely important to EOPS that the students "learn how to learn" – to be a student, a viable member of society, and to move into social and economic self-sufficiency and fulfillment. Students often come from vastly different cultural experiences and economic experiences that preclude any kind of positive experience. EOPS counseling efforts are focused on improving self-perception, improving skills, guiding and assisting in personal and educational growth and empowering the student to take his/her place as a unique person in 21st century America without losing any of the cultural richness they bring to the world in which we live.

Financial Aid

Each applicant for Federal financial aid is required to seek counseling services and to develop a student educational plan with a counselor. In recent years the number of students requesting funds and services has increased greatly. In 2003-04, a total of 691 federal aid applications were fully processed. Of those, approximately 300 students were served through Financial Aid Counseling. Another 200 were served through EOPS Counseling. (All EOPS students must also apply for federal aid.) The remaining students were served through general counseling. Had counseling services not been available through Financial Aid and EOPS, student needs could not have been met. Important to note is that financial aid students are rarely served through only one appointment: research, referral to assessment, and follow-up visits are needed and common. The critical times of demand also mirror peak need: all registration periods.

ABI

To better understand the general role the ABI Program and the specific role and need for counseling for this population, one must fully understand the epidemic proportions and implications of brain injury. Every 21 seconds, one person in the United States sustains a brain

injury. An estimated 5.3 million Americans currently live with disabilities resulting from brain injury. Of those injured, 80% report being depressed during their recovery. Research indicates that the divorce rate for individuals with acquired brain injury may be as high as 90%. Chronic difficulties with anxiety and depression along with a high suicide rate plague this population. Assuring the success of Coastline students who have acquired brain injuries requires access to counselors who understand and are capable of responding to their unique needs. All students enrolled in Coastline's full-time ABI Program participate in psychosocial group sessions, and approximately 25-30% also receive individual counseling each semester, with most of the latter participating in weekly sessions with their assigned counselor.

Because the effects of an acquired brain injury impact not only on the individual who has sustained the injury but also on family members, Coastline's ABI Program offers a Family Support Group conducted by the program's counselor. Frequency and scope of these sessions are in direct response to family needs.

Military

Coastline's Military Program students have needs that are both similar to those of other Coastline students and, at the same time, unique because of the structure of military educational programs. Most of the students enrolled in the Military Program are re-entry students and are overwhelmed and intimidated when returning to school. They are looking to enhance their resumes in order to earn a promotion and/or to enter a new career after retiring from the military. Every serviceman or servicewoman enrolling in college classes is required to have a SOC agreement (Servicemembers Opportunity College)—the military equivalent of an education plan.

The majority of the students in the Military Program utilize the Option I Rating/MOS related degree, and many wish to apply relevant military experience towards a degree. Coastline accepts up to 40 units of ACE (American Council on Education) recommended credits (including CLEP and DANTEs). As most of the students are interested in transferring to a four-year college or university, additional general education courses are taken at Coastline to fulfill elective requirements and to meet the requirements at a transfer institution. Some students prefer either Option II (transfer plan for CSU) or Option III (transfer plan for UC). Adequately serving these students requires counselors well-versed not only in academic options but also in the military's educational policies and procedures. Also essential to meeting student needs are the classified staff in the Military Program who support counseling services by reviewing and analyzing students' prior educational and military experience for applicability to desired college degrees.

And, rapid growth of Coastline's Military Program has dramatically increased demand for services. The Ashore Program has grown from 62 students in Spring 2001 to over 1,300 students in Spring 2005. In the period between Spring 2002 and Spring 2005, Coastline's eArmyU Program grew from 21 students to more than 260 students. Even more dramatic is enrollment in PACE (Program for Afloat College Education), which is now drawing approximately 4,000 student enrollments per year.

Courses

Indicative of the needs for counseling courses is the increasing number of students who are seeking out these courses. Enrollment in Coastline's Counseling courses has increased significantly since Fall 2000, when the Counseling 105 telecourse was first introduced. In Spring 2000, FTES were 3.86. By the following semester, Fall 2000, FTES had almost quadrupled to 13.19. Spring 2004, FTES were at 26.01, and preliminary data indicates that FTES for Spring

2005 will increase 28% to 33.28. The Counseling 105 course has gained much of its popularity by word-of-mouth. This is especially true with our inmate population.

Recent national data related to general success of college students indicates that students who enroll in college success courses perform significantly better in their other college courses. Many colleges, in fact, require college success courses for all first-time freshmen. Although Coastline does not have this requirement, our counselors highly recommend this course to all new students as well as to other students that can benefit.

Career planning and exploration courses are also normally in high demand at most colleges. The Counseling Department has explored various ways of increasing our enrollment in these courses including offering them by distance learning

When asked in the Program Review Student Survey the various reasons that they were taking Counseling 105, 49.21% of respondents indicated they were taking the course to satisfy AA degree requirements. The second most-cited reason was to satisfy general education requirements for transfer.

Why are you taking Counseling 105? (Mark all that apply.)	Count	Percent
	Respondents: 63	
To satisfy A.A. degree requirements	31	49.21 %
To satisfy general education requirements for transfer	28	44.44 %
For career enhancement	12	19.05 %
For self improvement	21	33.33 %
To help me succeed in college	23	36.51 %
For personal interest	10	15.87 %
Other	1	1.59 %
Total Responses	126	100 %

2. Student Learning Outcomes

General

The Counseling Department has been proactive in positioning itself to comply with the revised accreditation standards that were released by WASC/ACCJC in June of 2002. Standard IIB states that the various services within Student Services need to identify and assess their contribution to student learning. Moreover, Standard IIB indicates that each service is expected to document its use of outcome evidence to make adjustments to improve student learning.

In response to the new standards, counselors, assisted by the Supervisor of Institutional Research, have begun to identify existing sources of learning outcome evidence already available. EOPS, for example, implemented an online, point-of-contact survey that students are asked to complete as they leave the EOPS office. When requested, the Research Office produces a report for the EOPS counselor. Both EOPS and Special Programs closely track indirect sources of student learning; these include achievements such as course success rates and program completion. The annual Graduate Petition Survey measures student knowledge and satisfaction with various services provided by the Counseling Office. Learning outcomes for counseling and guidance courses, such as Counseling 105, are regularly assessed through a

variety of methods, the most frequent being class participation, objective tests, essay tests, individual projects, student report of application of knowledge and skills to daily life, completion of educational plans, portfolios, and pre and post-assessments of student abilities. As the Counseling Department becomes more familiar with learning outcomes and corresponding assessment strategies, both the scope and depth of the department's learning outcomes evidence is likely to grow.

Already, the Counseling Department has initiated a number of activities aimed at identifying and systematically assessing student learning outcomes. The Student Services Planning Team has decided to hold an all-day SLO workshop this spring (2005), and the counselors will be key participants in this session. The workshop will focus on the identification of learning outcomes contributed by different units and functions within Student Services; these outcomes will include those which support the college's institutional-level outcomes as well as outcomes that are uniquely generated by each of the Student Services functions at Coastline. During this workshop the counselors will work together to brainstorm and prioritize the learning outcomes within the Counseling Department.

As a prelude to this workshop and as a part of the Program Review process, counselors were surveyed to determine which student learning outcomes they viewed as most important for students completing Counseling 105. Given a list of potential outcomes, counselors responding to the survey unanimously rated five outcomes as "very important:"

- Locate and utilize college resources, services, and programs
- Identify and analyze the implications of different learning styles
- Identify and assess personal values in relationship to educational and career success
- Identify and formulate educations, career, and life goals
- Identify beliefs, attitudes, and habits that may enhance or inhibit success

The ability to explain and demonstrate effective learning strategies was also highly valued, with 87.5% of the counselors identifying that skill as "very important" and 12.5% identifying it as "important." Additional outcomes suggested for consideration by the counselors were skills in time management, study habits, note taking, decision making, and educational planning as well as the ability to identify and utilize community, Internet, and other resources.

Responses of Counseling 105 students differed somewhat from those of faculty. Five outcomes were identified as "very important" by 60% or more of the student respondents:

- Identify and formulate educational, career, and life goals (63.3%)
- Define social, psychological, and physiological issues that impact educational, career, and life decisions (62.7%)
- Explain and demonstrate effective learning strategies (61.7%)
- Identify and assess personal values in relationship to educational and career success (60%)
- Identify beliefs, attitudes, and habits that may enhance or inhibit success (60%)

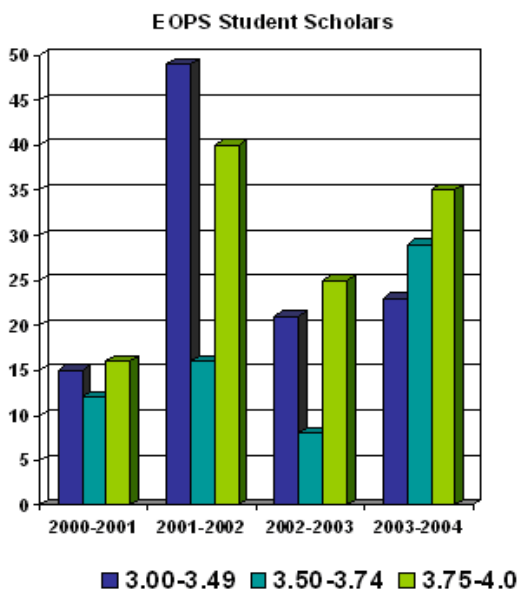
As course outlines for Counseling 105 and other counseling courses are revised and updated, existing learning objectives are being converted to learning outcomes. SLOs are also a key consideration when course delivery adaptations are proposed. Much thought was given to the prospect of teaching the college success course through distance learning, as counseling

faculty did not want to compromise the course. Based on those concerns, assignments and assessments were carefully designed to assure that students would get maximum benefit from the course. Students are surveyed at mid-term and later at the end of the course to obtain feedback on what assignments were most beneficial in helping them to understand and apply the material presented in the course. While counseling faculty were at first skeptical that the course could be taught successfully by telecourse, positive student feedback has clearly indicated that the course is as beneficial by telecourse as it is in the classroom. Equally encouraging are retention rates for the Counseling 105 telecourse, which at an average of 80% in Spring 2003, reflect the college's overall retention rate for credit courses and surpasses the average retention rate for distance learning courses.

In addition to monitoring outcomes for counseling classes, the Counseling Department presently addresses student learning outcomes through an individualized student educational plan developed during each student's counseling session. Success is measured through counseling follow up, degrees granted, certificate completions, and transfer to four-year institutions.

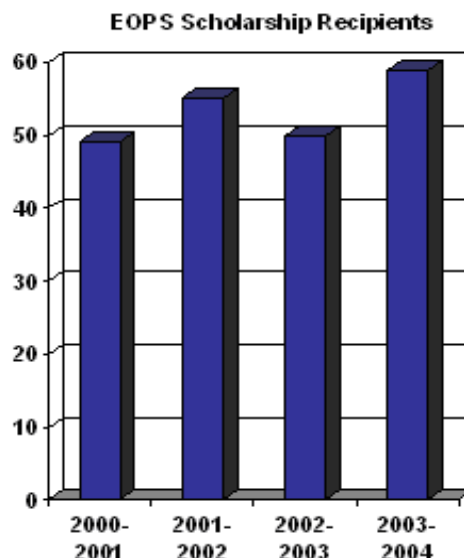
Additional measurement of student learning outcomes is done by student self-reports of application of knowledge/skill to daily life, evaluating completion of goals set in individual education plans, and through student portfolios.

EOPS, the ABI Program, and the Military Program have also begun researching and tracking student learning outcomes.



EOPS analysis has focused on grade point average and the number of graduates and scholarship recipients. Students in the program have many obstacles to their success including family obligations, poverty, poor preparation for higher education, and decentralized classes that make travel essential even though transportation is limited. In spite of this 32% of the students served during the year successfully passed classes with a 3.0 GPA or above.

Also encouraging is the number of EOPS students who are receiving scholarships. In 2003-04, almost 60 students received scholarships—the highest number in the past four years. Approximately 50% of all scholarship recipients during the year were EOPS.

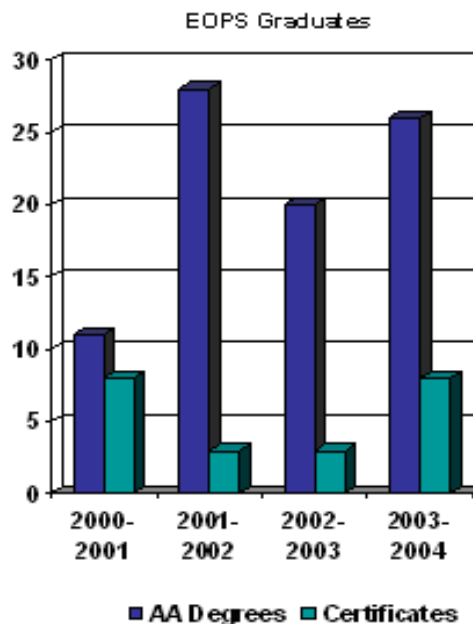


In addition to the activities that are identified in as specific to counseling, EOPS at Coastline requires a New Student Orientation for all EOPS students entering the program. This comprehensive two-hour long orientation provides extensive information on college policies, EOPS policies and procedures, how to drop and add classes, graduation dates and information, repeats, academic renewal, limits on eligibility, probation and dismissal, timelines for financial aid, requirements for books, EOPS grants, emergency loans, requirements for math and English (matriculation) assessment, issues with DL classes, and more. All EOPS students are required to attend this orientation once during their EOPS tenure and the current on-line orientation is not optional regardless of circumstances. EOPS is able to use the “carrot-and stick” approach; students who fail to meet the orientation and counseling requirements are denied books and dropped from the Program.

EOPS Orientation

EOPS Students	Summer	Fall	Spring	Spring Break	Total
2002-2003	0	67	32	10	109
2003-2004	0	70	58	0	128
2004-2005	15	79	37	0	131

The number of EOPS students graduating with an A.A. degree or certificate also showed an increase in 2003-04 over 2002-03. During June 2004, 34 EOPS students “walked” during commencement to receive either certificates (4) or Associate in Arts degrees (26). Unfortunately, a minimum of another 20 EOPS students met the criteria for AA, Certificate, and/or transfer but failed to follow through with necessary paperwork. The Program will address this and future graduating students in EOPS hopefully will attend the ceremonies.



The efficacy of **ABI Program** counseling services was addressed in research conducted in 2003 by J.G. Sheppard. The research showed the following:

- Students who participated in counseling remained in the program 5 months longer than those without counseling.
- Students who participated in counseling were likely to graduate from the program at two-year completion.

- Coping strategies gained from counseling participation may be an important factor in reducing psychological distress and program attrition.

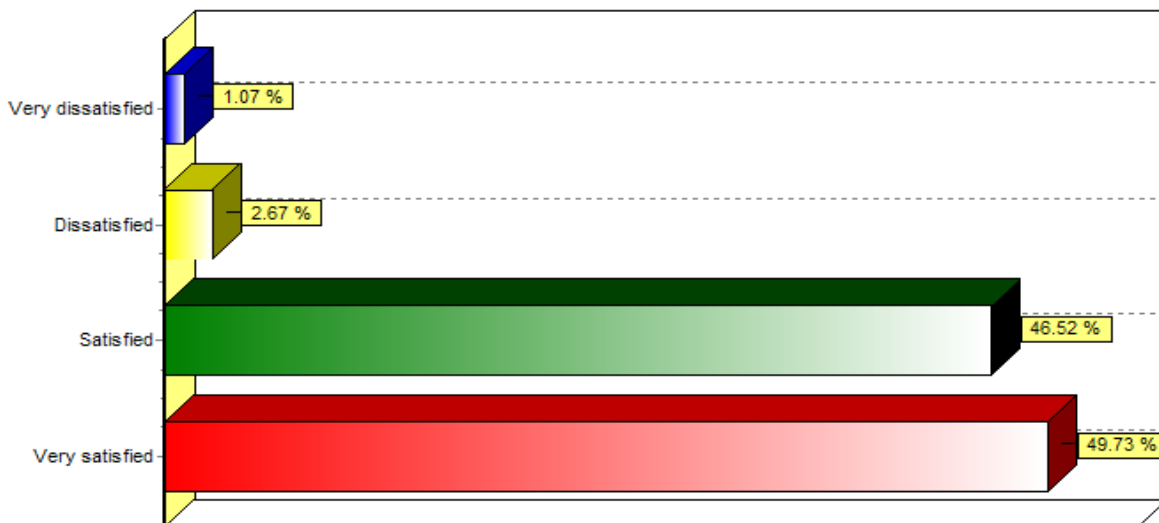
In summary, counseling can be an effective means for helping individuals with acquired brain injuries to cope with the challenges that may interfere with their rehabilitation and appears to positively influence length of participation in the program.

Coastline’s **Military Program** is having significant success in helping its students achieve their education goals and is actively engaged in efforts to increase student opportunities. The graduate rate for military students has almost quadrupled since Fall 2001 when Coastline had 46 military student graduates. The Fall 2004 tally lists 154 students (with 2 pending). Figures for the Spring 2005 are expected to be considerably higher.

To facilitate transfer to a four-year college or university, our counselors have targeted numerous Servicemembers Opportunity Colleges for partnerships/articulation agreements. We now have six military-friendly agreements and four more are in progress. These include University of Maryland University College, Governor’s State University, Northcentral University, Fort Hays University, Columbia College of Missouri, Southern Illinois University, Thomas Edison State College, Excelsior College, Southern New Hampshire University, and Upper Iowa University.

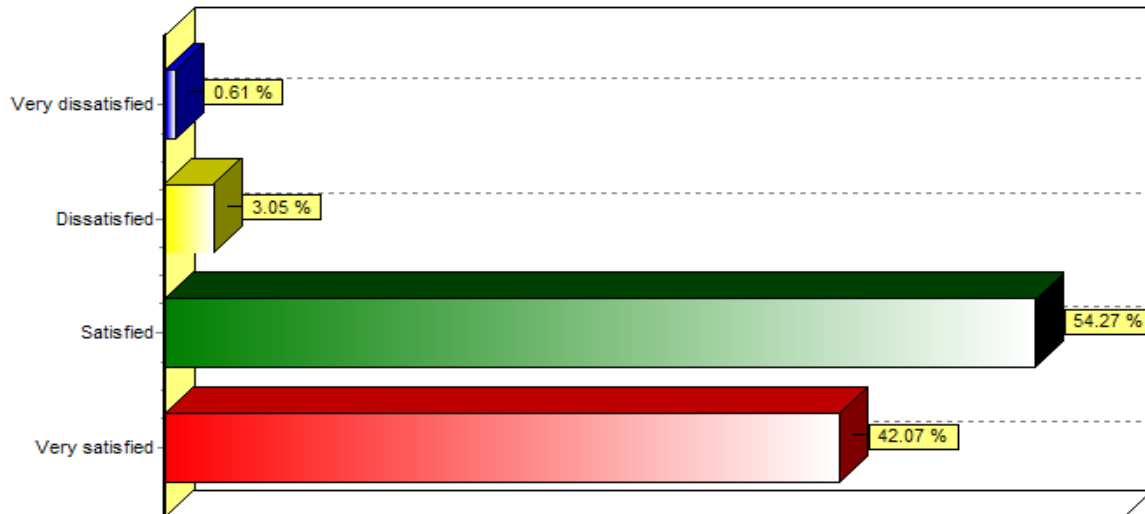
3. Student Satisfaction

Based on data from a variety of sources, student satisfaction with counseling services at Coastline is extremely high. The majority of the students who responded to the Program Review Counseling Services Student Survey reported that they are very satisfied with the quality of services in the counseling program and the availability of counselors at times and locations convenient to them. When asked to rate their satisfaction with each of thirteen different aspects of counseling services, student satisfaction was 90% or higher for 10 of the 13 items. The greatest degree of satisfaction was expressed with length of time the student had with counselor (96%), convenience of the geographic location (96%), value of the information provided (95%), courtesy and helpfulness of staff who scheduled appointments (94%), usefulness of the Transfer Handbook (93%), and clarity of information provided by the counselor (93%).



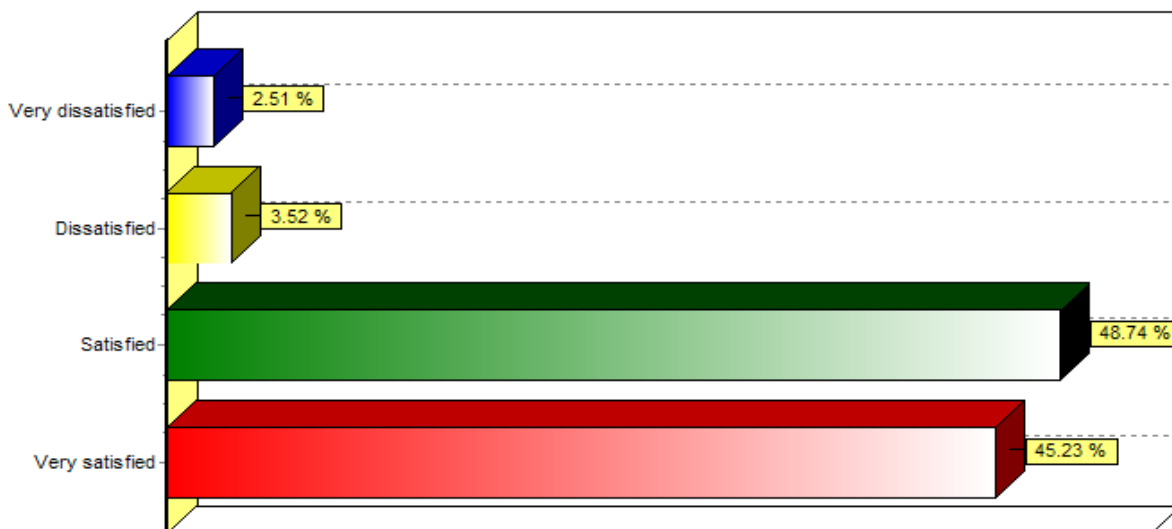
Student Satisfaction with Length of Time Student Had with Counselor

Decentralized counseling also seems to be meeting the needs of Coastline students. More than 96% indicated they were satisfied with the convenience of the location at which they received counseling.



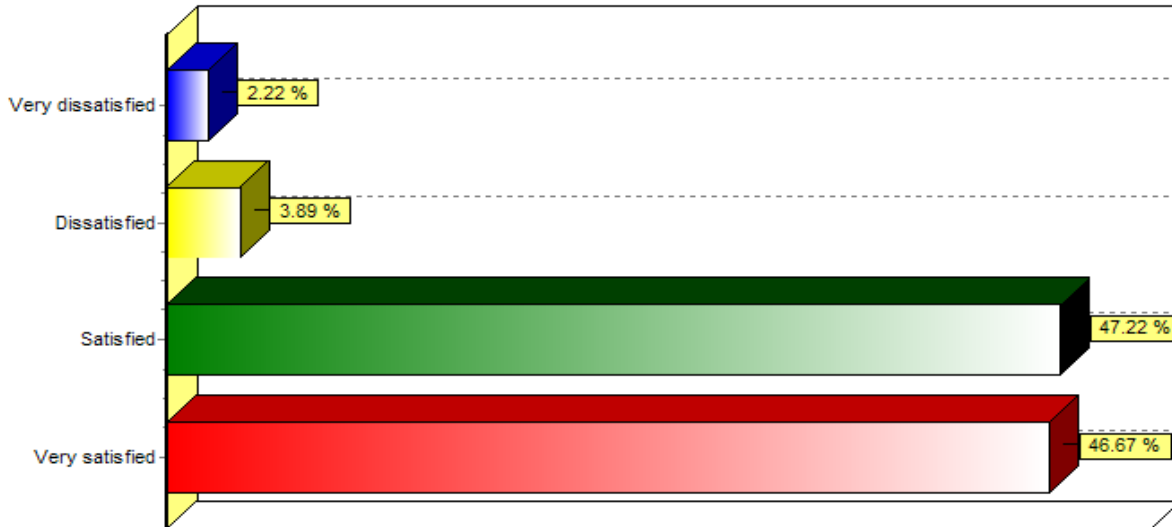
Student Satisfaction with the Convenience of the Geographic Location Where Student Received Counseling

Student responses on the 2003-04 Graduate Petitioner Exit Survey indicated that 95% of respondents were satisfied with the value of information provided by their counselor. This figure is virtually identical to the satisfaction rate of students responding to the Counseling Services Program Review Survey.



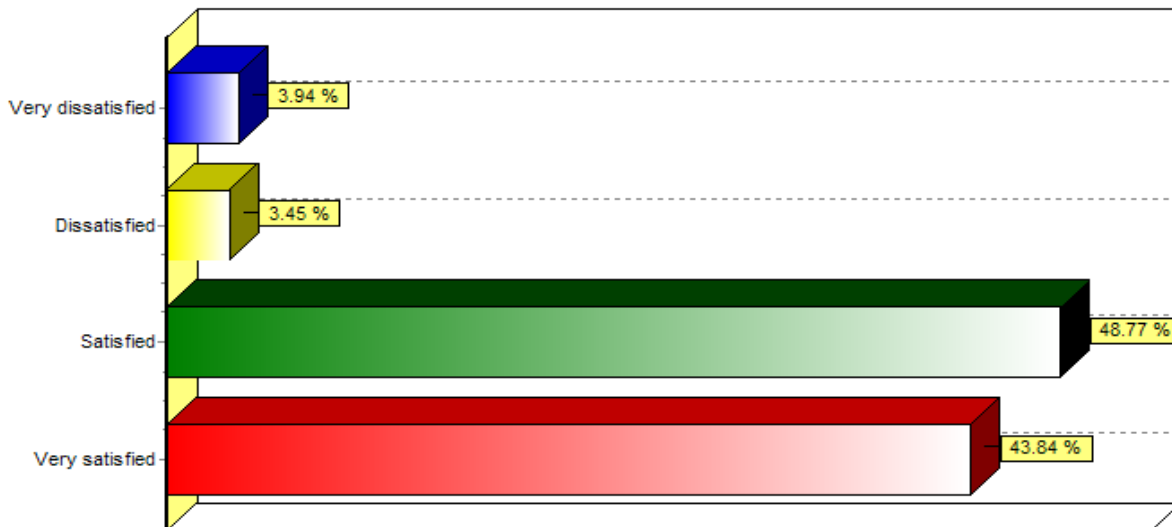
Student Satisfaction with Value of Information Provided by Counselor

Satisfaction with the support staff who schedule appointments was also extremely high, with 47% of students indicating they were very satisfied and 47% also saying they were satisfied.



Student Satisfaction with Courtesy and Helpfulness of Staff Who Scheduled Appointment

Student satisfaction with the clarity of information provided by counselors was among the highest rated items on the Counseling Services Program Review Survey, with 93% of all respondents reporting that they were either satisfied or very satisfied.



Student Satisfaction with Clarity of Information Provided by Counselor

In general, when students did express dissatisfaction with aspects related to counseling, their concerns focused on availability and scheduling of appointments:

“Don’t like having to make appointments, especially when all you need is one little question answered.”

“It was necessary to wait over two weeks to speak to a counselor in a conversation that took less than five minutes.”

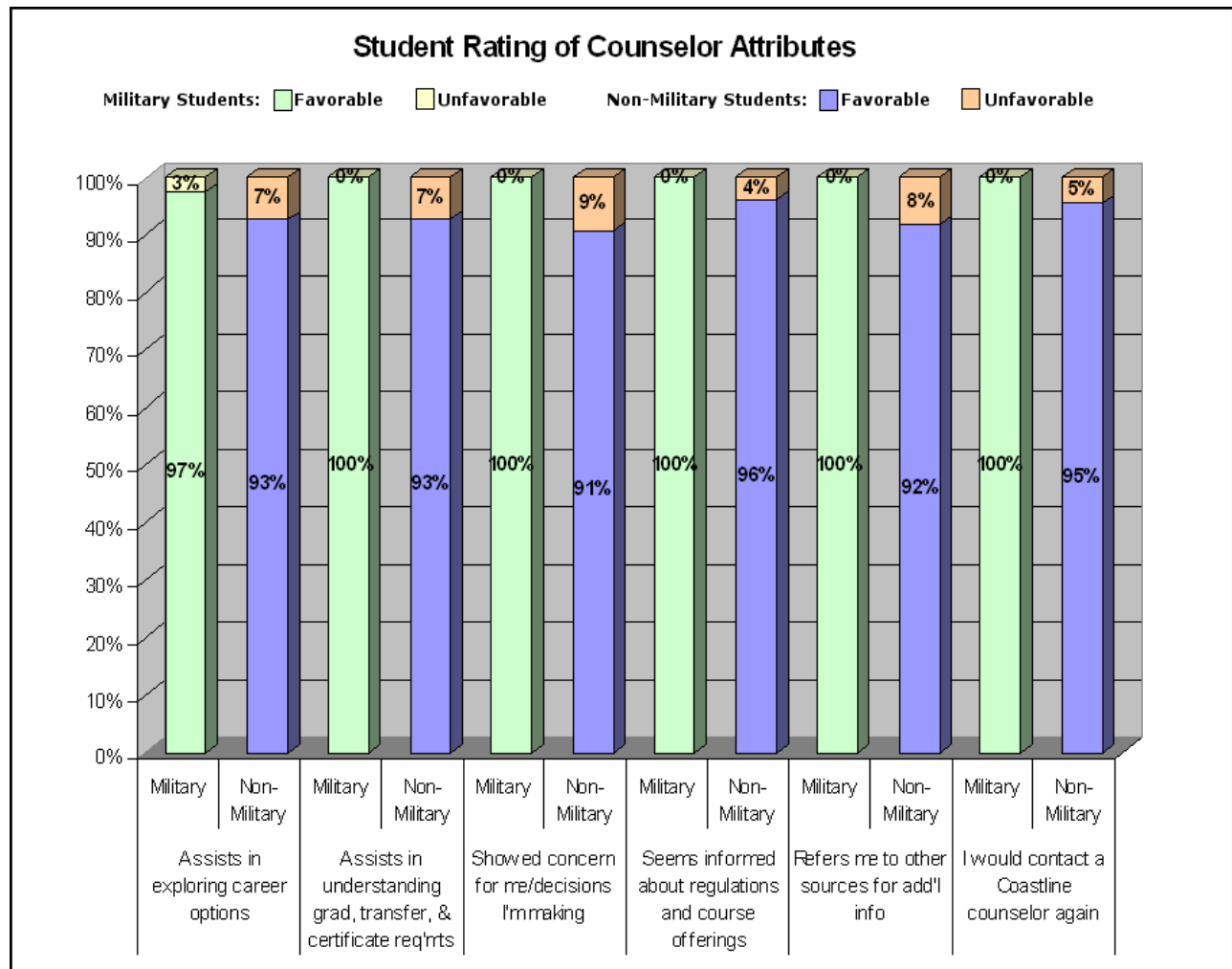
“There does not seem to be a time when I did not have to wait weeks for an appointment.”

“It seems to me they should be able to schedule more than one week out at a time.”

The lowest rated item on the list of counseling services was the availability and adequacy of Coastline scholarships, with 85% of respondents expressing satisfaction and 15% expressing dissatisfaction, with one student asking, “What scholarships?”

Also of concern is the large percentage of students (both military and non-military) who seem unaware of some key counseling services. Almost 33% of all respondents to the Counseling Services survey indicated “Don’t know or n/a” when asked to rate the usefulness of online student orientation. The response rate was virtually identical for both military students (31.58%) and non-military students (33.11%). More than 47% of all respondents also indicated “Don’t know or n/a” regarding the usefulness of the Career and Technical Education Handbook (military: 59.65%; non-military: 42.86%).

Students were also uniformly positive in their assessment of counselor attributes. On five different attributes, students gave counselors a favorable rating of 91% or higher, and between 95% to 100% of students (non-military and military, respectively) indicating that they would contact a Coastline counselor again.



Comments from General Counseling Students:

“My last counselor has done a wonderful job in outlining an educational plan!!! She is an asset to the college and even went above and beyond to ensure I had the right plan for what I wanted to do. She even took the time to explain everything in detail and made sure I understood before finishing my appointment. Thank you!!!”

“I have attended 12 Community Colleges throughout California for both general education requirements and vocational requirements and the staff at Coastline is by far the most willing to help students with their educational goals. I have completed my AA and will complete by BA in June. Thank you to all at Coastline that helped me on my journey.”

“College is not easy to complete when you’re a full time employee and single mother of (3) children. If Coastline had not accepted my education plan and goals I would not be the persevering woman I am today. [My counselor] has kept my dreams in focus and has been my angel of encouragement and strength. I could not have finished my AA and pursued my BA without her support. This world needs more counselors like her! Thank you Coastline for having courses that are flexible and comprehensible whether Internet or Telecourse! I look forward to recommending everyone I know to attend Coastline.”

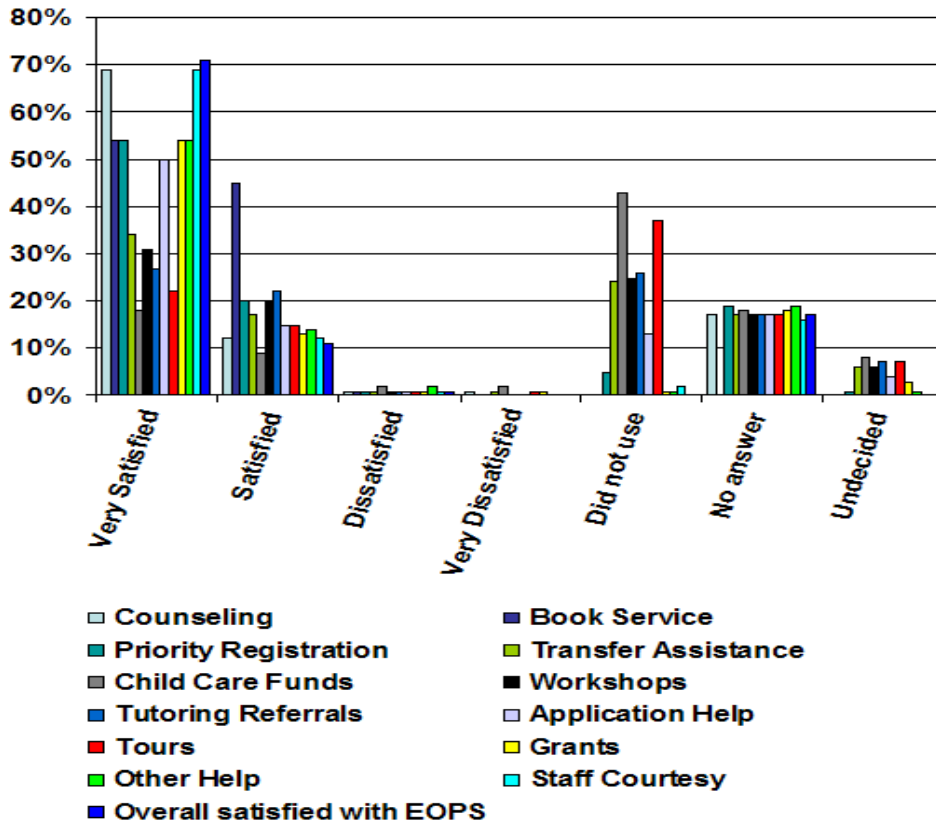
“My decision to attend Coastline Community College was solidified through my counseling session with [my counselor]. I was very happy and grateful for her assistance. She was thorough, patient, and encouraging.”

“Coastline College helped me complete classes that were otherwise difficult to attend. My experience here has been absolutely wonderful. I would like to send a special thank you to [my counselor] for her help in mapping out the correct classes that I needed to complete my AA degree.”

EOPS

Since Fall 2002 EOPS has been conducting a “Student Satisfaction Survey” during periods of high student activity (EOPS priority registration, book vouchers, etc.) with efforts to minimize duplications. This effort encountered an unavoidable “glitch” when data was lost late fall 2004. The data provided does not include the results of all students surveyed since 2002 but does represent data collected on students November 12, 2003, through November 29, 2004. Of particular note is the fact that student satisfaction with EOPS counseling was second only to overall satisfaction with EOPS. The third highest-rated component of EOPS was staff courtesy.

EOPS Survey Results (11/12/03-11/29/04)



In addition to the “Student Satisfaction Survey” conducted by EOPS during the fall of 2004, the Counseling Department conducted a specific survey of 246 students served. Of the 246 students, 45 students (approximately 17%) of these were EOPS students who indicated they had used services of the program and found it helpful. There were two written comments that supported this issue:

Comments from EOPS Students:

“I am very pleased with the caring and helpful staff of Coastline, especially the EOPS staff. I also like the fact that professors actually care about the progress of their students. I love Coastline! You guys are the best!”

“I am especially satisfied with the EOPS program. Without the helping of EOPS, I will not be able to complete my degree at Coastline in the short time.”

Financial Aid

In January 2005, surveys were sent to 219 students who received financial aid counseling. Sixty-four students responded. Overall, students seemed very satisfied with counseling services. Eighty-four percent of respondents thought the counselors showed concern them and for the decisions they were making; 90% stated the counselors seemed informed about regulations and course offerings; 92% would see the counselor again. Ninety-two percent of

students who received financial aid were also satisfied with both the clarity and value of information they received from their counselors.

The survey indicated that 94% of the respondents were satisfied with the availability of counselors to answer their questions, and 61% reported seeing a counselor between 2-5 times, with another 14% saying they had met with a counselor 6 or more times.

Comments from Financial Aid Students:

“Each time I had a very good experience and found the counselors to be very helpful.”

“The Counselors at Coastline are very helpful.”

“I have met with three counselors and all three meetings were very constructive.”

One fact suggests some further consideration be given to the survey instrument itself: Although 50% of both financial aid program and counseling recipients are probably non-native speakers of English, 70% of the survey respondents who received financial aid were native English speakers.

ABI

In the 2002 ABI Program Review, ninety current ABI students and 73 graduates were sent a 24-question survey that asked them to rank their satisfaction with all aspects of the ABI Program. Approximately 67 students and 41 alumni completed the survey for a combined response rate of 66%. 74% of the students and alumni reported a satisfaction rating of either somewhat satisfied or very satisfied with the ABI Program’s counseling services.

The 2002 ABI Program Review did not assess the adequacy of the Family Support Group. In recent years the attendance has been poor. The bi-monthly meeting has sporadic attendance at best, with no more than three family members attending at one time.

Comments from ABI Students:

“I believe the staff is very professional, patient, compassionate, and well informed in their fields.”

“The ABI Program is a wonderful place to heal and grow; filled with wonderful, caring people who make the whole process a most incredible experience. And the fellowships with the students allow us to bond in a very unique and supportive way. Thanks, ABI.”

“Please let me tell you about your staff—They are the best most caring and compassionate people that I have ever met!”

Military

There is a high level of need for the Military Counseling Program and for distance counseling in general. One of the students commented, “I did all my stuff over the phone or with e-mail since I am in the military. I never had any problems getting hold of someone or someone e-mailing me back. Thank you very much for your services!!!!” Most all of the students listed “Academic advising (selecting classes)”, “Coastline graduation requirements assistance”, and “Assistance understanding transfer requirements to universities” as “very important”.

Three-hundred and sixty-three Counseling Services Surveys were e-mailed to military students and 54 students responded by February 28, 2005. Many of the e-mails returned “undeliverable”. This was due to the transitory nature of the military student, many whom are actively engaged in sea duty, transfers, and/or the war effort.

The profile of the student survey respondents consisted of 95% males and 5% females; 64% were between 31-45 years of age, 27% were 18-30, and 9% were 46-60. Sixty-four percent of the respondents were White, 9% Black, 9% Hispanic, 5% Other Asian, 5% Decline to State, and 9% Other (African American, multi racial). Ninety-five percent listed English as their primary language.

The majority of those that did respond felt that the counselors:

- seemed informed about regulations and course offerings,
- referred them to other sources for additional information and assistance
- assisted them in exploring vocational/career options
- advised them of alternatives
- assisted them in understanding requirements for graduation, transfer, or certificate programs
- showed concern for them and the decisions they were making

They agreed they would contact a Coastline counselor again.

The students generally expressed satisfaction with the ease of contacting a counselor and the availability of appointments. Some indicated “don’t know or N/A” regarding appointments. This may be due to the current “informal” method of contacting a counselor. Students can directly e-mail or call to speak with a counselor, with or without an appointment. One student felt that it would be helpful for Coastline to “assign one counselor to the same student” to achieve counselor/student continuity.

Eighty-six of the respondents listed “Bachelor’s degree after completing A.A. degree” as their present educational goal. This is in agreement with the military counselor’s assessment that “most all of the students are interested in pursuing a bachelor’s degree after completing their A.A. degree at Coastline”.

Several students were currently enrolled in other colleges, in addition to Coastline. Two were concurrently enrolled in a four-year college or university and one was enrolled at another community college.

The respondents reported a high number of contacts with a counselor. The majority indicated “2-3 times” (40%) and “4-5 times” (14%), with 9% reporting “6-7 times”, and 9% reporting “10 or more times”. Only 7% reported “Once” and 7 % reported “Never”. The number of contacts per student was higher than for the regular counseling services. This is probably due to the ease of contact using e-mail and/or phone. The majority of the communications with the counselor were via phone and e-mail; 10% were in person.

Several questions were unrelated to counseling students in the military program as the services/resources are not currently available/applicable. They include: “Convenience of geographic location where you received counseling services”, “Courtesy and helpfulness of staff who scheduled your appointment”, “Usefulness of online student orientation”, “Usefulness of

Coastline’s Transfer Handbook”, “Usefulness of Coastline’s Career and Technical Education Handbook”.

Comments from Military Students:

“The counselors are great.”

“You’ve been very helpful since day one. I wish everybody else would have the same excellent customer/student working relationship.”

“I was extremely happy with Coastline’s Counseling and programs. If Coastline offered bachelor degrees in the fields I am pursuing, I would, without a doubt continue my education with Coastline! My experience with Coastline was extremely positive!”

“I’m in the military and I have been out of school for about twelve years. The help I received really made me feel comfortable about going back to school. They talked me through each step and always said that if I had any more questions to feel free to call back at any time. Thank you again.”

“The online program is outstanding; my only regret, I didn’t start sooner.”

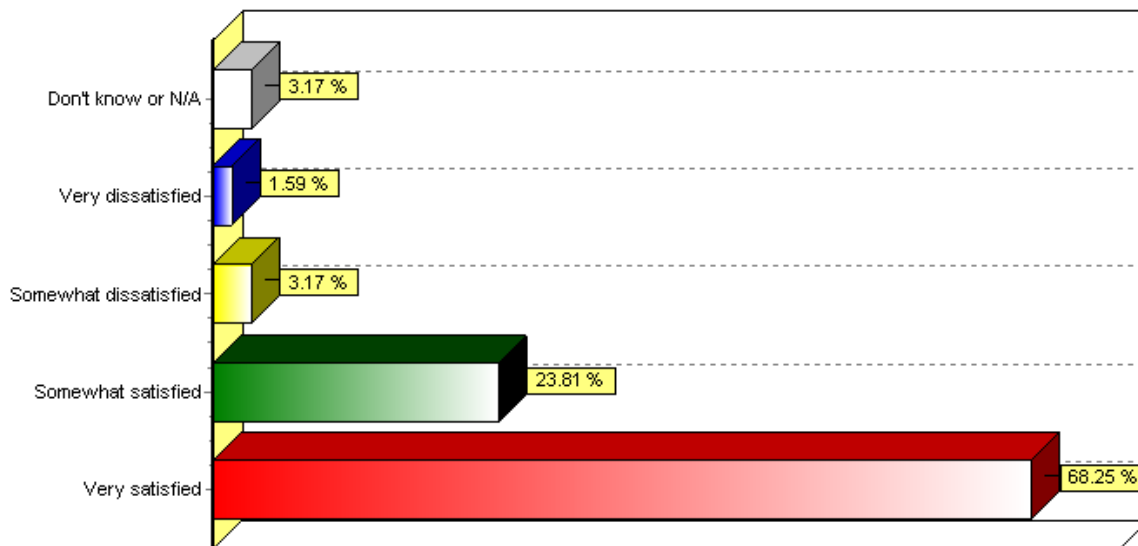
“Thank you so much!”

“I can not thank you enough for the effort that you have put forth in resolving this situation. If there is anything that I can do to show my appreciation, please let me know.”

“I would like to thank you for helping me better understand Coastline’s educational programs. I will be looking forward to starting my first class soon. It sounds as if your commitment (*Our Goal is Your Success!*) to the student is genuine. I would also like to thank Coastline College for providing a professional counselor to deal with the military student.”

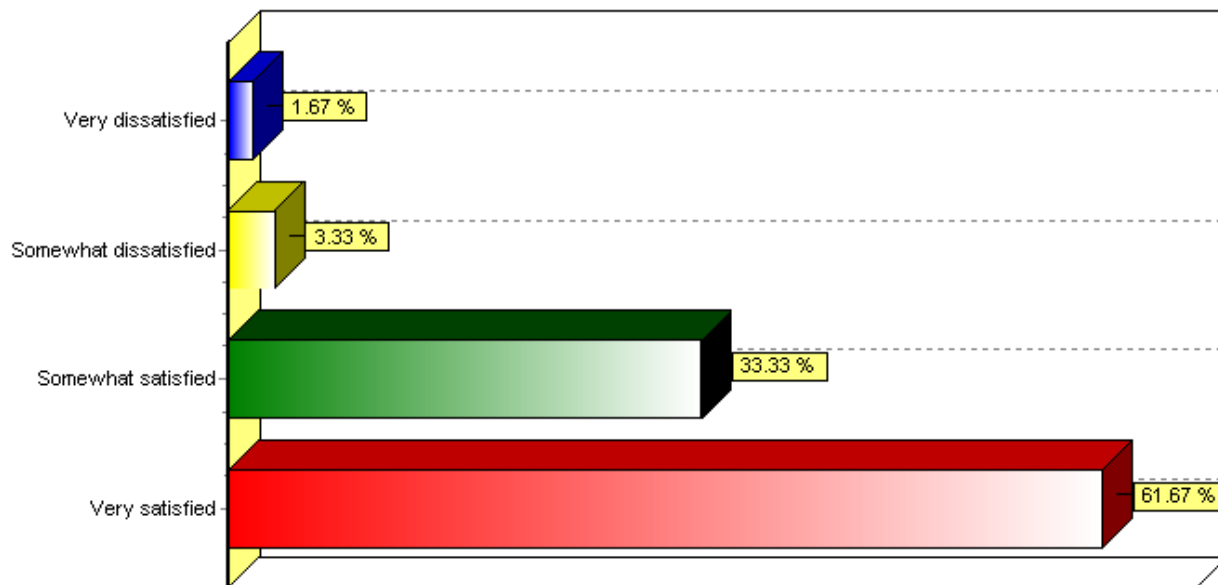
Courses

Results from the Counseling 105 Program Review Student Survey indicated that 68% of students were very satisfied with the quality of instruction, and 24% were somewhat satisfied—for an overall favorable rating of 92% of all Counseling 105 students.



Student Satisfaction with the Quality of Instruction

Ninety-five percent of survey respondents were satisfied or very satisfied with the overall quality of their Counseling 105 class.



Student Satisfaction with Overall Class Quality

Approximately 90% were very satisfied or satisfied with their own success in the class. As mentioned above, students are surveyed twice during the course to obtain feedback on the course in general and homework assignments. We have received very positive feedback.

Comments from Counseling 105 Students:

“When my counselor suggested that I start my college curriculum with this course, I did it more out of my trust in her. Now with just the first part of the course, I am better prepared tackle future courses. That is awesome! Thanks.”

“I am very grateful to have found this class, and I find myself using the ideas in many areas of my life.”

“This class is real helpful and I plan to use most of the ideas to help me out in my life”

“I would recommend this class to absolutely every student from 7th grade onward.”

“I wish I had taken this class before I started to take any other classes.”

“I think this is a really good course to take. It really helps you learn a lot about yourself and what you need to move forward in college.”

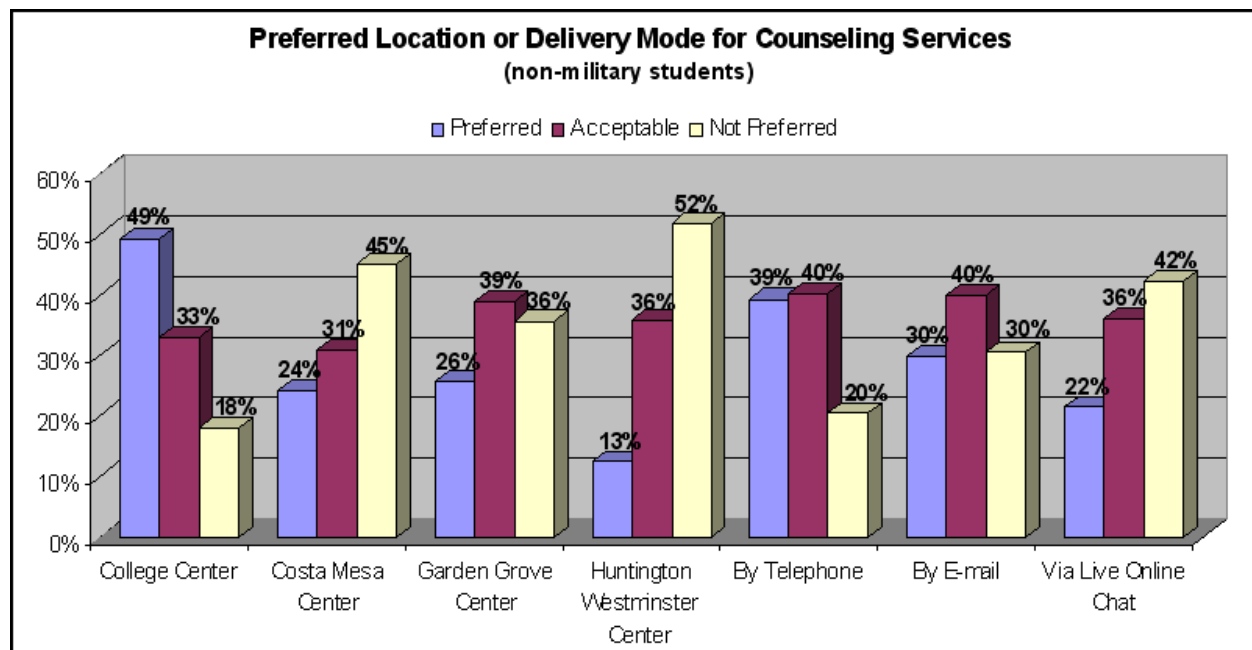
“I will certainly get my monies worth and enhance my knowledge in the process. I do not know if any other courses offer the techniques you have to offer, if not, I recommend it be stated at the cover of each brochure, ‘The recommended course to take before any other is Counseling 105’.”

4. Program Resources

General

As previously mentioned, Coastline counseling is a decentralized program. This enables students to receive services at a site closest to their home or work. Additionally, lack of space at College Center makes it imperative that counselors be located at other locations. The need still exists for one office at College Center to house adjunct counselors. Since counselors have decentralized, they report students are pleased to have services where they take classes. Another added benefit is the opportunity for counselors to interact with other faculty members and college programs.

Student survey results indicated that the largest percentage of non-military students preferred to receive counseling services the College Center, with another 33% indicating that the College Center location was acceptable. Unfortunately, limited office space is available to meet this need. The Garden Grove Center was the second-most preferred physical location for counseling, followed closely by the Costa Mesa Center. Huntington Westminster was the least-preferred location. Students also expressed a strong preference for counseling via telephone and e-mail.



As might be expected, military students expressed a strong preference for counseling by e-mail (71%) and phone (51%). Twenty-six percent of respondents also expressed a preference for live online chat. Nine percent also indicated that Coastline's College Center was one of their preferred locations.

Non-military students did not express a clear preference for appointment times. Approximately 41% of survey respondents indicated a preference for 5-7 p.m.; 36% for noon to 5 p.m.; and 32% for mornings. (Note: Total percentages for preferred times exceeds 100%, because respondents were able to indicate more than one "preferred" time.) Counselors are currently scheduled Monday through Thursday between the hours 8 a.m. through 8 p.m. and during

registration periods on Fridays from 8 a.m. to 2 p.m. Evening hours are limited at College Center as the office closes at 6 p.m.

Technology is an integral part of the counseling function at CCC. All counselors have access to Eureka Career Information System which is a computerized career research tool and College Source, a computerized resource of 29,000 university catalogues. Counselors also use ASSIST daily to access articulation agreements between community colleges, California State Universities and Universities of California. Fax machines are available in each counseling office at area sites for receiving student information and transcripts. All counselors now have working computers, printers and updated software which was lacking at our last review.

Counseling faculty has voiced concern about the admissions/counseling area at College Center since it was redesigned several years ago. The counselors requested that the counseling area be more accessible to students. Plans are currently underway for a redesign.

College Websites are also an important tool to reach students. More than 23% of all respondents to the Program Review Counseling Services Student Survey indicated that they found out about Coastline's counseling services from the college Website. The Website was particularly important to military students, 38% of whom learned about counseling services through the college Website as compared to 18% of non-military students.

EOPS

The EOPS categorical budget for 2004-05 totals \$285,005 and one of the major components of service that the program provides is counseling services "over and above" whatever other services are provided to students of the college. The EOPS categorical budget includes support for counseling and related services, funding one full-time counselor and one half-time counselor exclusively for the program. Counselors provide a variety of services to the EOPS program, but for purposes of this report information will be provided on counseling services and new student orientations that are provided specifically and exclusively for EOPS students.

In addition to categorical EOPS funds, the college has been extremely supportive through the years, contributing to the funding for the program by providing additional fiscal resources to cover the cost of benefits and appropriate office space in the College Center.

Financial Aid

In 2003-04, Coastline received \$ 211,299 in BFAP funds. Of the total allocation, 17% (\$ 35,000) was used to fund counseling hours. These resources were adequate to both meet the counseling needs of financial aid students and relieve the financial aid service demand upon general counseling. If State funding of this categorical program continues the same level of support is planned.

ABI

The Acquired Brain Injury Program is based at Coastline's Costa Mesa Center. In addition to classroom space that is used for the daily psychosocial group sessions and other classes, the program has two modular units on the site, one of which was financed entirely by donations to the program. The full-time counselor has a private office, and interns who assist with counseling also have use of private offices/rooms for their counseling sessions.

Military

The Military Counseling Program relies extensively on the use of technology to provide information and to deliver counseling and advisement. Counseling is provided by e-mail, phone,

in-person, fax, and mail, with plans underway to add live Internet-based chat to enhance communication. The Military Program Website is a key source of information for both prospective and continuing students. Recently, Coastline migrated all of the Military Program's website information to a new website that is fully accessible for students with disabilities. The updates are screened through a system of checks and balances to maintain the integrity of the accessibility. In addition to meeting college, state, and federal requirements related to accessibility, the accessible site provides increased usability for all students, with or without disabilities.

Courses

Most of the students responding to the Counseling 105 survey indicated that they were taking the course through distance learning. When asked if the technology used to deliver the distance learning course had been reliable, 39% strongly agreed and 44% agreed.

Courses in the classroom are taught at the Garden Grove Center and the Huntington/Westminster Center. Equipment is readily available when requested and has not been a problem. Over 90% of the students responding to the Counseling 105 survey indicated that they are either satisfied or very satisfied with the adequacy of instructional facilities.

5. Partnerships

General

Coastline's Counseling Department has partnered with four-year universities and other community colleges by participating in the South Coast Higher Education Council (SCHEC), California Community College Transfer Center Director Association, and Consortium of Southern California Colleges and Universities. Through these partnerships, the department is able to develop articulation agreements, host over 30 universities at an annual Transfer night, invite university representatives to the learning centers to meet with potential transfer students, and attend education fairs at industries.

In 2004, the department formed a Transfer Advisory Committee (TAC) to address transfer issues at Coastline. During the committee's most recent meeting on December 7, 2004, the group agreed that to help market its programs and transfer opportunities Coastline should join Consortium of Southern California Colleges and Universities. Other recommendations emerging from the committee to help promote transfer included increased marketing of the college's annual transfer event, continued and increased partnerships with CSU campuses, revitalized marketing for Weekend College, and recognition of transferring students during graduation. (Minutes of the TAC's December 7, 2004, meeting are included in the Appendix.)

The department also has developed partnerships with high schools located in close proximity to our learning centers. To assist students seeking career changes, the counselors work closely with the One-Stop Center.

EOPS

The EOPS Program at Coastline has developed personal relationships and partnerships with a variety of off-campus community-based and local programs, liaisons with local feeder high schools where target populations exist. Some of these partnerships include Project Self-Sufficiency in Huntington Beach, local domestic violence shelters, Oakview Community Center, Legal Aid of Orange County, and other agencies. Program staff participate extensively in

community agency meetings and also participate in college committees. These activities enhance our presence in the local and campus community and enhance efforts to expand services to additional potential students of the college.

Financial Aid

The internal relationships among the Student Services departments are mutually beneficial and share strengths. This cooperation enables the various departments to maximize available resources in responding to student needs and in supporting the institution's main purpose: assuring successful student learning outcomes at course, program, and degree levels.

ABI

The ABI Program's counseling services benefit from partnerships with several local universities. These partnerships are key to the obtaining capable interns to augment the program's regular staff.

Master's-level field placement programs. Every year, Pepperdine University graduate students in counseling/psychology complete field placement requirements at the ABI Program. They counsel six to eight students per week and receive supervision from the full-time counselor.

Doctoral internship programs. Students working on their doctoral degrees in psychology from Alliant University or Fielding University provide counseling under the supervision of the program's full-time counselor.

Military

Coastline's Military Program is a contract education operation; and, because students in the program are affiliated with all branches of the service, Coastline is officially affiliated with SOCNAV, SOCAD, SOCOAST, and SOCMAR.

To facilitate student transfer to a four-year colleges or universities, the Military Program counselors have targeted numerous Servicemembers Opportunity Colleges for partnerships/articulation agreements. As mentioned earlier, the college now has six military-friendly agreements with four more agreements in progress. These include University of Maryland University College, Governor's State University, Northcentral University, Fort Hays University, Columbia College of Missouri, Southern Illinois University, Thomas Edison State College, Excelsior College, Southern New Hampshire University, and Upper Iowa University.

Courses

As most of the courses under the Counseling discipline relate to college, career and job success, they are useful for individuals at various stages of their lives. At present, our college success course is the first course recommended for high school students with which we have partnerships. It is also part of the ACCESS program held at the Garden Grove Center which is primarily for ESL students transitioning from ESL courses into regular general education courses. This course is also one of the most popular courses taken by incarcerated students. As a result, Bill Carpenter, the college's consultant for building a program to better serve our incarcerated students, is recommending that Counseling 105 be one of the first courses that they take.

Counseling courses are also taught at the college's One-Stop Centers, and there are plans to increase marketing of these courses in order to attract additional students.

6. Professional Development

General

Survey results indicated that counseling faculty regularly participate in professional conferences and discipline related workshops and maintain membership in professional organizations. The majority of our counselors attend UC and CSU counselor conferences each year to stay current in transfer issues. They also attend the Career Conference when it is held in the Southern California area. Full-time counselors have actively been pursuing professional development courses/programs for salary advancement. Training opportunities have been provided throughout the year by the Department Chair to help adjunct counselors and our new counselor to stay informed of program requirements and changes. These have been very well received and more training is requested. In Spring 2005, our counseling faculty will participate in an all-day workshop addressing Student Learning Outcomes designed to help faculty identify desired student learning outcomes related to both counseling services and courses and to develop plans for monitoring student success.

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 9	
CCC General Faculty Meeting	9	100.00 %
Discipline-related workshops	9	100.00 %
Technology-related workshops	6	66.67 %
Other workshops	9	100.00 %
Membership in professional associations	9	100.00 %
Professional conferences	9	100.00 %
Graduate classes/program	3	33.33 %
Other classes	3	33.33 %
Professional training	6	66.67 %
Discipline-related reading	7	77.78 %
Technology-related reading	5	55.56 %
Total Responses	75	100 %

The ABI Program counselor and the Military Program counselors have also pursued some specialized professional development activities directly related to their assignments.

In the last three years, the full-time ABI counselor has attended the following workshops:

- From ADD to Alzheimers-Healing and Nurturing the Brain
- Brain Injury: Stroke, Alzheimers and Head Trauma
- Clinical Supervision-Law and Ethics
- Law and Ethics Update
- Understanding and Treating the Brain in a Clinical Practice
- Treating Depression and Anxiety
- Treating Difficult Patients
- Chemical Dependency and Treatment
- HIV/AIDS Workshop

After attending workshops, the counselor conducts an in-service and shares the information with counseling staff.

The full-time military counselor, like other members of the counseling faculty, is involved in a number of college committees, including Curriculum Committee, the Matriculation Committee, and others. She has also earned a Distance Counseling Credential, has attended and presented at numerous counseling related workshops and conferences, and has attended military education conferences to maximize networking opportunities. The counselor joined the newly-created Region 8 Distance Counseling Consortium and periodically attends the CSU and UC Counselor Conferences.

Due to increasing student enrollment, the Military Program added adjunct counselor coverage in Summer 2004 (approximately six hours per week). The adjunct counselors were initially provided with training, including information about military terminology, policies, and procedures, academics, and technology. Updates and ongoing training are supplied. It was necessary for the military counselor e-mail system to be streamlined and customized to accommodate multiple users/counselors. As new technology becomes available, improvements will be applied to the system.

Distance students are located all over the world and require counselors who are knowledgeable about academic policies, procedures, and information and who can assist them in navigating Coastline "waters." Counselors working with military students need to blend knowledge about military requirements and regulations with academic and technology expertise. A familiarity with the military culture and terminology when counseling servicemembers is essential.

7. Diversity

Staff Diversity

The counseling faculty at Coastline currently reflects the cultural and ethnic diversity of the student population. Fifty percent of the current full-time general counseling faculty is bilingual. Gender does not reflect the population, as the department has only one male counselor.

Outreach efforts to our large population of Asian/Pacific Islanders are done each semester by two bilingual Vietnamese-speaking counselors. The Hispanic/Latino population is served by our two Spanish-speaking counselors.

Within EOPS, staff is reflective of the students served in the program both ethnically and culturally, with the staff (5) currently working directly in the program representing great diversity: 20% white non-Hispanic, 20% Hispanic, and 60% Asian (Vietnamese and ethnic Chinese). The counselors are a full-time Vietnamese and a half-time white non-Hispanic faculty to serve the needs of an estimated 300 full-time EOPS students during 2004-05 with 1,755 counseling hours. Efforts are made to provide some counseling hours during the evening at least twice a week and reasonable accommodations are met for other appointments outside of the regular workday in order to accommodate students' work and childcare schedules.

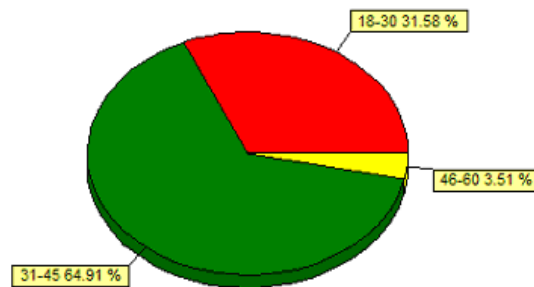
The Financial Aid Counseling staff is also diverse: Of the two counselors working each week, one is always bilingual. Of the total counseling hours, 25% are guaranteed for bilingual speakers.

Outreach to diverse student populations is further facilitated by providing counseling information in the college catalog in Vietnamese and Spanish in addition to English.

Counselors continue to increase staff awareness and sensitivity to cultural differences among our students by attending seminars and participating in community organizations such as Hispanic Women Organization for Political Equality, Costa Mesa and Girls, Inc., Save Our Youth and the Latino Leadership Network, Puente Mentor Program and Alliance Working for Asian Rights and Empowerment.

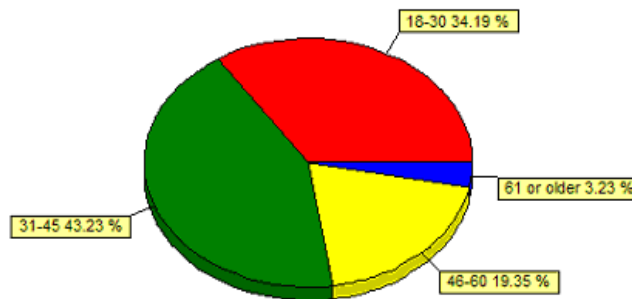
Student Diversity (Counseling Services)

Coastline's counselors take great pride in their ability to provide services to students from culturally diverse backgrounds and in their continued outreach to this student population. Based on data provided by students who responded to the Counseling Services Program Review Student Survey, students receiving counseling services are generally representative of the diversity of the college's total student population. The primary exceptions are, as one might expect, in the age and gender representation within the Military Program. As the figures below show, 96% of all students in the Military Program are under age 46.



Military Students Receiving Counseling Services

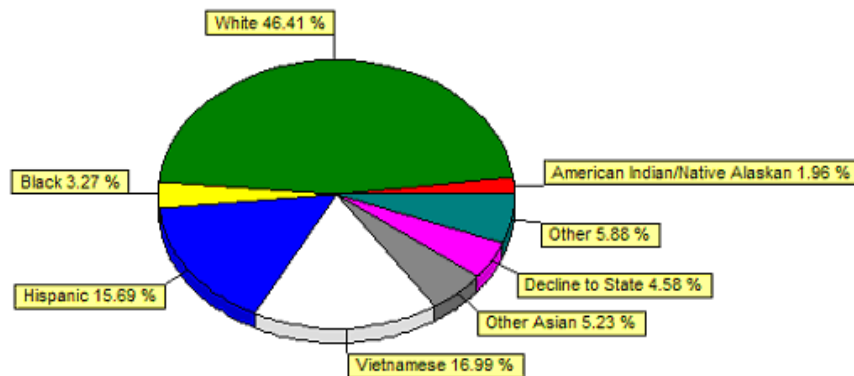
Among Coastline's non-military students who have received counseling services, however, more than 22% are age 46 or older.



Non-Military Students Receiving Counseling Services

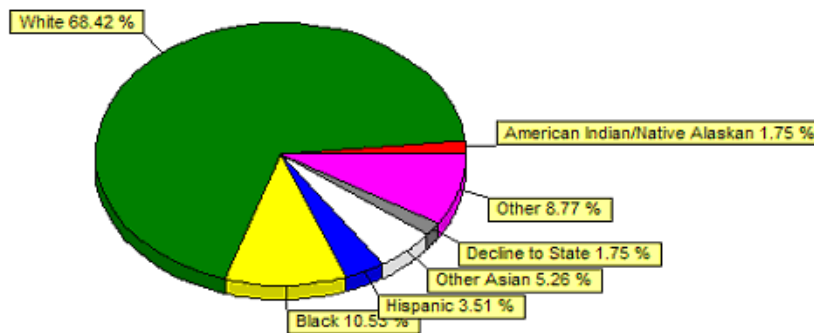
And, while the number of male and female non-military students based on survey responses is almost evenly split (51% male and 49% female), 84% of military students are male and only 16% are female.

Survey responses indicate that although there is more similarity between the ethnic diversity of military and non-military counseling recipients, Coastline’s non-military students who are receiving counseling services represent greater diversity, with 46% identifying themselves as white, 22% as Vietnamese or other Asian, and 16% as Hispanic—figures reflective of Coastline’s total population.



Ethnicity of Non-Military Students Receiving Counseling Services

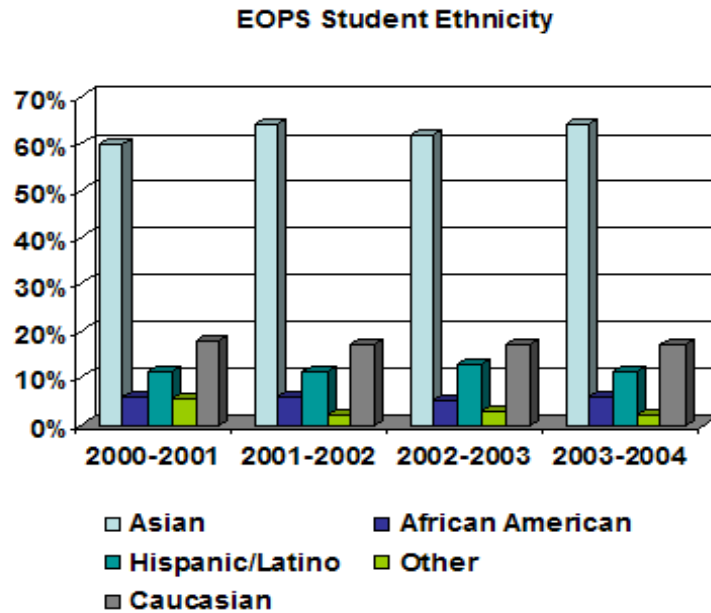
Among military students, 68% identified themselves as white, 11% as black, and 5% as other Asian.



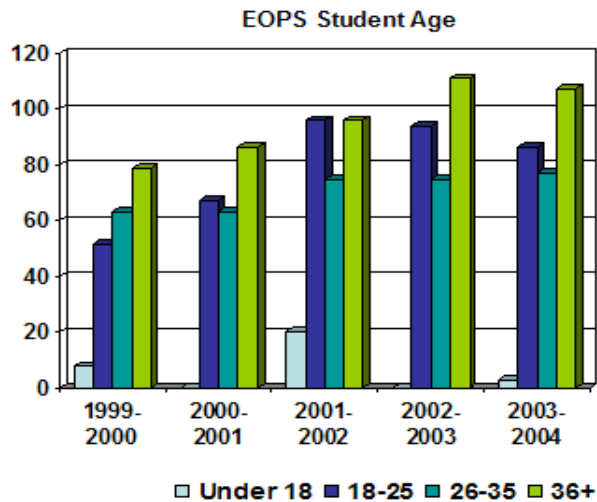
Ethnicity of Military Students Receiving Counseling Services

Among non-military students, 82% indicated that English was their primary language, while 12% said Vietnamese, and 4% said Spanish. Ninety-eight percent of military students reported that their primary language was English.

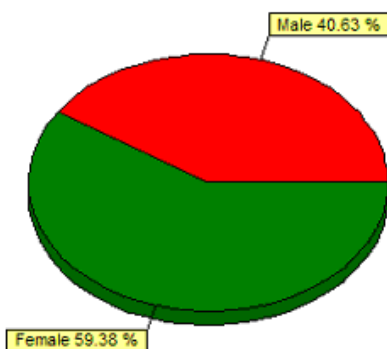
True to the history of **EOPS** since its inception in 1969 and at Coastline since 1977, over 80% of the 273 students served in 2003-04 represent a diverse non-white population. As the chart below indicates, the range of diversity of EOPS recipients has remained relatively constant for the past four years.



Coastline’s EOPS population parallels the college population in being somewhat older than other community college students. Approximately 67% of the EOPS students at Coastline are over 26 years of age with relatively few (33%) in the more common college-attending ages of 18-26.



Gender of **financial aid** students who responded to the Counseling Services Program Review Student Survey is identical to the gender diversity of all financial aid recipients (59% female and 41% male) and very close to the college-wide representation (63% female and 37% male).

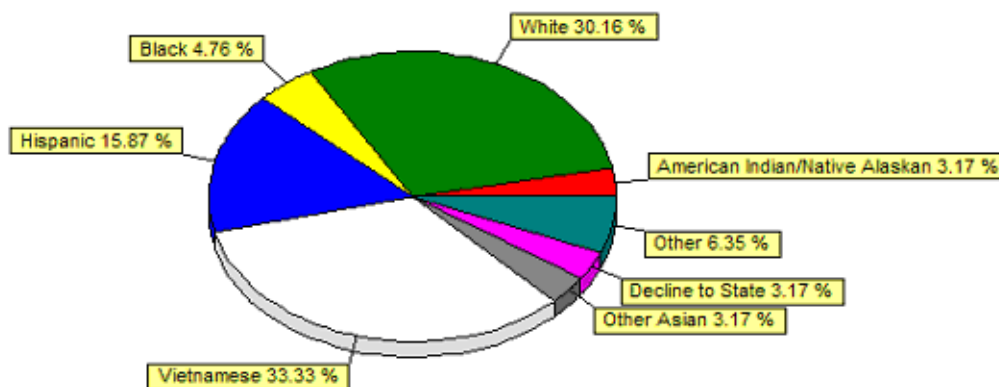


Gender of Financial Aid Respondents to Student Survey

The ethnic diversity of financial aid respondents to the student survey was also generally reflective of the diversity of all financial aid recipients.

<u>Ethnicity</u>	<u>College</u>	<u>All FA Recipients</u>	<u>FA Counseling Survey Respondents</u>
African-American	4%	9.4%	4.76%
American Indian	1%	0.17%	3.17%
Asian (Vietnamese)	-	41.3%	33.33%
Asian (Other)	-	6.3%	3.17%
Asian (Total)	25%	47.6%	36.50%
Hispanic	11%	8.8%	15.87%
White	44%	27%	30.16%
Other	16%	7.4%	9.52%

Thirty percent of survey respondents identified themselves as white (compared to 27% of all financial aid recipients), 37% as Vietnamese/Asian (compared to 48%), and 16% as Hispanic (compared to 9%).



Ethnicity of Financial Aid Respondents to Student Survey

ABI Program demographics are somewhat different than for other populations at the college. During the 2003-04 academic year, approximately 60% of the ABI students were male and 40% female. The 18-29 age group is the program's largest; however, each decade is relatively well

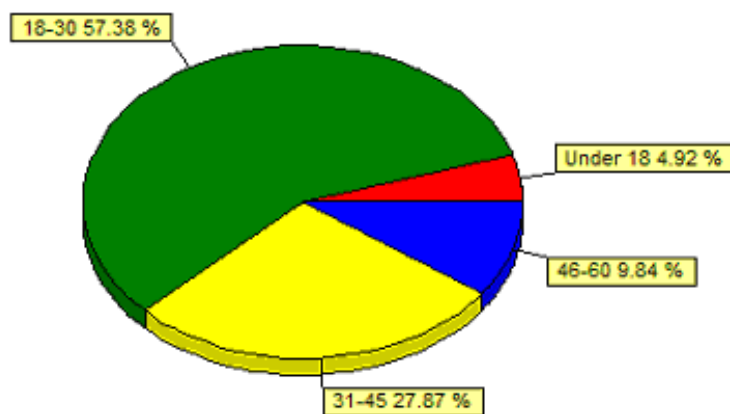
represented. The majority of ABI students are white, and their primary language is English. Approximately twice as many students suffer traumatic injuries (63%) as suffer atraumatic (36%). Causes of injury vary. The most common mechanism of injury is motor vehicle accident (MVA), followed by cerebral vascular accident (CVA; such as aneurysm or stroke).

During 2003-04, 39 ABI students were seen for individual counseling. Sixty-five percent in counseling were female and 35% male. According the *The Marriage and Family Therapist* magazine, women are twice as likely to seek counseling than men, so it makes sense that more women in the ABI program would request counseling services. The average counseling student's age was 37. Most individuals with an acquired brain injury suffer from depression and adjustment issues. Counseling services within the ABI Program were originally established to support students with these issues. Students that exhibit signs of depression are encouraged by their instructors to seek counseling services, and, indeed, the main reason given for requesting counseling was listed as "depression" with "family issues" and "adjustment issues" as a close second and third. Most students stay in counseling for an average of 9 months. Aside from individual counseling, all students in the full-time ABI Program also participate in daily psychosocial sessions led by the program's counselor.

Student Diversity in Counseling Courses

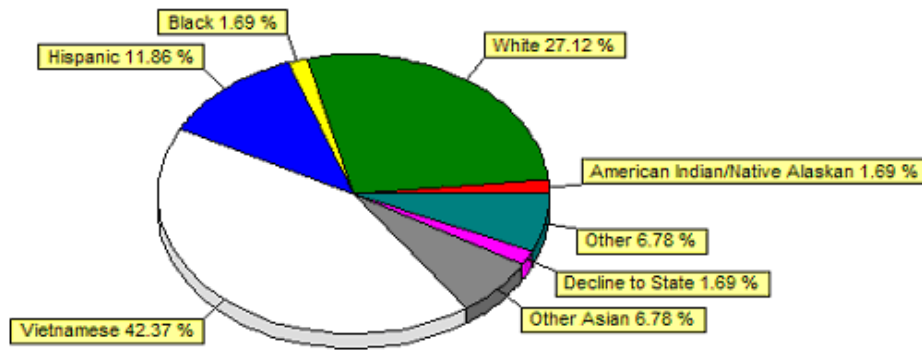
Our courses serve a very diverse group of students. Distance learning allows us a great opportunity to reach students of various ethnicities, ages, and gender. We have high school students, stay-at-home moms, working parents, traditional college students, incarcerated youth, and inmates from maximum security prisons. For those that have Internet access, we encourage communication on our discussion forums. Our college success course also includes a unit on diversity issues.

Seventy-seven percent of respondents to the Counseling 105 Student Survey were female and 23% male. The majority of students (over 57%) were between 18-30 years of age; almost 28% were in the 31-45 age range.



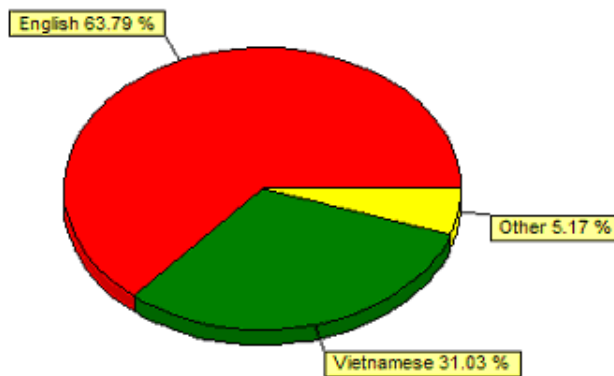
Age of Counseling 105 Students

The single largest ethnic group among Counseling 105 students was Vietnamese (42%). White students represented 27% of the group, and Hispanics 12%.



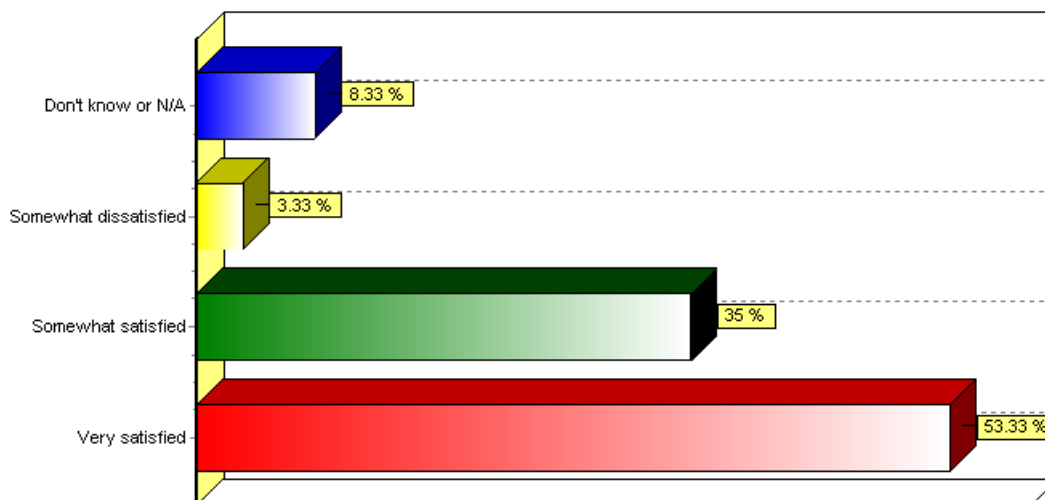
Ethnicity of Counseling 105 Students

As might be expected based on student ethnicity, 31% indicated that their primary language is Vietnamese; 64% reported English as their primary language.



Primary Language of Counseling 105 Students

Eighty-eight percent of students responding to the Counseling 105 survey indicated that they were satisfied or very satisfied with the extent to which faculty and staff meet the needs of culturally diverse students.



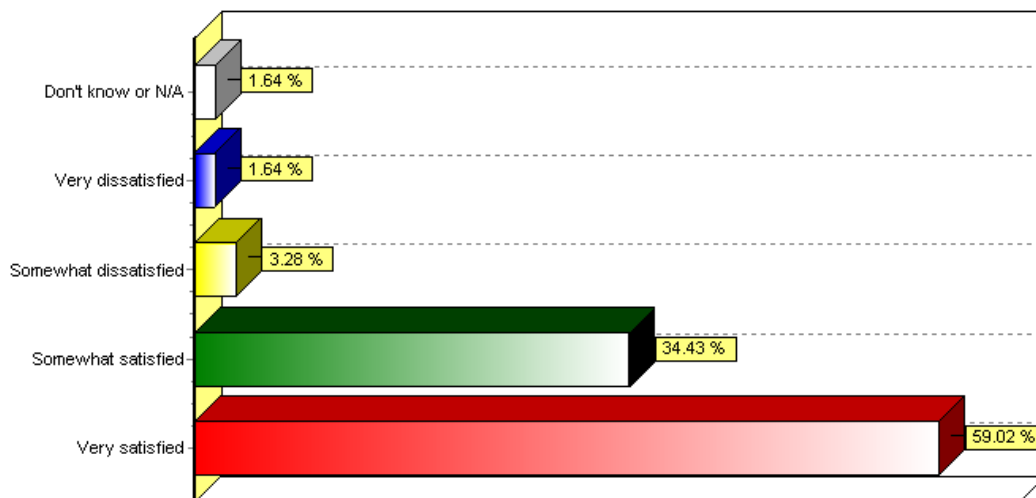
Student Satisfaction with Extent to which Faculty Meet the Needs of Culturally Diverse Students

Of students responding to the survey, 38% indicated that they were not working, 26% were working full-time, and 34% were working part-time.



Employment Status of Counseling 105 Students

Students indicated an even higher level of satisfaction with faculty and staff responsiveness to the needs of non-traditional students (e.g., older adults, working adults, etc.) with more than 92% reporting satisfaction.



Student Satisfaction with Extent to which Faculty Meet the Needs of Non-Traditional Students

8. Five-Year Goals or Recommendations

Progress on Goals and Recommendations from Previous Program Review

The Counseling Department was successful in implementing a wide range of recommendations and goals identified during the previous Program Review.

- *Implement online counseling services.* This goal has been completed, and all counselors now participate in online advising. Efforts are underway to place more student service forms, the online orientation, and an expanded Transfer Center Web page on Coastline's Web site.
- *Provide counseling at the Costa Mesa Center.* A counselor's office was built at the center, and a full-time counselor had been assigned there until her retirement in December, 2004. Adjunct counseling services continue to be provided pending replacement of the full-time counselor.
- *Coordinate crisis intervention plan with the college's Crisis Response Team.* Emergency alarms have been provided to counselors at area centers that are linked to the police department.
- *Counselors should attend discipline meetings at general faculty meetings.* Faculty department chairs and deans have been invited to the counselors' monthly department meetings to help counselors learn more about specific programs. Guests have included Margaret Lovig (Paralegal), Kate Shelley (Digital Art), Fred Feldon (Math), Michael Warner and Nancy Jones (CST/Networking), Marilyn Fry (English/Humanities), Shanon Christiansen (Humanities, Foreign Languages, ESL, Math, and Science), Vince Rodriguez and Ted Boehler (Distance Learning), Ed McKenney (Military Program), Stacey Hunter Schwartz (Special Programs), Debbie Secord (Emeritus, Gerontology, and Health/Physical Education), Marg Taylor (Business Computing and English), and Linda Mellor (One-Stop).
- *Fourth floor at the College Center should be considered for some of the desired space for testing, tutoring and counseling offices.* The Student Success Center was established on the fourth floor. No counseling offices have been added since the last review. There simply seems to be no space at College Center that can be allocated to counselors. The counseling faculty survey indicated that additional counseling office space was needed at College Center.
- *Increase the number of students enrolled in counseling courses.* FTES increased from a low of 3.58 FTES in Fall 1999 to 26.01 FTES in 2004.
- *Revise Counseling 105, increasing units from 2 units to 3 units, and adapt offer as a distance learning telecourse.* This goal was not only achieved, but achieved with great success. Distance learning sections of Counseling 105 generated more than 23 FTES in Spring 2003. Student retention in the courses was higher than the average for distance learning courses and on a par with college-wide retention in all credit classes.
- *Increase the number of classroom visitations to ESL and general education classes.* Visitations were increased in 2003, and over 3,000 students were provided information through in-class visitations/orientations during the 2003-04 academic year.
- *Establish a Counseling Department chairperson.* Implemented: 2001
- *Provide full-time counselors with priority to teach classes and provide counseling overload as defined in AFT contract.* Implemented: 2000

- *Establish an ongoing adjunct counselor assignment to coordinate transfer activities and promote transfer.* Implemented: 2004
- *Hire a permanent part-time classified employee to provide clerical support at the Transfer Center.* Implemented: 2003
- *Upgrade computers, printers, fax machines for all counselors.* Implemented: 2003
- *Upgrade student computers and resources in the Transfer Center.* Implemented: 2003
- *Improve services for disqualified students.* Implemented: 2002 students must see a counselor to be readmitted.
- *Enforce matriculation requirement that students must take English and Math tests if enrolling in more than 6 units in a semester.* Implemented: 2004
- *Provide on-going training for counselors.* Implemented: 2003
- *Enhance and improve communication and collaboration with programs and services on campus.* Implemented: 2001
- *Review course offerings and courses with content overlap.* Implemented.

Five-Year Goals

General Counseling

1. *Increase orientation participation by new students.* Work with identified college staff to move the student orientation and the transfer data from the current Student Guide Web site (www.CoastlineStudentGuide.com) to Coastline's Web site with links from the home page and/or Student Services page; review content to address some of the concerns about clarity of information provided; evaluate and improve marketing via college publications. (Department Chair with input from counselors—1 to 2 years)
2. *Revise Transfer Center Web page to include links to college major preparation, articulation agreements, College Source, and transfer information specific to Coastline.* (Adjunct counselor assigned to update information, coordinate efforts with Jan Heck and Transfer Center staff and Department Chair—2 years)
3. *Explore methods for increasing student awareness about scholarship availability.* (Scholarship Committee—1 to 2 years)
4. *Facilitate electronic appointment scheduling.* Research, purchase, and install SARS software, and train counselors and support staff. (Department Chair and Dean—2 years)
5. *Redesign Fountain Valley counseling area to be more accessible to students and to be more student-friendly.* Move admissions counter and design open area in front of counselor offices. (Staff: Office Coordinator and Vice President Student Services—1 year)
6. *Replace three full-time counselors who have retired in order to comply with matriculation plan to have five full-time generalist counselors and to be able to maintain adequate services to students.* Continue to work with Academic Senate and Program

Review to gain approval for replacements. (Department Chair, Dean, and Vice President—1 year)

7. *Obtain clerical support for the college's articulation officer.* (Department Chair, Dean, and Vice President—1 year)
8. *Schedule more presentations by and communication with program coordinators/department chairs for occupational and special programs at monthly counseling meetings.* (Department Chair with input from counselors coordinates presentations to our department and feedback to Instruction regarding problems students are encountering in obtaining courses to complete certificates, major prerequisites, and degrees—ongoing)
9. *Increase the number of education fairs attended by actively partnering with Consortium of Southern California Colleges and Universities.* (Department Chair schedules attendance at education fairs by adjunct counselor assigned to the Transfer Center—ongoing)
10. *Increase the number of classroom presentations by adjunct counselor(s) to inform students of transfer seminars available with CSU representatives, college visitations and services offered by the Counseling Department, including availability of the Career and Technical Education Handbook.* (Department Chair schedules class visits by adjunct counselor assigned to the Transfer Center—ongoing)

EOPS

11. *Continue efforts to improve student readiness for distance learning courses as well as retention and success in distance learning courses.* (EOPS Coordinator/Counselor)

Financial Aid

12. *Maintain at a minimum, current proactive level of services.* (Financial Aid Coordinator)
13. *Expand services to include outreach.* (Financial Aid Coordinator)
14. *Develop student learning outcome goals for this program as well as methods to monitor SLOs.* Participate in planned training and workshops.

ABI

15. *Explore the development of intensive therapy groups that could be conducted during Coastline Community College's January intersession.* The group topics would include depression, anxiety and anger management.
16. *Explore the possibility of starting members of the counseling staff during the spring semester to maintain continuity of the counseling staff.* (ABI Counselor)
17. *Assess the needs of the survivors' families and significant others in order to meet their needs more effectively.* (ABI Counselor)

Military

18. *Establish a permanent office for the adjunct counselors who were hired in response to the substantial growth of Coastline's Military Program.* Acquire a computer, phone, and other necessary technology and resources for the office.
19. *Advocate for and support continuous professional development for counselors,* including training, conferences, collaborate with other colleges, and participation in the Region 8 Distance Counseling Consortium Continuous to assure that counselors are

current about rapidly-evolving technologies related to the delivery of distance counseling/student services.

20. *Implement additional security measures, including encryption technology, to assure confidentiality of online counseling communications.*
21. *Initiate electronic appointment calendaring program.*
22. *Investigate Web-based tools to enhance communication with students.*
23. *Launch Web tools to facilitate real-time communication with students via a chat room and/or Web conferencing.*
24. *Explore methods for screening and routing general e-mail inquiries and counseling and advisement questions to improve response time and more effectively use staff resources.*
25. *Research the feasibility of implementing electronic education plans.*
26. *Consider options for improving student/counselor continuity.*
27. *Develop military student online orientation.*
28. *Continue to enhance and update website.*
29. *Develop distance learning counseling guidelines.*
30. *Research and implement new and emerging technologies to enhance services.*
31. *Continue to develop military-friendly articulation agreements/partnerships with four-year colleges and universities.*
32. *Provide clerical support for the military counseling program.*
33. *Increase military counselors and hours.*
34. *Expand distance counseling services and technology for regular counseling students.*
35. *Continue to participate in professional development activities and committee memberships.*
36. *Research and recommend contract/load guidelines for distance counseling.*

Courses

37. *Offer Counseling 100 Career/Life Planning online.*
38. *Revise course outlines to include expected student learning outcomes.*
39. *Develop and implement a process for assessing SLOs and modifying instruction as necessary.*
40. *Move Counseling 105 from telecourse delivery to online delivery.*
41. *Increase marketing counseling courses to increase enrollments.*
42. *Expand counseling course offerings at the One-Stop Centers.*
43. *Evaluate the need for new counseling courses.*

CONCLUSIONS

Coastline's Counseling Department, with a relatively small number of counselors, is providing comprehensive services to a large number of students with diverse educational needs. Using a decentralized delivery model augmented by technology-mediated communication, the counseling team is providing convenient, high quality services, and students from all constituencies seem to be highly satisfied. Counseling courses, which have augmented traditional classroom instruction with distance delivery courses, are serving increasing numbers of students without compromising instructional quality or student retention.

The department has come a long way since its last program review, achieving a large number of goals that have directly contributed to increased student access and improved service. While this news is good, the program review has also shown that we have much more work ahead to meet the challenges of an increasingly diverse student population and of a growing number of degree-oriented students (both military and non-military).

While program review is a lot of work, it forces us to stand back and take a look at where we've been, what we are, and what we could become. It allows us the opportunity to be creative and devise better ways to better serve our students and help assure positive student learning outcomes. By the next program review, we anticipate that we will have again evolved and have even more successes to report.

Blank Survey

Counseling 105

1. Why are you taking Counseling 105? (Mark all that apply.)

(Choose all that apply)

- 1. To satisfy A.A. degree requirements
- 2. To satisfy general education requirements for transfer
- 3. For career enhancement
- 4. For self improvement
- 5. To help me succeed in college
- 6. For personal interest
- 7. Other

2. To what extent does the content of your current course meet your expectations?

(Choose one)

- 1. The course is even better than I expected
- 2. The course is pretty much what I expected
- 3. The course is not what I expected

3. If you indicated that the course is not what you expected, in what ways does the course not meet your expectations?

4. Table 1 General Satisfaction - Quality of instruction

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

5. Table 1 General Satisfaction - Adequacy of instructional facilities

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

6. Table 1 General Satisfaction - Staff support for the program and classes

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

7. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

8. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

9. Table 1 General Satisfaction - Overall quality of the class

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

10. Table 1 General Satisfaction - Your own success in the class

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

11. If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above statements, please explain your concerns.

12. In which delivery mode are you taking Counseling 105?

(Choose one)

- 1. *Telecourse*
- 2. *Classroom*

13. Table 2 Extent of Agreement - Overall, the caliber of my distance learning Counseling course at Coastline is equivalent to or better than the quality of my classroom-based courses.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

14. Table 2 Extent of Agreement - The caliber of the distance learning Counseling course at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

15. Table 2 Extent of Agreement - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Counseling course.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

16. Table 2 Extent of Agreement - The technology used to deliver my distance learning Counseling course has been reliable.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

17. If you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain your concerns.

18. Table 3 Importance of Specific SLOs - Define social, psychological, and physiological issues that impact educational, career, and life decisions.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

19. Table 3 Importance of Specific SLOs - Compare and explain the role, function, and structure of higher education.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

20. Table 3 Importance of Specific SLOs - Locate and utilize college resources, services, and programs.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

21. Table 3 Importance of Specific SLOs - Identify and analyze the implications of different learning styles.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

22. Table 3 Importance of Specific SLOs - Explain and demonstrate effective learning strategies.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

23. Table 3 Importance of Specific SLOs - Identify and assess personal values in relationship to educational and career success.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

24. Table 3 Importance of Specific SLOs - Analyze the advantages and challenges of distance learning.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

25. Table 3 Importance of Specific SLOs - Identify and formulate educational, career, and life goals.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

26. Table 3 Importance of Specific SLOs - Identify beliefs, attitudes, and habits that may enhance or inhibit success.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

27. Are there other skills or learning outcomes that you think are important for individuals completing this counseling course?

28. Age

(Choose one)

- 1. *Under 18*
- 2. *18-30*
- 3. *31-45*
- 4. *46-60*
- 5. *61 or older*

29. Gender

(Choose one)

- 1. *Male*
- 2. *Female*

30. Ethnicity

(Choose one)

- 1. *American Indian/Native Alaskan*
- 2. *White*
- 3. *Black*
- 4. *Hispanic*
- 5. *Vietnamese*
- 6. *Other Asian*
- 7. *Decline to State*
- 8. *Other*

31. Primary Language

(Choose one)

- 1. English
- 2. Spanish
- 3. Vietnamese
- 4. Other

32. What is your current employment status?

(Choose one)

- 1. Not working
- 2. Working as a volunteer (non-paid position)
- 3. Working 20 hours or less per week
- 4. Working between 21-30 hours per week
- 5. Working full-time

33. What is your highest level of education?

(Choose one)

- 1. Less than high school completion
- 2. High school diploma
- 3. Associate in Arts degree
- 4. Bachelor's degree
- 5. Master's degree
- 6. Doctorate

34. Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)

(Choose all that apply)

- 1. Golden West College
- 2. Irvine Valley College
- 3. Orange Coast College
- 4. Saddleback College
- 5. Santa Ana College
- 6. Santiago Canyon College
- 7. Other community college
- 8. A four-year college or university
- 9. No: Enrolled only at Coastline

**35. What is your present educational goal?
(Choose only one.)**

(Choose one)

- 1. Bachelor's degree after completing A.A. degree
- 2. Bachelor's degree without completing A.A. degree
- 3. Associate degree without transfer
- 4. Two-year occupational degree without transfer
- 5. Occupational certificate
- 6. Discover career interests, plans, and goals
- 7. Advance in current job/career (update job skills)
- 8. Prepare for a new career (acquire job skills)
- 9. Educational development (intellectual, cultural)
- 10. Improve English, Reading, and Math skills
- 11. Undecided on goal
- 12. Other

36. Are there other Counseling courses that you would like Coastline to offer?

37. Do you have any comments or suggestions for improving this Counseling class at Coastline?

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Count and Percent

Counseling 105

	Count	Percent
Why are you taking Counseling 105? (Mark all that apply.)	Respondents: 63	
To satisfy A.A. degree requirements	31	49.21 %
To satisfy general education requirements for transfer	28	44.44 %
For career enhancement	12	19.05 %
For self improvement	21	33.33 %
To help me succeed in college	23	36.51 %
For personal interest	10	15.87 %
Other	1	1.59 %
Total Responses	126	100 %

To what extent does the content of your current course meet your expectations?	Respondents: 62	
The course is even better than I expected	37	59.68 %
The course is pretty much what I expected	22	35.48 %
The course is not what I expected	3	4.84 %
Total Responses	62	100 %

General Satisfaction (Count and Percent)

Counseling 105

	Count	Percent
Table 1 General Satisfaction - Quality of instruction		
	Respondents: 63	
Very satisfied	43	68.25 %
Somewhat satisfied	15	23.81 %
Somewhat dissatisfied	2	3.17 %
Very dissatisfied	1	1.59 %
Don't know or N/A	2	3.17 %

Total Responses 63 100 %

Table 1 General Satisfaction - Adequacy of instructional facilities		
	Respondents: 63	
Very satisfied	38	60.32 %
Somewhat satisfied	19	30.16 %
Somewhat dissatisfied	3	4.76 %
Don't know or N/A	3	4.76 %

Total Responses 63 100 %

Table 1 General Satisfaction - Staff support for the program and classes		
	Respondents: 63	
Very satisfied	38	60.32 %
Somewhat satisfied	19	30.16 %
Somewhat dissatisfied	2	3.17 %
Don't know or N/A	4	6.35 %

Total Responses 63 100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 60	
Very satisfied	32	53.33 %
Somewhat satisfied	21	35.00 %
Somewhat dissatisfied	2	3.33 %
Don't know or N/A	5	8.33 %

Total Responses 60 100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)		
	Respondents: 61	
Very satisfied	36	59.02 %
Somewhat satisfied	21	34.43 %
Somewhat dissatisfied	2	3.28 %
Very dissatisfied	1	1.64 %
Don't know or N/A	1	1.64 %

Total Responses 61 100 %

General Satisfaction (Count and Percent)

Counseling 105

	Count	Percent
Table 1 General Satisfaction - Overall quality of the class	Respondents: 60	
Very satisfied	37	61.67 %
Somewhat satisfied	20	33.33 %
Somewhat dissatisfied	2	3.33 %
Very dissatisfied	1	1.67 %
Total Responses	60	100 %

Table 1 General Satisfaction - Your own success in the class	Respondents: 63	
Very satisfied	33	52.38 %
Somewhat satisfied	24	38.10 %
Somewhat dissatisfied	3	4.76 %
Very dissatisfied	2	3.17 %
Don't know or N/A	1	1.59 %
Total Responses	63	100 %

Delivery Mode (Count and Percent)

Counseling 105

	Count	Percent
In which delivery mode are you taking Counseling 105?	Respondents: 62	
Telecourse	40	64.52 %
Classroom	22	35.48 %
Total Responses	62	100 %

Table 2 Extent of Agreement - Overall, the caliber of my distance learning Counseling course at Coastline is equivalent to or better than the quality of my classroom-based courses. Respondents: 41

Strongly agree	9	21.95 %
Agree	24	58.54 %
Neutral	8	19.51 %
Total Responses	41	100 %

Table 2 Extent of Agreement - The caliber of the distance learning Counseling course at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware. Respondents: 41

Strongly agree	6	14.63 %
Agree	20	48.78 %
Neutral	15	36.59 %
Total Responses	41	100 %

Table 2 Extent of Agreement - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Counseling course. Respondents: 41

Strongly agree	12	29.27 %
Agree	21	51.22 %
Neutral	8	19.51 %
Total Responses	41	100 %

Table 2 Extent of Agreement - The technology used to deliver my distance learning Counseling course has been reliable. Respondents: 41

Strongly agree	16	39.02 %
Agree	18	43.90 %
Neutral	6	14.63 %
Disagree	1	2.44 %
Total Responses	41	100 %

SLOs (Count and Percent)

Counseling 105

	Count	Percent
Table 3 Importance of Specific SLOs - Define social, psychological, and physiological issues that impact educational, career, and life decisions.		
	Respondents: 59	
Very important	37	62.71 %
Important	22	37.29 %
Total Responses	59	100 %
Table 3 Importance of Specific SLOs - Compare and explain the role, function, and structure of higher education.		
	Respondents: 60	
Very important	31	51.67 %
Important	27	45.00 %
Less important	2	3.33 %
Total Responses	60	100 %
Table 3 Importance of Specific SLOs - Locate and utilize college resources, services, and programs.		
	Respondents: 59	
Very important	33	55.93 %
Important	22	37.29 %
Less important	4	6.78 %
Total Responses	59	100 %
Table 3 Importance of Specific SLOs - Identify and analyze the implications of different learning styles.		
	Respondents: 60	
Very important	32	53.33 %
Important	26	43.33 %
Less important	2	3.33 %
Total Responses	60	100 %
Table 3 Importance of Specific SLOs - Explain and demonstrate effective learning strategies.		
	Respondents: 60	
Very important	37	61.67 %
Important	21	35.00 %
Less important	2	3.33 %
Total Responses	60	100 %
Table 3 Importance of Specific SLOs - Identify and assess personal values in relationship to educational and career success.		
	Respondents: 60	
Very important	36	60.00 %
Important	22	36.67 %
Less important	2	3.33 %
Total Responses	60	100 %

SLOs (Count and Percent)

Counseling 105

Count Percent

Table 3 Importance of Specific SLOs - Analyze the advantages and challenges of distance learning.

Respondents: 58

Very important	25	43.10 %
Important	26	44.83 %
Less important	7	12.07 %
Total Responses		
	58	100 %

Table 3 Importance of Specific SLOs - Identify and formulate educational, career, and life goals.

Respondents: 60

Very important	38	63.33 %
Important	20	33.33 %
Less important	2	3.33 %
Total Responses		
	60	100 %

Table 3 Importance of Specific SLOs - Identify beliefs, attitudes, and habits that may enhance or inhibit success.

Respondents: 60

Very important	36	60.00 %
Important	24	40.00 %
Total Responses		
	60	100 %

Demographics (Count and Percent)

Counseling 105

	Count	Percent
Age	Respondents: 61	
Under 18	3	4.92 %
18-30	35	57.38 %
31-45	17	27.87 %
46-60	6	9.84 %
Total Responses	61	100 %
Gender	Respondents: 61	
(Not Answered)	1	1.64 %
Male	14	22.95 %
Female	46	75.41 %
Total Responses	61	100 %
Ethnicity	Respondents: 61	
(Not Answered)	2	3.28 %
American Indian/Native Alaskan	1	1.64 %
White	16	26.23 %
Black	1	1.64 %
Hispanic	7	11.48 %
Vietnamese	25	40.98 %
Other Asian	4	6.56 %
Decline to State	1	1.64 %
Other	4	6.56 %
Total Responses	61	100 %
Primary Language	Respondents: 61	
(Not Answered)	3	4.92 %
English	37	60.66 %
Vietnamese	18	29.51 %
Other	3	4.92 %
Total Responses	61	100 %
What is your current employment status?	Respondents: 61	
Not working	23	37.70 %
Working as a volunteer (non-paid position)	1	1.64 %
Working 20 hours or less per week	11	18.03 %
Working between 21-30 hours per week	10	16.39 %
Working full-time	16	26.23 %
Total Responses	61	100 %

Demographics (Count and Percent)

Counseling 105

	Count	Percent
What is your highest level of education?	Respondents: 61	
(Not Answered)	1	1.64 %
Less than high school completion	3	4.92 %
High school diploma	47	77.05 %
Associate in Arts degree	8	13.11 %
Bachelor's degree	2	3.28 %

Total Responses 61 100 %

Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents: 60	
(Not Answered)	8	13.33 %
Golden West College	15	25.00 %
Orange Coast College	4	6.67 %
Santa Ana College	1	1.67 %
Santiago Canyon College	3	5.00 %
Other community college	4	6.67 %
A four-year college or university	5	8.33 %
No: Enrolled only at Coastline	29	48.33 %

Total Responses 69 100 %

What is your present educational goal? (Choose only one.)	Respondents: 60	
(Not Answered)	6	10.00 %
Bachelor's degree after completing A.A. degree	38	63.33 %
Bachelor's degree without completing A.A. degree	3	5.00 %
Associate degree without transfer	5	8.33 %
Two-year occupational degree without transfer	1	1.67 %
Occupational certificate	1	1.67 %
Prepare for a new career (acquire job skills)	1	1.67 %
Improve English, Reading, and Math skills	1	1.67 %
Undecided on goal	3	5.00 %
Other	1	1.67 %

Total Responses 60 100 %

Listing of "other" Responses by Question

Counseling 105

Question: Why are you taking Counseling 105? (Mark all that apply.)

Recommended

Question: Ethnicity

Filipina
Pacific Islander
Latin/Italian

Question: Primary Language

Tagalog
Thai
Chinese

Expectations Comments

Counseling 105

Question: If you indicated that the course is not what you expected, in what ways does the course not meet your expectations?

The teacher sucked

The course taught me more than just things about school.

General Satisfaction Comments

Counseling 105

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above statements, please explain your concerns.

It had nothing to do with the class. I just would have like to gone to class instead of watching on TV.

I didn't try hard enough in the class.

At times, I had a hard time understanding my instructor's expectations. I think there should be one more counseling teacher. I think I could have studies more for the quizzes.

I didn't do as well as what I expected.

I was never told by the bookstore that I needed another required book. Therefore, I didn't know of the first 2 quizzes, and I missed them!

I got what I wanted.

Distance Learning Comments

Counseling 105

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain your concerns.

Neutral--Don't know of any other distance learning from first-hand knowledge.

Had trouble with quizzes online.

Grades posting needs to be improved--needs to be quicker time.

Other SLOs

Counseling 105

Question: Are there other skills or learning outcomes that you think are important for individuals completing this counseling course?

I think that about all the skills you need.

None that I can think of.

Study groups

Responsibility/motivation

Having a teacher who can speak English

I think the book is good enough for me.

Not right now.

Identifying who they are themselves and what's important to them and themselves.

I cannot think of others.

Identifying your true colors and using it to your advantage.

No, the course fulfilled my needs.

Other Counseling Courses

Counseling 105

Question: Are there other Counseling courses that you would like Coastline to offer?

None I can think of.

No.

No

Not at this time.

Maybe in the future.

No

No

No I don't.

Not at present time.

No.

No

No

No, this course was very helpful.

Communications more variety

Comments and Suggestions

Counseling 105

Question: Do you have any comments or suggestions for improving this Counseling class at Coastline?

I felt this class was very beneficial to myself.

No.

The class is great. Very informative and educational.

No

Provide more distance learning courses.

No.

No

Different teacher

No

No

No, there aren't.

No, but you guys are doing a good job. :-)

No

Field trips!

I found the TV programs to be unnecessary. While doing all the assignments and quizzes, everything from the videos seemed somewhat repetitive.

Loved this class. Teacher is great.

Improve the time for posting of grades online.

No, I think that this class was very helpful.

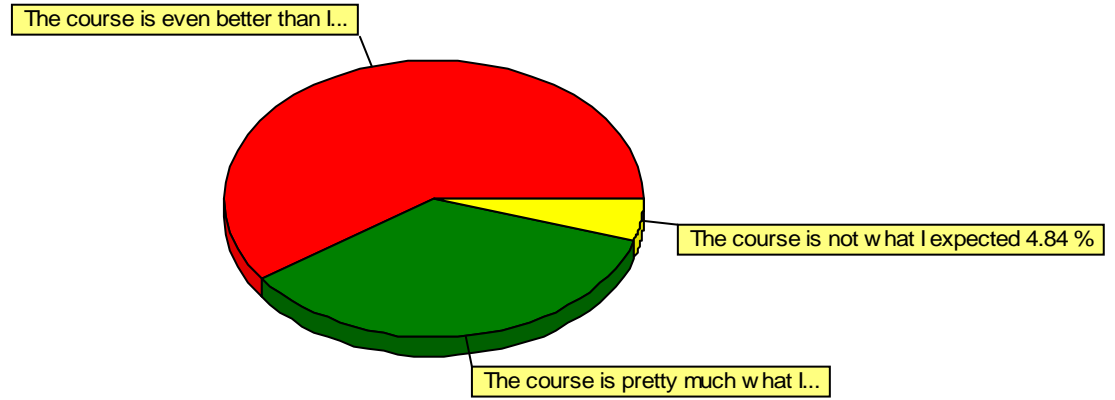
I have no comments.

No

Good teacher, stay the same. Keep the class the same.

Expectations Counseling 105

To what extent does the content of your current course meet your expectations?



General Satisfaction Bar Graphs

Counseling 105

Table 1 General Satisfaction - Quality of instruction

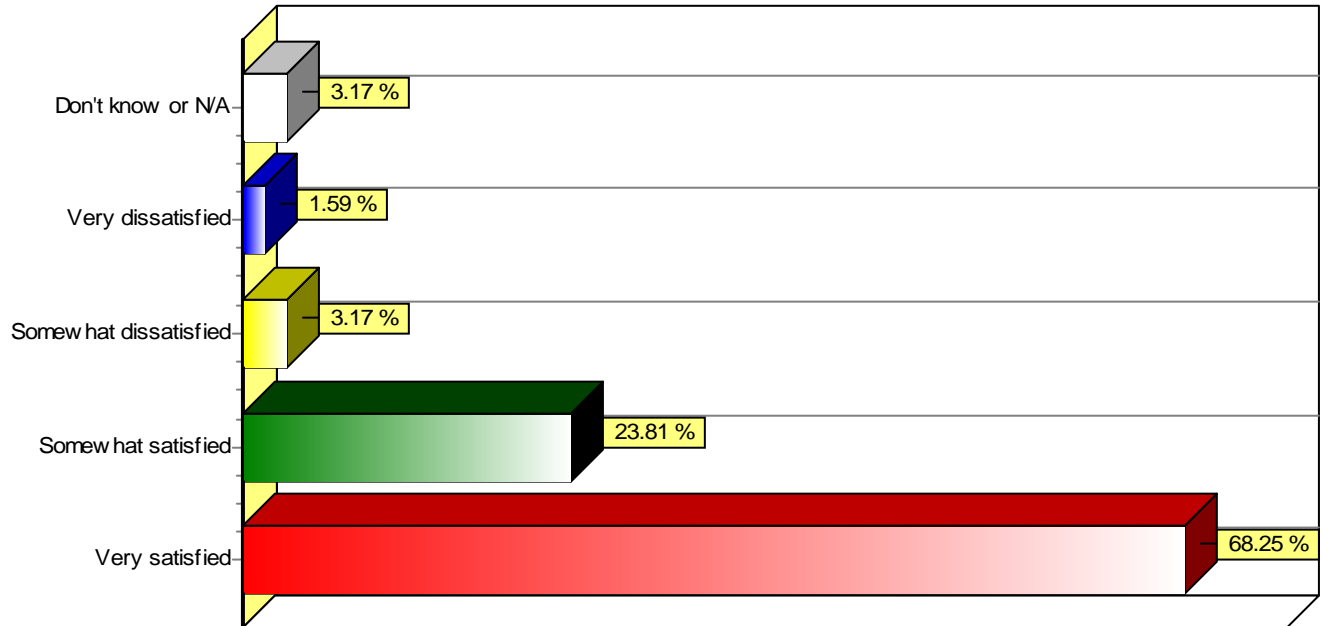
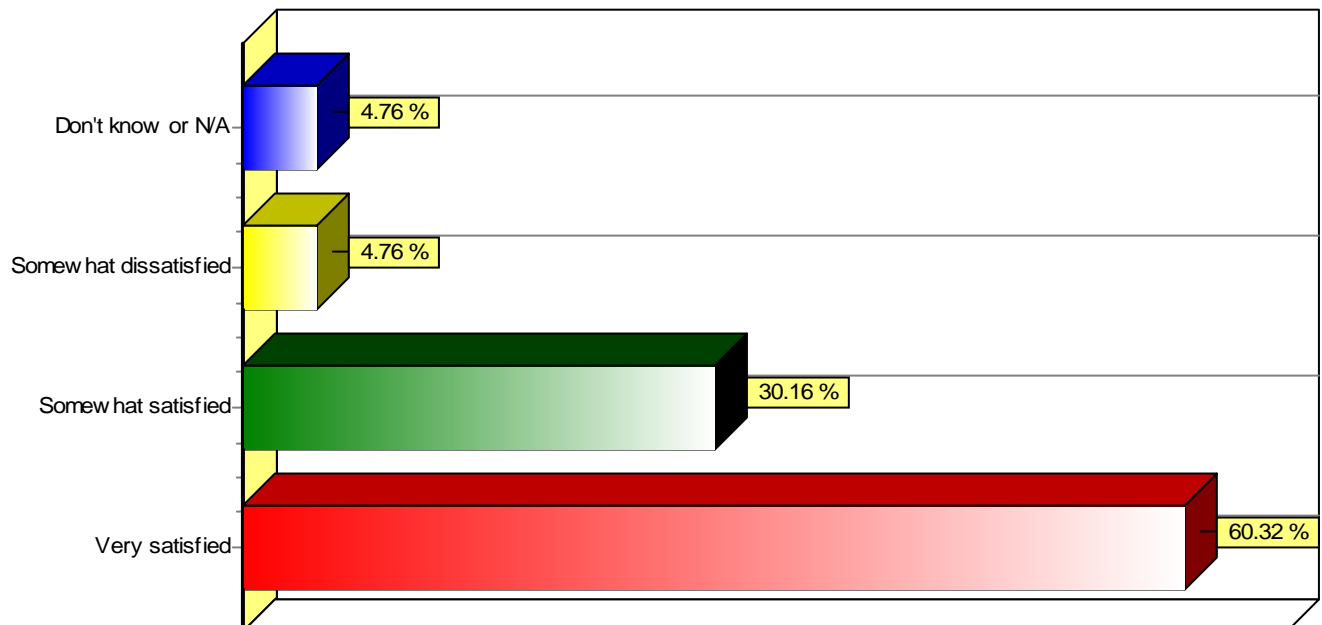


Table 1 General Satisfaction - Adequacy of instructional facilities



General Satisfaction Bar Graphs

Counseling 105

Table 1 General Satisfaction - Staff support for the program and classes

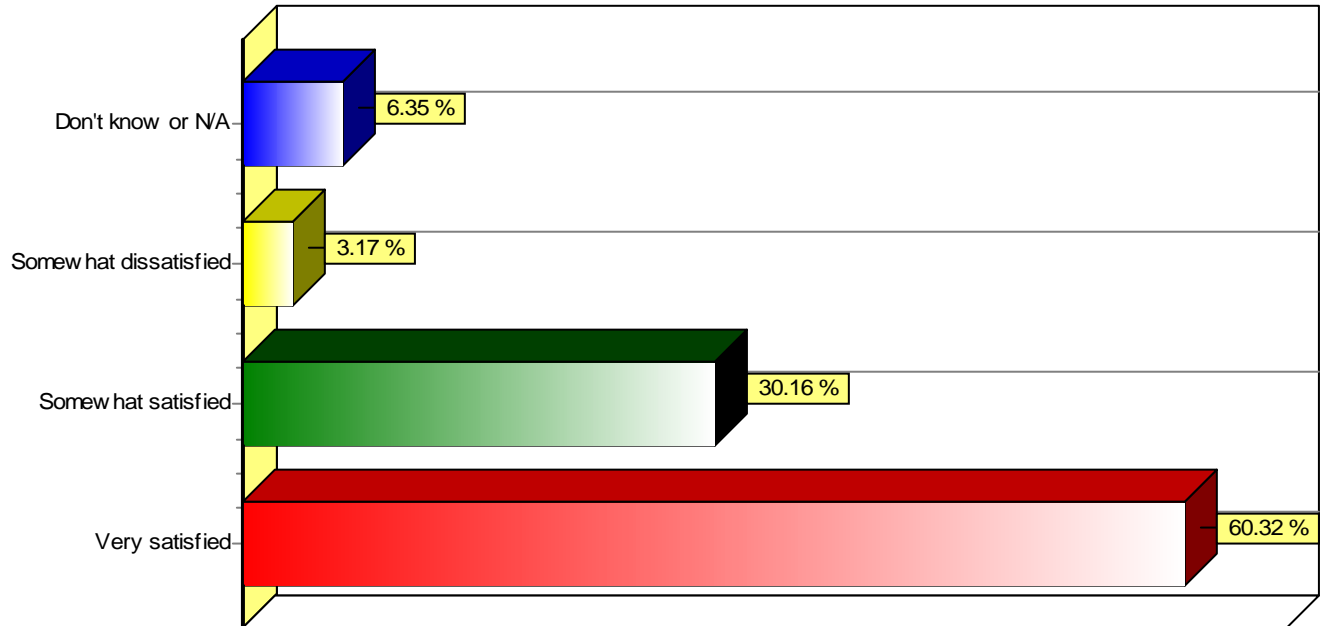
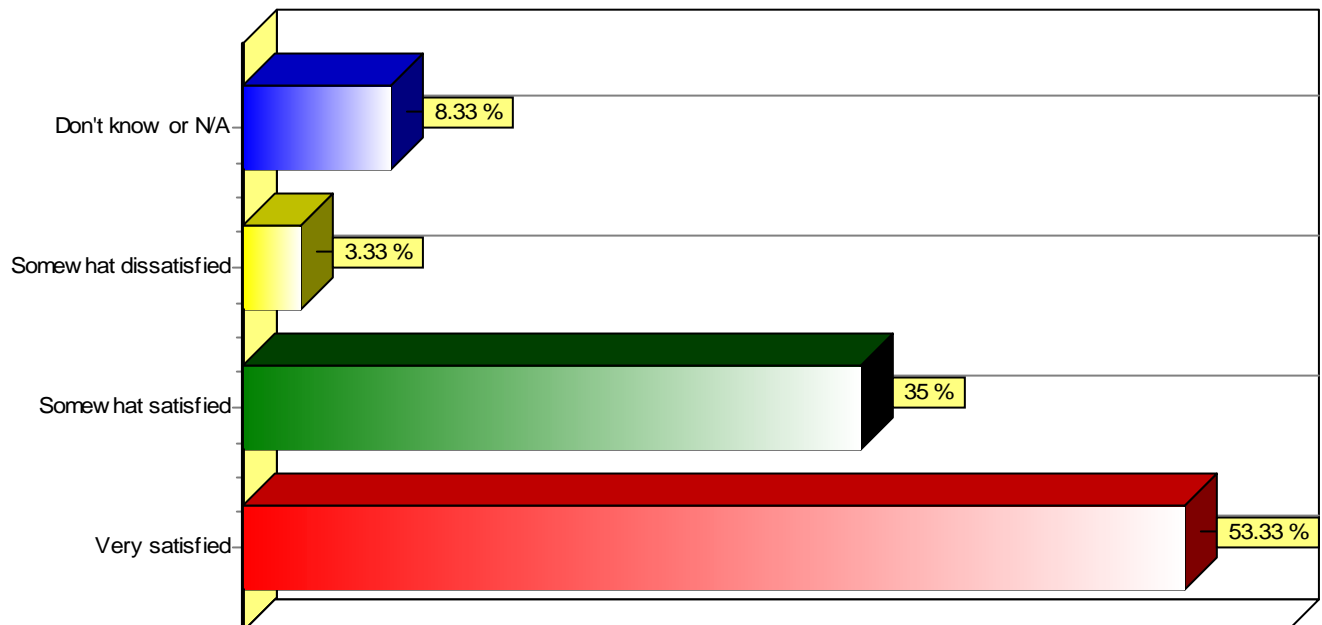


Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students



General Satisfaction Bar Graphs

Counseling 105

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

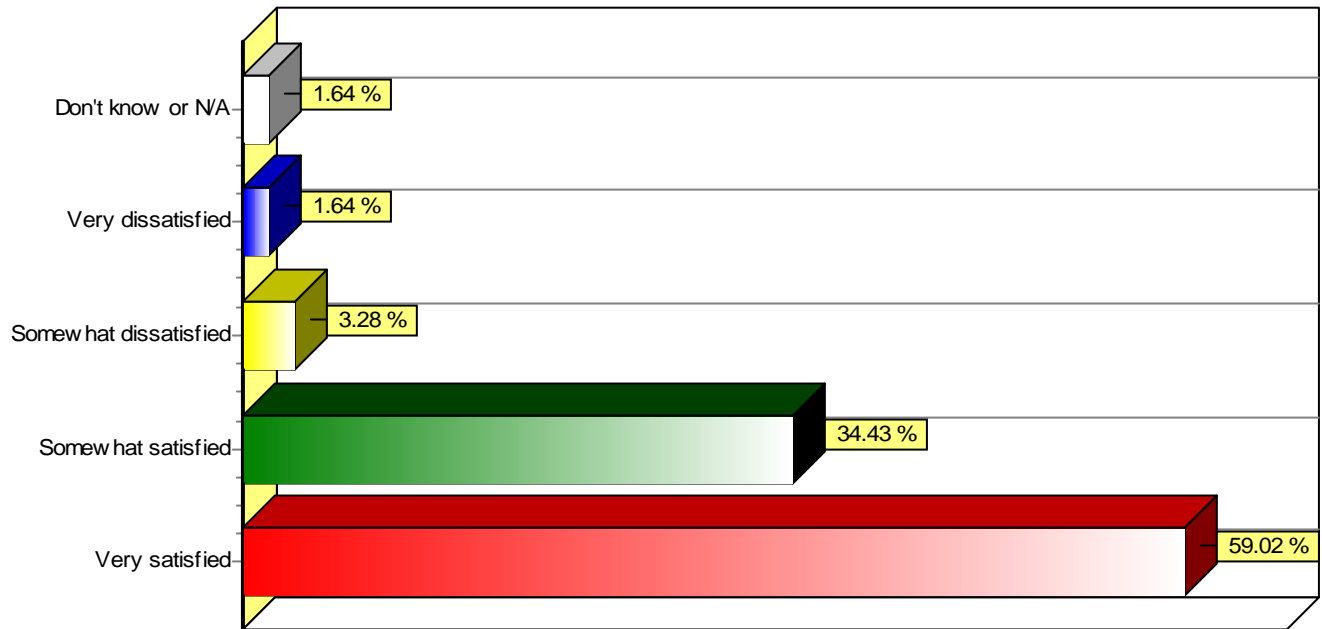
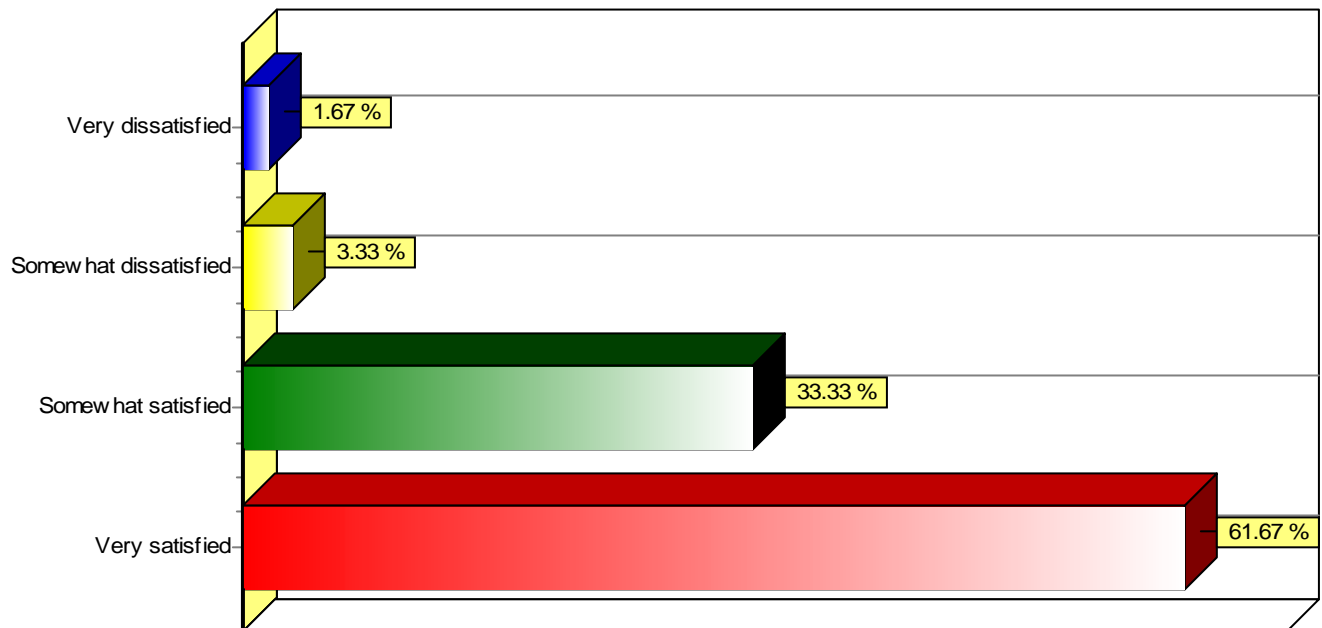


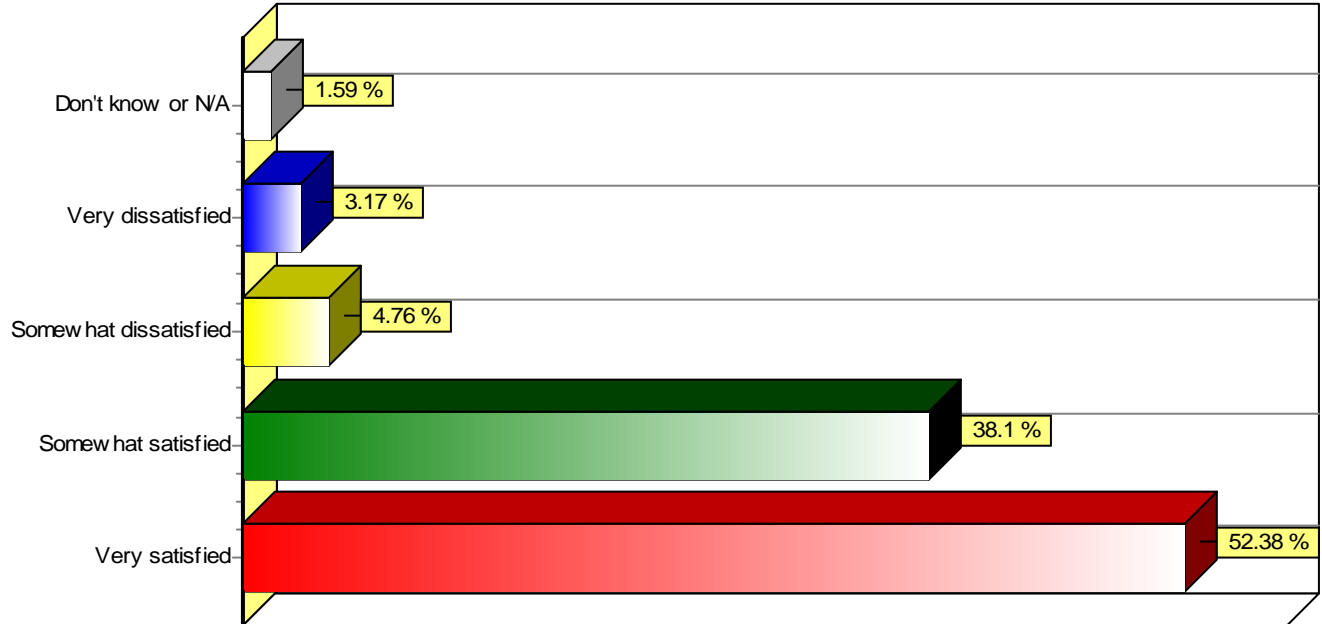
Table 1 General Satisfaction - Overall quality of the class



General Satisfaction Bar Graphs

Counseling 105

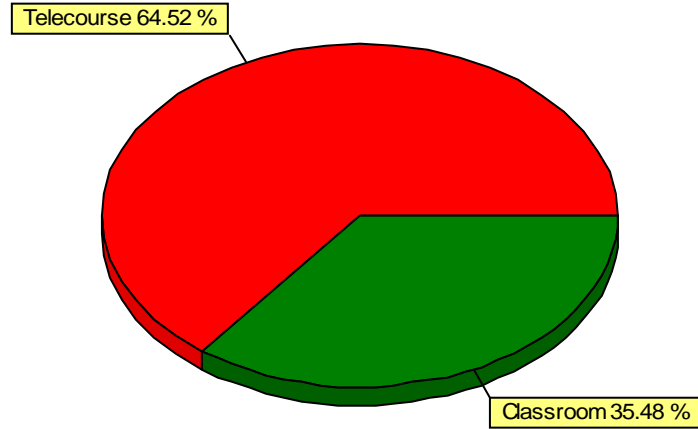
Table 1 General Satisfaction - Your own success in the class



Delivery Mode Pie Chart

Counseling 105

In which delivery mode are you taking Counseling 105?



Distance Learning Pie Chart

Counseling 105

Table 2 Extent of Agreement - Overall, the caliber of my distance learning Counseling course at Coastline is equivalent to or better than the quality of my classroom-based courses.

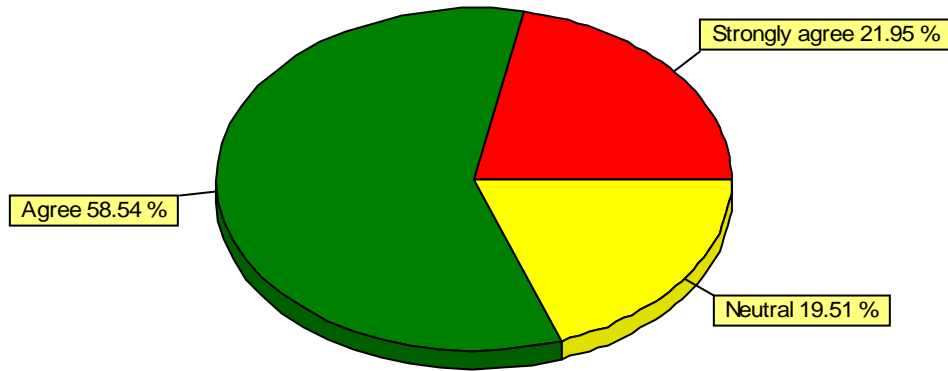
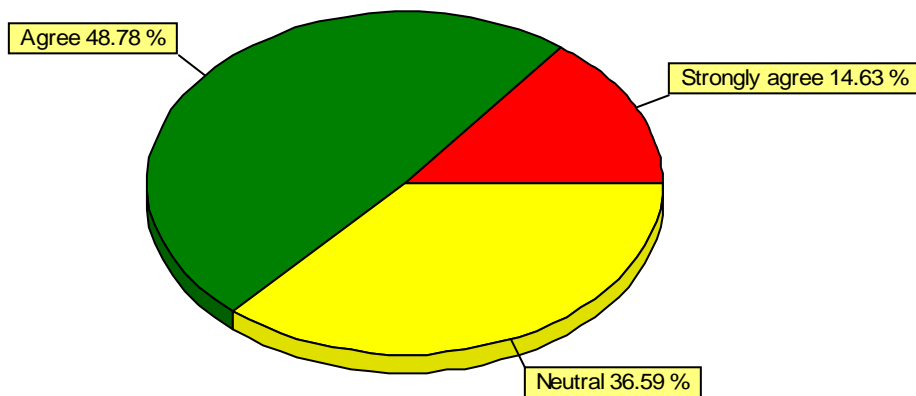


Table 2 Extent of Agreement - The caliber of the distance learning Counseling course at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.



Distance Learning Pie Chart

Counseling 105

Table 2 Extent of Agreement - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Counseling course.

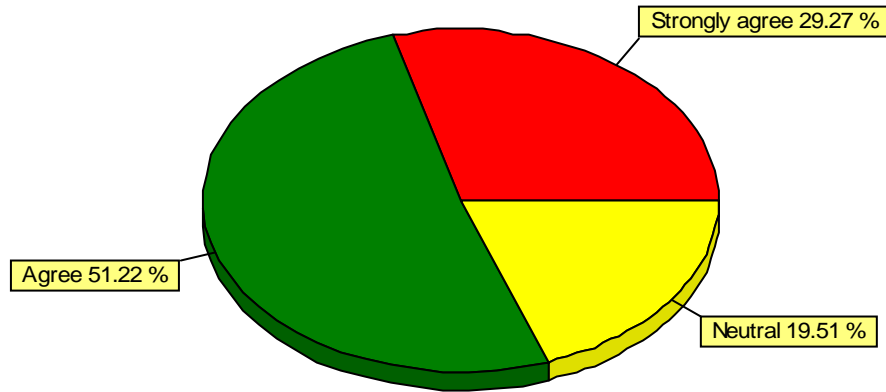
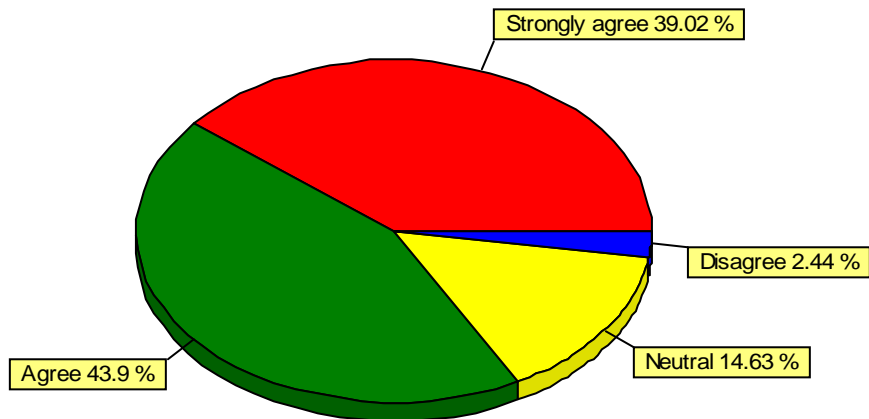


Table 2 Extent of Agreement - The technology used to deliver my distance learning Counseling course has been reliable.



SLOs Pie Chart

Counseling 105

Table 3 Importance of Specific SLOs - Define social, psychological, and physiological issues that impact educational, career, and life decisions.

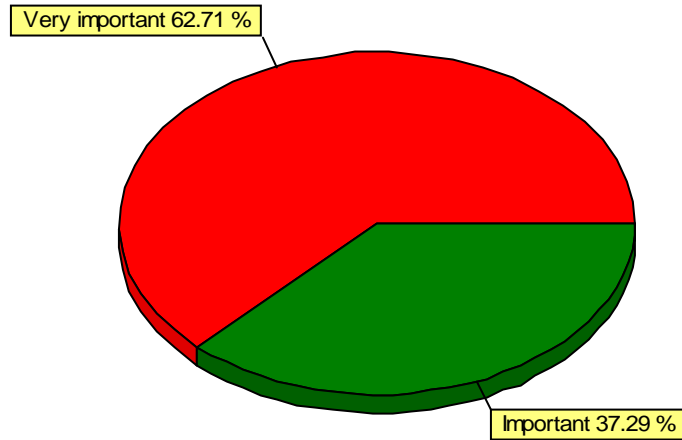
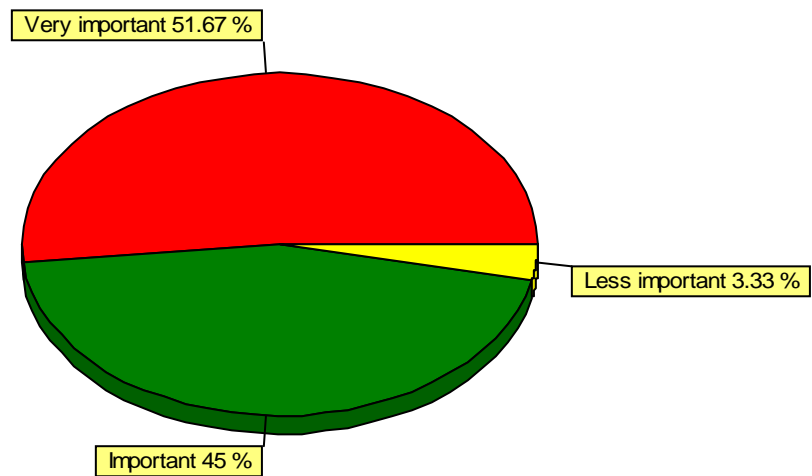


Table 3 Importance of Specific SLOs - Compare and explain the role, function, and structure of higher education.



SLOs Pie Chart

Counseling 105

Table 3 Importance of Specific SLOs - Locate and utilize college resources, services, and programs.

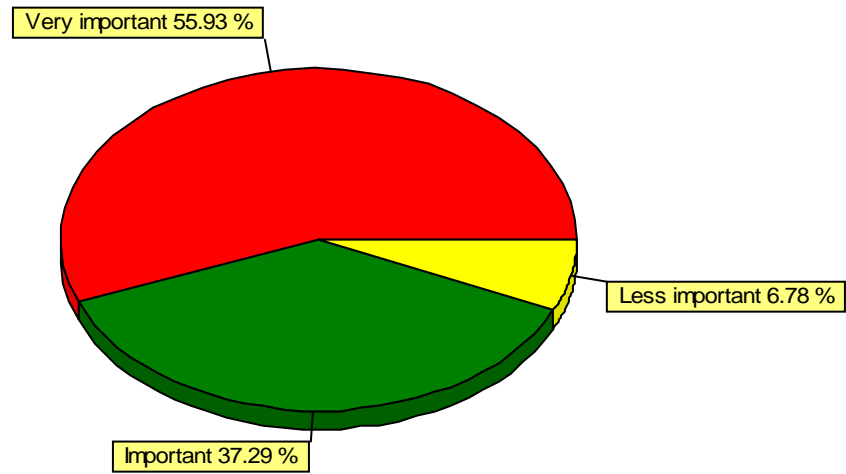
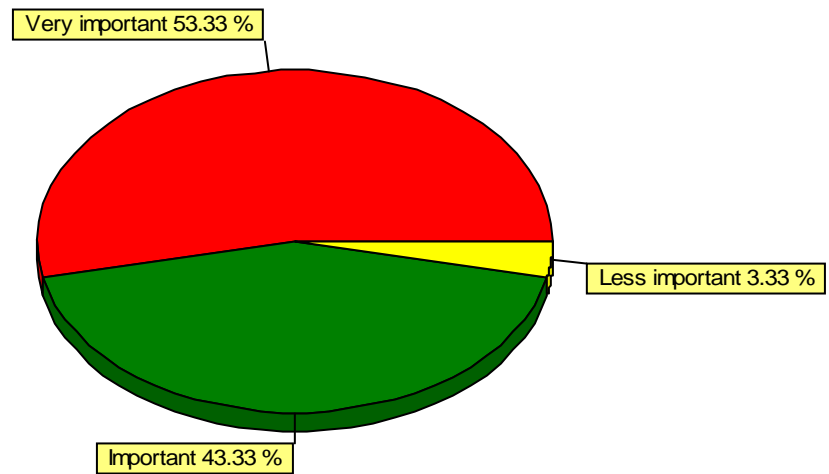


Table 3 Importance of Specific SLOs - Identify and analyze the implications of different learning styles.



SLOs Pie Chart Counseling 105

Table 3 Importance of Specific SLOs - Explain and demonstrate effective learning strategies.

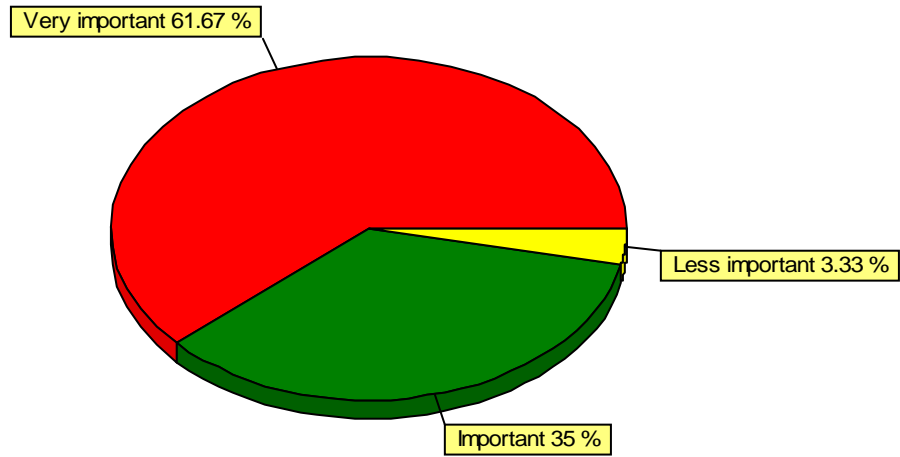
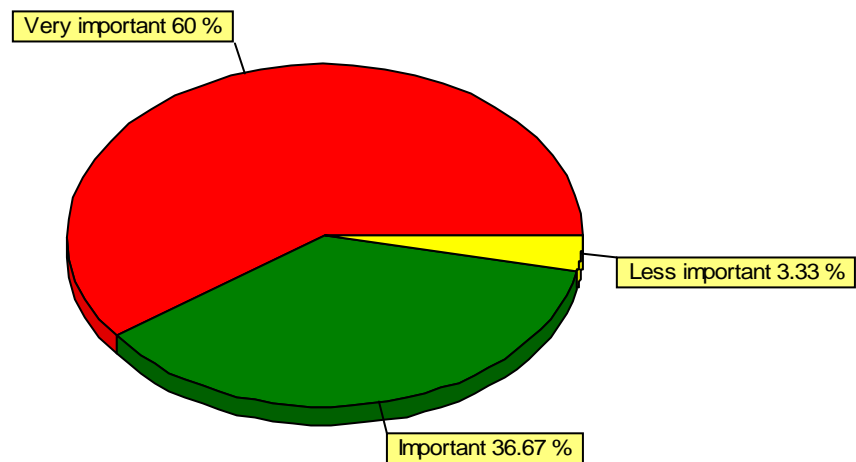


Table 3 Importance of Specific SLOs - Identify and assess personal values in relationship to educational and career success.



SLOs Pie Chart

Counseling 105

Table 3 Importance of Specific SLOs - Analyze the advantages and challenges of distance learning.

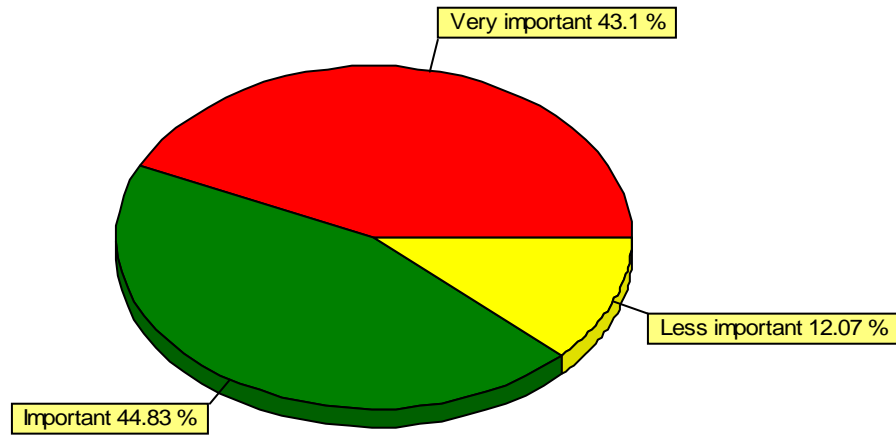
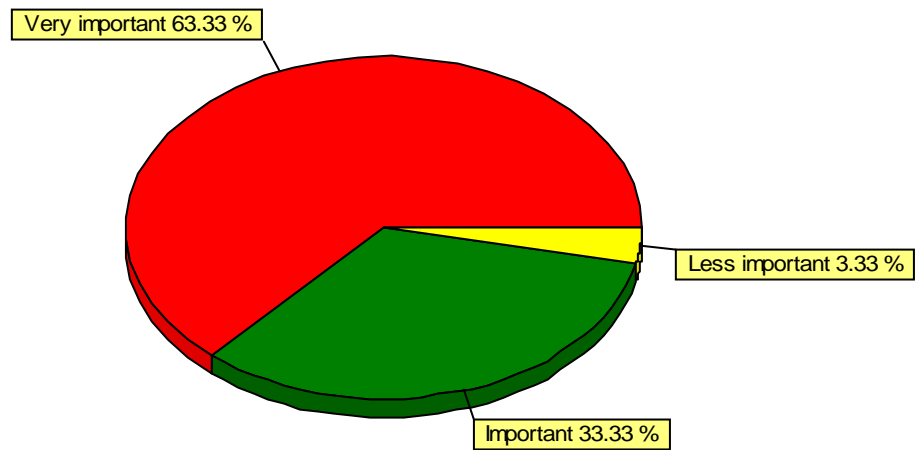


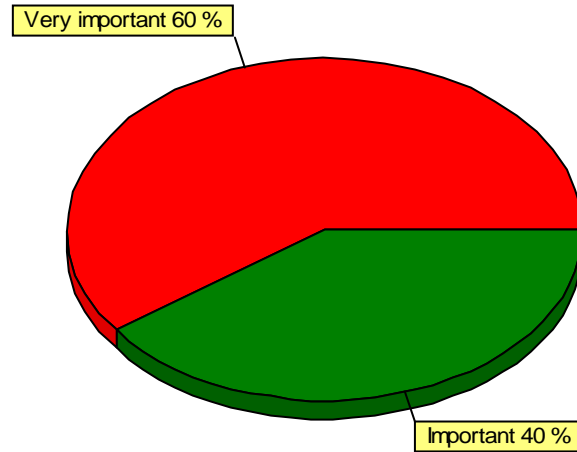
Table 3 Importance of Specific SLOs - Identify and formulate educational, career, and life goals.



SLOs Pie Chart

Counseling 105

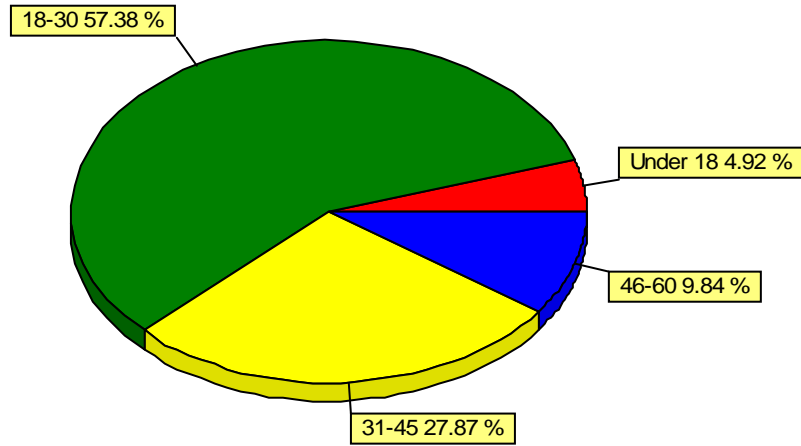
Table 3 Importance of Specific SLOs - Identify beliefs, attitudes, and habits that may enhance or inhibit success.



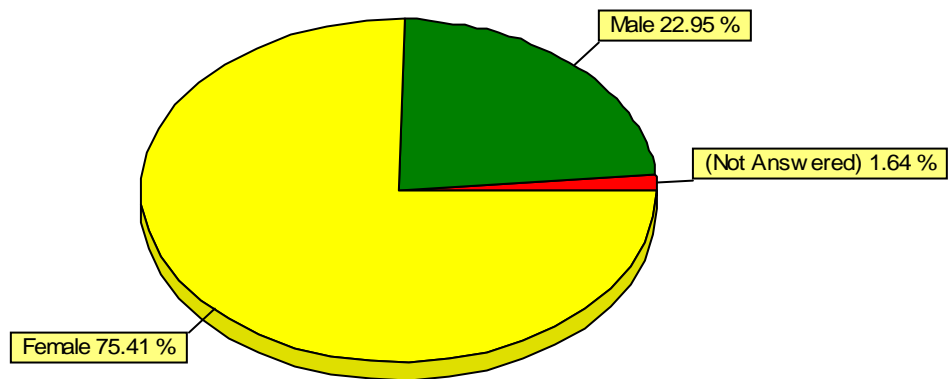
Demographics Pie Charts

Counseling 105

Age



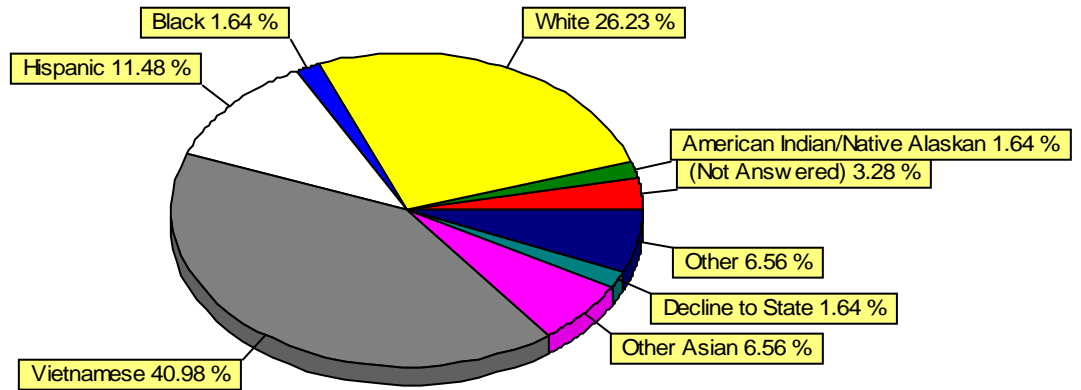
Gender



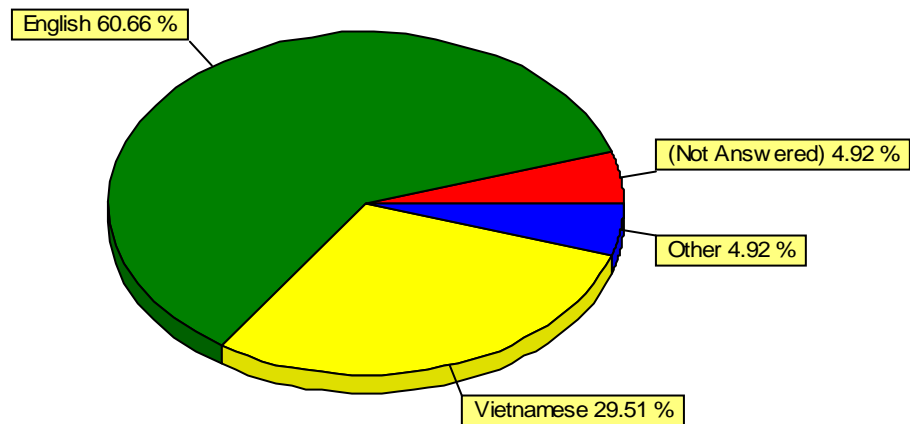
Demographics Pie Charts

Counseling 105

Ethnicity



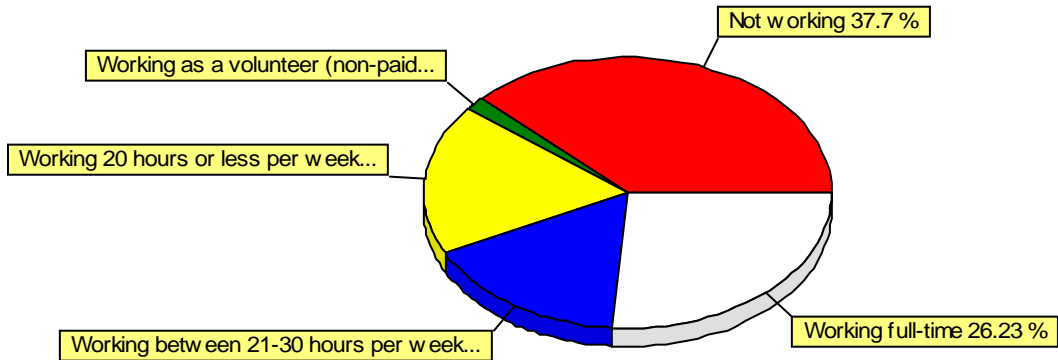
Primary Language



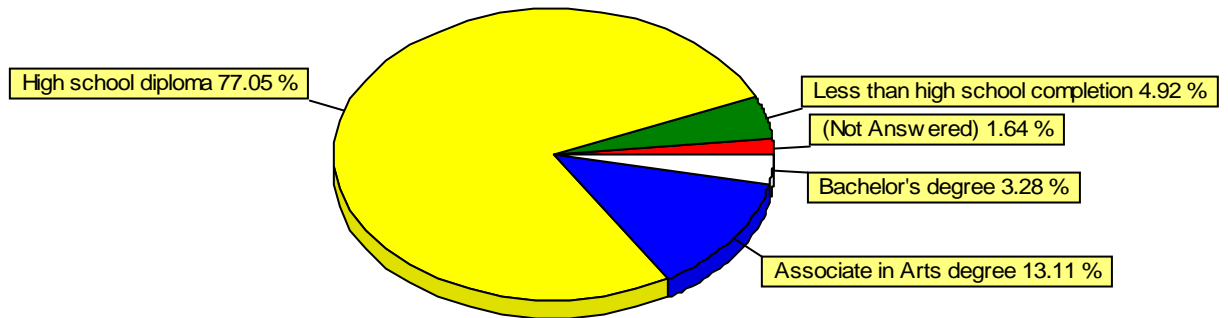
Demographics Pie Charts

Counseling 105

What is your current employment status?



What is your highest level of education?



Demographics Pie Charts

Counseling 105

What is your present educational goal?
(Choose only one.)

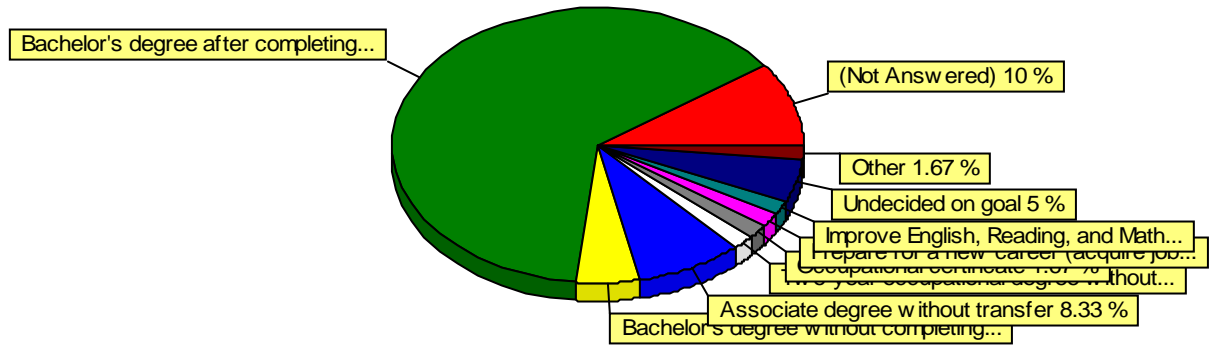


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General Satisfaction, DL, SLOs Count/Percent Counseling Faculty

Count Percent

Table 1 General Satisfaction - Variety of classes in the program

Very satisfied	2	22.22 %
Somewhat satisfied	7	77.78 %
Total Responses	9	100 %

Table 1 General Satisfaction - Number of courses offered each semester

Very satisfied	1	12.50 %
Somewhat satisfied	6	75.00 %
Very dissatisfied	1	12.50 %
Total Responses	8	100 %

Table 1 General Satisfaction - Adequacy of instructional facilities

Very satisfied	3	33.33 %
Somewhat satisfied	3	33.33 %
Don't know or N/A	3	33.33 %
Total Responses	9	100 %

Table 1 General Satisfaction - Quality of specialized equipment

Very satisfied	1	11.11 %
Somewhat satisfied	3	33.33 %
Don't know or N/A	5	55.56 %
Total Responses	9	100 %

Table 1 General Satisfaction - Quality of general instructional equipment

Somewhat satisfied	5	55.56 %
Don't know or N/A	4	44.44 %
Total Responses	9	100 %

Table 1 General Satisfaction - Staff support for the program and classes in general

Very satisfied	3	33.33 %
Somewhat satisfied	4	44.44 %
Don't know or N/A	2	22.22 %
Total Responses	9	100 %

General Satisfaction, DL, SLOs Count/Percent Counseling Faculty

Count Percent

Table 1 General Satisfaction - Program support by personnel at the Fountain Valley Counseling Office

Very satisfied	4	44.44 %
Somewhat satisfied	2	22.22 %
Don't know or N/A	3	33.33 %
Total Responses	9	100 %

Table 1 General Satisfaction - Support/services by personnel in Registration (Admissions Office)

Very satisfied	6	66.67 %
Somewhat satisfied	2	22.22 %
Don't know or N/A	1	11.11 %
Total Responses	9	100 %

Table 1 General Satisfaction - Support/management by the Department Chair

Very satisfied	8	88.89 %
Don't know or N/A	1	11.11 %
Total Responses	9	100 %

Table 1 General Satisfaction - Support/management by the acting Division Dean

Very satisfied	8	88.89 %
Don't know or N/A	1	11.11 %
Total Responses	9	100 %

Table 1 General Satisfaction - Support/management by the Distance Learning Dean

Very satisfied	2	22.22 %
Somewhat satisfied	2	22.22 %
Don't know or N/A	5	55.56 %
Total Responses	9	100 %

Table 1 General Satisfaction - Support/services from other college offices

Very satisfied	4	44.44 %
Somewhat satisfied	2	22.22 %
Don't know or N/A	3	33.33 %
Total Responses	9	100 %

General Satisfaction, DL, SLOs Count/Percent Counseling Faculty

Count Percent

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

Very satisfied	7	87.50 %
Don't know or N/A	1	12.50 %
Total Responses	8	100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

Very satisfied	7	77.78 %
Somewhat satisfied	2	22.22 %
Total Responses	9	100 %

Table 1 General Satisfaction - Overall quality of the class

Very satisfied	5	55.56 %
Somewhat satisfied	1	11.11 %
Don't know or N/A	3	33.33 %
Total Responses	9	100 %

Table 1 General Satisfaction - Your own success teaching or counseling in the program

Very satisfied	7	77.78 %
Don't know or N/A	2	22.22 %
Total Responses	9	100 %

Table 2 Distance Learning - The caliber of the distance learning Counseling course at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

Strongly agree	2	66.67 %
Agree	1	33.33 %
Total Responses	3	100 %

Table 2 Distance Learning - I have as much or more interaction with students in my distance learning Counseling courses as I do with students in classroom-based courses.

Agree	1	50.00 %
Disagree	1	50.00 %
Total Responses	2	100 %

General Satisfaction, DL, SLOs Count/Percent Counseling Faculty

Count Percent

Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning Counseling course.

Agree	2	100.00 %
Total Responses	2	100 %

Table 2 Distance Learning - The technology used to deliver my distance learning Counseling course has been reliable.

Agree	2	100.00 %
Total Responses	2	100 %

Table 2 Distance Learning - The support I receive from the Distance Learning Department meets my needs.

Strongly agree	1	50.00 %
Agree	1	50.00 %
Total Responses	2	100 %

Table 2 Distance Learning - The available counseling resources at Coastline meet my needs for performing my job.

Agree	2	100.00 %
Total Responses	2	100 %

Table 3 Importance of Specific SLOs - Define social, psychological, and physiological issues that impact educational, career, and life decisions

Very important	7	87.50 %
Important	1	12.50 %
Total Responses	8	100 %

Table 3 Importance of Specific SLOs - Compare and explain the role, function, and structure of higher education

Very important	7	87.50 %
Important	1	12.50 %
Total Responses	8	100 %

Table 3 Importance of Specific SLOs - Locate and utilize college resources, services, and programs

Very important	8	100.00 %
Total Responses	8	100 %

General Satisfaction, DL, SLOs Count/Percent Counseling Faculty

Count Percent

Table 3 Importance of Specific SLOs - Identify and analyze the implications of different learning styles

Very important	8	100.00 %
Total Responses	8	100 %

Table 3 Importance of Specific SLOs - Explain and demonstrate effective learning strategies

Very important	7	87.50 %
Important	1	12.50 %
Total Responses	8	100 %

Table 3 Importance of Specific SLOs - Identify and assess personal values in relationship to educational and career success

Very important	8	100.00 %
Total Responses	8	100 %

Table 3 Importance of Specific SLOs - Analyze the advantages and challenges of distance learning

Very important	6	75.00 %
Important	1	12.50 %
Less important	1	12.50 %
Total Responses	8	100 %

Table 3 Importance of Specific SLOs - Identify and formulate educational, career, and life goals

Very important	8	100.00 %
Total Responses	8	100 %

Table 3 Importance of Specific SLOs - Identify beliefs, attitudes, and habits that may enhance or inhibit success

Very important	8	100.00 %
Total Responses	8	100 %

Other SLOs

Counseling Faculty

Question: Are there other skills or learning outcomes that you think are important for individuals completing this counseling course?

Identify and utilize community, Internet, and other resources.

Skills in time management, study habits, notetaking, decision making and educational planning are important for a student to know when completing this course.

Assessment Methods Count/Percent

Counseling Faculty

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Participation		
Frequently	2	100.00 %
Total Responses	2	100 %
Table 4 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)		
Frequently	2	100.00 %
Total Responses	2	100 %
Table 4 Methods Used for Assessing Student Learning Outcomes - Essay tests		
Frequently	2	100.00 %
Total Responses	2	100 %
Table 4 Methods Used for Assessing Student Learning Outcomes - Case studies		
Frequently	1	50.00 %
Rarely	1	50.00 %
Total Responses	2	100 %
Table 4 Methods Used for Assessing Student Learning Outcomes - Individual projects		
Frequently	2	100.00 %
Total Responses	2	100 %
Table 4 Methods Used for Assessing Student Learning Outcomes - Group projects		
Frequently	1	50.00 %
Sometimes	1	50.00 %
Total Responses	2	100 %
Table 4 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life		
Frequently	2	100.00 %
Total Responses	2	100 %
Table 4 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities		
Frequently	2	100.00 %
Total Responses	2	100 %

Assessment Methods Count/Percent

Counseling Faculty

	Count	Percent
--	-------	---------

**Table 4 Methods Used for Assessing Student Learning Outcomes -
Completion of education plans**

Frequently	2	100.00 %
Total Responses	2	100 %

**Table 4 Methods Used for Assessing Student Learning Outcomes -
Portfolios**

Frequently	2	100.00 %
Total Responses	2	100 %

Other Counseling Courses Comments

Counseling Faculty

Question: Are there other Counseling courses that you would like Coastline to offer?

Develop a course to assist students to be successful in DL and on-line modes.

Career Planning

Perhaps Stress Management

I am hopeful to add a class to provide DL skills for students, and the class should be interdisciplinary, or can be taught by various instructors including counseling faculty.

distance learning career planning course

Career Courses.

Orientation Courses.

Counseling Resources Count/Percent

Counseling Faculty

	Count	Percent
Are you satisfied with availability of counseling resources at Coastline that you need to perform your job?		
Very satisfied	1	11.11 %
Somewhat satisfied	6	66.67 %
Somewhat unsatisfied	1	11.11 %
Don't know or n/a	1	11.11 %
Total Responses	9	100 %

Counseling Resources Comments

Counseling Faculty

Question: If you said that you are not satisfied with the availability of counseling resources that you need, please explain your concerns.

counselors need more clerical support especially in the articulation area, computerized appointment system needs to be implemented, office space is inadequate to provide services at FV College Center. One additional office is needed for adjunct counseling and military counseling.

Prof. Dev., Deliv. Mode, Scheduling Count/Percent Counseling Faculty

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
CCC General Faculty Meeting	9	12.00 %
Discipline-related workshops	9	12.00 %
Technology-related workshops	6	8.00 %
Other workshops	9	12.00 %
Membership in professional associations	9	12.00 %
Professional conferences	9	12.00 %
Graduate classes/program	3	4.00 %
Other classes	3	4.00 %
Professional training	6	8.00 %
Discipline-related reading	7	9.33 %
Technology-related reading	5	6.67 %
Total Responses	75	100 %

Table 5 Scheduling or Delivery Mode Preferences - Full-semester classroom-based courses

Very Interested	7	77.78 %
Somewhat Interested	1	11.11 %
Not Interested	1	11.11 %
Total Responses	9	100 %

Table 5 Scheduling or Delivery Mode Preferences - Weekend college classroom-based courses

Very Interested	3	42.86 %
Less Interested	2	28.57 %
Not Interested	2	28.57 %
Total Responses	7	100 %

Table 5 Scheduling or Delivery Mode Preferences - Telecourse

Very Interested	6	66.67 %
Somewhat Interested	2	22.22 %
Not Interested	1	11.11 %
Total Responses	9	100 %

Table 5 Scheduling or Delivery Mode Preferences - WWW/Internet class

Very Interested	5	62.50 %
Somewhat Interested	1	12.50 %
Less Interested	1	12.50 %

Prof. Dev., Deliv. Mode, Scheduling Count/Percent Counseling Faculty

Count Percent

Table 5 Scheduling or Delivery Mode Preferences - WWW/Internet class

Not Interested	1	12.50 %
Total Responses	8	100 %

Table 5 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction

Very Interested	5	55.56 %
Somewhat Interested	2	22.22 %
Less Interested	1	11.11 %
Not Interested	1	11.11 %
Total Responses	9	100 %

Table 6 Counseling Services - Availability of counselors to see students

Very satisfied	5	55.56 %
Satisfied	2	22.22 %
Dissatisfied	2	22.22 %
Total Responses	9	100 %

Table 6 Counseling Services - Quality of physical facilities to provide counseling services

Very satisfied	1	11.11 %
Satisfied	5	55.56 %
Dissatisfied	3	33.33 %
Total Responses	9	100 %

Table 6 Counseling Services - Adequacy of support and services provided by counseling clerical/support staff

Very satisfied	4	44.44 %
Satisfied	3	33.33 %
Dissatisfied	2	22.22 %
Total Responses	9	100 %

Table 6 Counseling Services - Extent to which counseling services fulfill mandates of matriculation

Very satisfied	3	33.33 %
Satisfied	5	55.56 %
Dissatisfied	1	11.11 %
Total Responses	9	100 %

Prof. Dev., Deliv. Mode, Scheduling Count/Percent Counseling Faculty

Count Percent

Table 6 Counseling Services - Articulation of majors with four-year universities

Satisfied	8	88.89 %
Dissatisfied	1	11.11 %
Total Responses	9	100 %

Table 6 Counseling Services - Adequacy of services provided by Coastline's Transfer Center

Very satisfied	3	33.33 %
Satisfied	5	55.56 %
Dissatisfied	1	11.11 %
Total Responses	9	100 %

Table 6 Counseling Services - Availability of Coastline courses needed to meet occupational certificate requirements

Very satisfied	1	11.11 %
Satisfied	5	55.56 %
Dissatisfied	3	33.33 %
Total Responses	9	100 %

Table 6 Counseling Services - Availability of Coastline courses needed to meet A.A. degree requirements

Very satisfied	2	22.22 %
Satisfied	5	55.56 %
Dissatisfied	2	22.22 %
Total Responses	9	100 %

Table 6 Counseling Services - Availability of Coastline courses to meet CSU transfer requirements

Very satisfied	2	22.22 %
Satisfied	6	66.67 %
Dissatisfied	1	11.11 %
Total Responses	9	100 %

Table 6 Counseling Services - Availability of Coastline courses to prepare students for their major

Satisfied	4	44.44 %
Dissatisfied	3	33.33 %
Very dissatisfied	2	22.22 %
Total Responses	9	100 %

Prof. Dev., Deliv. Mode, Scheduling Count/Percent Counseling Faculty

	Count	Percent
--	-------	---------

**Table 6 Counseling Services - Availability of Coastline distance
learning course offerings**

Very satisfied	4	44.44 %
Satisfied	4	44.44 %
Dissatisfied	1	11.11 %
Total Responses	9	100 %

Counseling Services Comments

Counseling Faculty

Question: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above counseling services, please explain your concerns.

Need d.I. speech course.

Office space is inadequate at FV College Center. Occupational certificates often do not have courses available to allow students to complete a certificate, AA and CSU transfer courses are often only available in d.I. mode and students that do not do well in this type of course have to be referred elsewhere, Coastline lacks major prerequisites in most majors which again forces students to seek classes elsewhere and hinders articulation efforts.

Counseling is down one support staff.

Counselors need more counseling offices at college center, that is where the majority of counseling is done. That is where students want to go for counseling.

There are not enough variety of courses offered for students majors. Also, many are not offered in a variety learning styles, such as distance learning and in the classroom.

Therefore, the student must go to another institution or our sister college for many of their major prep. This causes a loss of students to other community colleges and a loss of transfer rates because of how these rates are measured and tracked.

We could use additional support services. The staff we have is great, but we could use more support. We need more counselors and we need more offices.

There are not enough courses offered to meet certificate requirements.

There are not enough courses for students to prepare for their major. University major articulation cannot be done without the courses to articulate.

Importance of Services Count/Percent

Counseling Faculty

Count Percent

Table 7 Importance of Services - Orientation to Coastline College prior to registration

Very important	7	77.78 %
Important	2	22.22 %
Total Responses	9	100 %

Table 7 Importance of Services - Academic advising (selecting classes)

Very important	9	100.00 %
Total Responses	9	100 %

Table 7 Importance of Services - Coastline graduation requirement assistance

Very important	8	88.89 %
Important	1	11.11 %
Total Responses	9	100 %

Table 7 Importance of Services - Assistance understanding transfer requirements to universities

Very important	9	100.00 %
Total Responses	9	100 %

Table 7 Importance of Services - Career planning assistance (selecting a major/career)

Very important	9	100.00 %
Total Responses	9	100 %

Table 7 Importance of Services - Referrals to other Coastline College services and programs

Very important	8	88.89 %
Important	1	11.11 %
Total Responses	9	100 %

Table 7 Importance of Services - Referrals to employment services

Very important	2	22.22 %
Important	6	66.67 %
Less important	1	11.11 %
Total Responses	9	100 %

Importance of Services Count/Percent Counseling Faculty

	Count	Percent
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Table 7 Importance of Services - Referrals to financial aid assistance

Very important	8	88.89 %
Important	1	11.11 %
Total Responses		9
		100 %

**Table 7 Importance of Services - Assistance with decision making,
values clarification, or building self-esteem**

Very important	8	88.89 %
Important	1	11.11 %
Total Responses		9
		100 %

Services and Comments/Recommendations

Counseling Faculty

Question: Are there other counseling services that you believe are important to helping students achieve their educational goals?

Referrals to outside resources and introduction to Internet research and utilization of links.

tutoring services in all general education areas

Counseling assistance to special programs unique to Coastline, such as week end college, STAR or our partnership with CSUDH in the Applied Studies program.

Question: Do you have any other comments or recommendations for the counseling program at Coastline College?

It is great to see four counseling courses offered for the spring semester of 2005. Could this be the norm for every semester?

Great program! Recommend continuing publicity and further development of distance counseling services and enhancement of website counseling information.

Continue to advocate for replacing full time counselor positions that are now vacant in order to provide comprehensive counseling services to students. Coastline counselors are to be commended for offering the level of personal service that they do with one of the smallest counseling departments in the state of CA.

All counselors should be housed at college center. It is more convenient for students. To have counselors, Fin. Aid, and Transfer Center. And all other services in the same place. Such as admissions, bookstore. Student Success Center. That way students can complete the matriculation process all at one time and place. Instead of having to drive around three cities to complete this task. In order to get into college.

complete all that students need to do in order to get into college.

The institution needs to be committed to hiring full-time positions to replace the full time positions that were lost. Already a couple of positions went into the general fund and not replaced. There also needs to be a commitment by the college regarding transfer and to be included into the mission of the college.

We have a great staff. But we have to "spin so many plates" that it's exhausting. If we had more counselors we'd have more time to come up with creative new ways of serving students. As it is, there's hardly a free moment.

Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 1 General Satisfaction - Variety of classes in the program

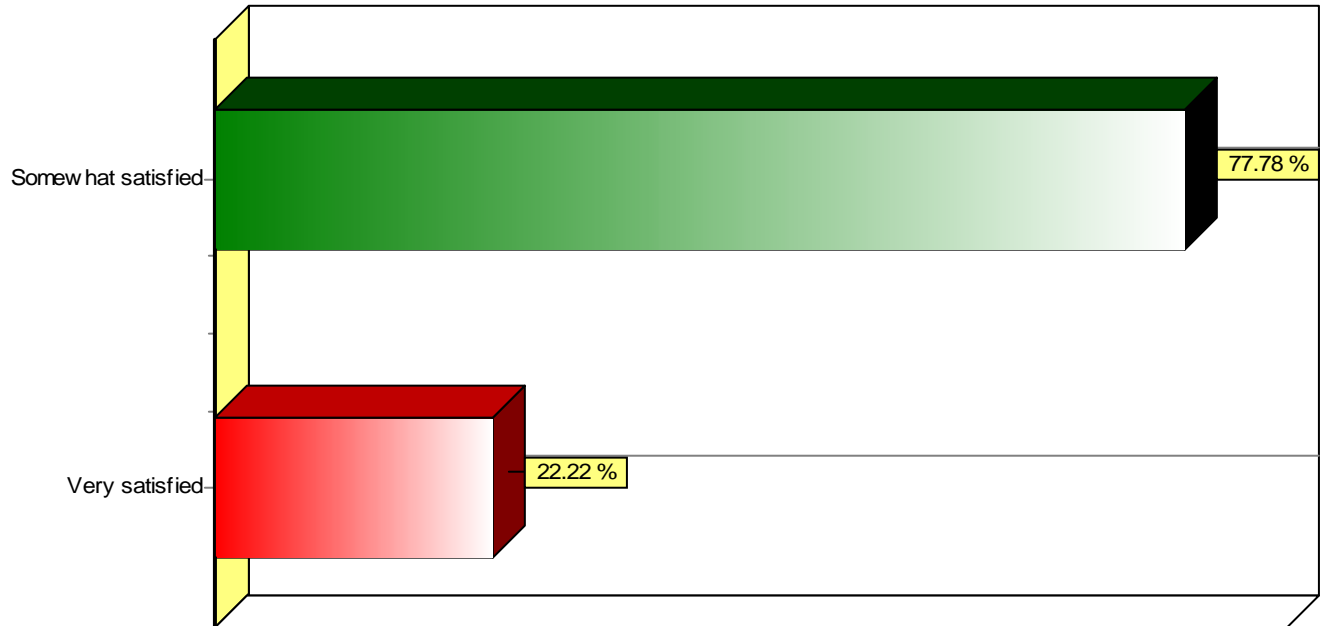
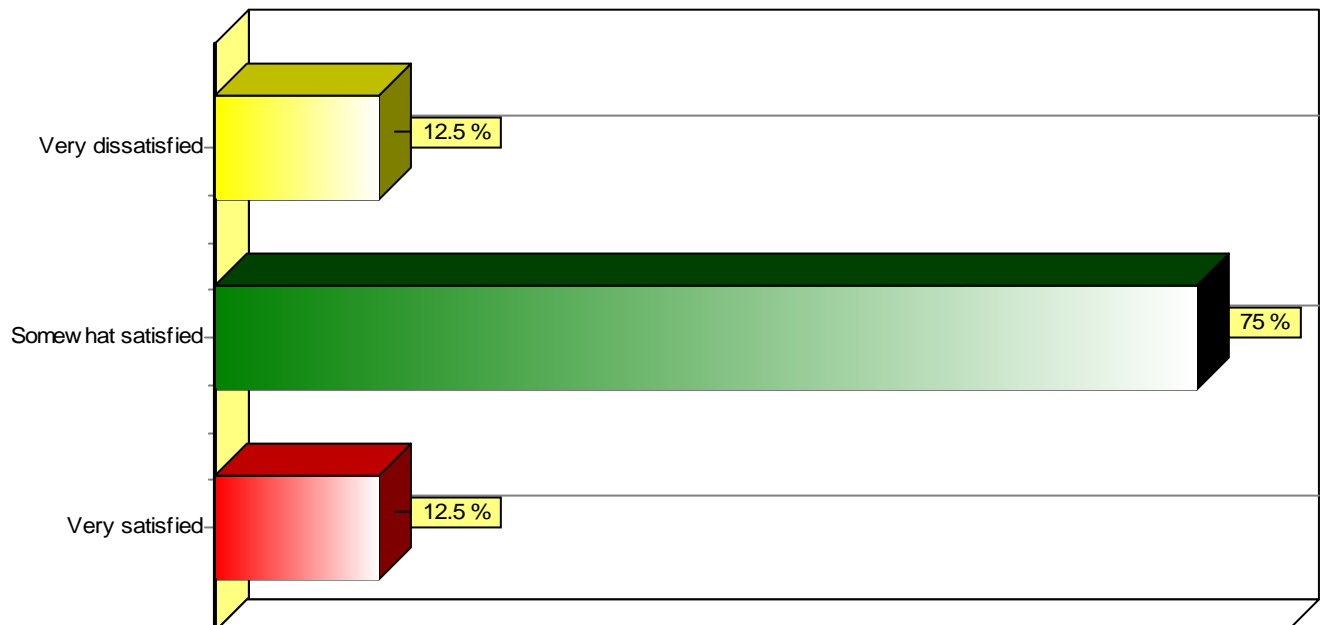


Table 1 General Satisfaction - Number of courses offered each semester



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 1 General Satisfaction - Adequacy of instructional facilities

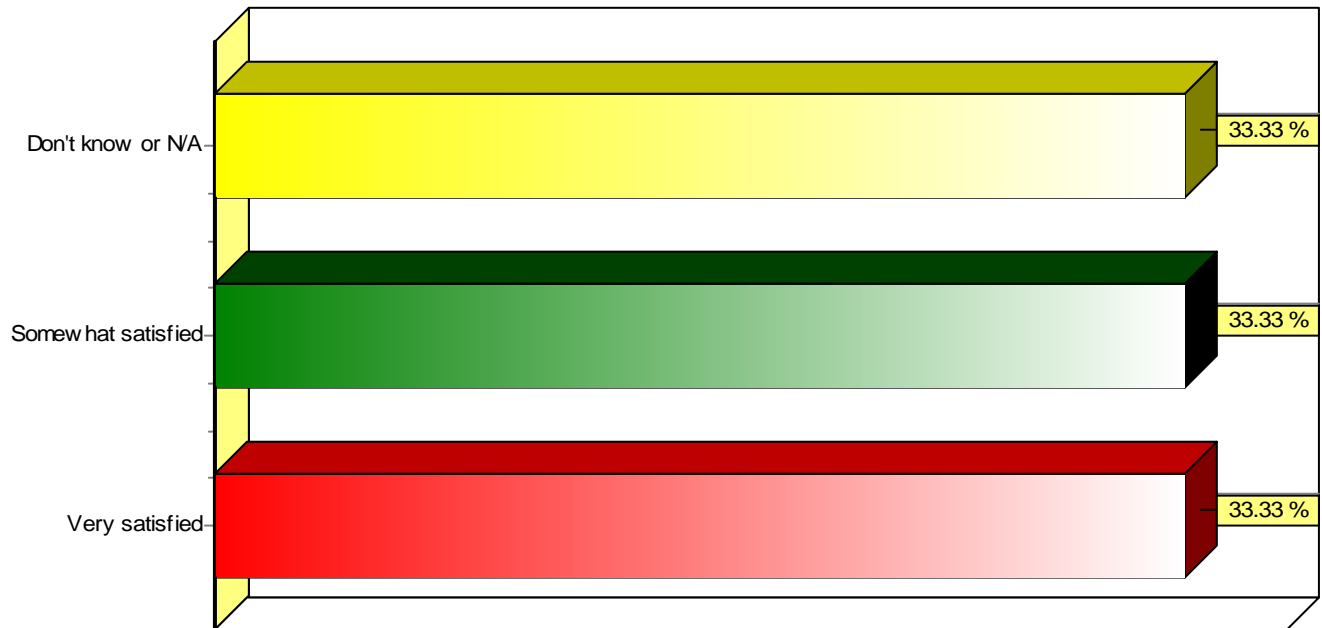
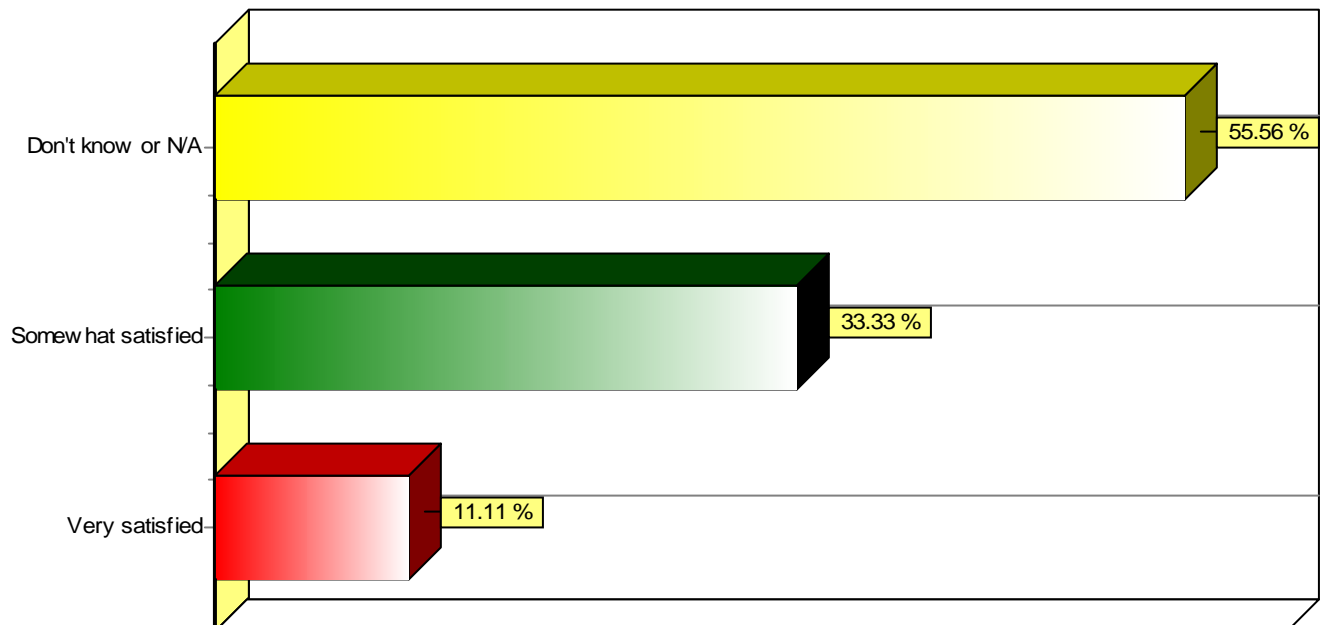


Table 1 General Satisfaction - Quality of specialized equipment



Gen. Satisfaction, DL, SLOs Bar Graphs Counseling Faculty

Table 1 General Satisfaction - Quality of general instructional equipment

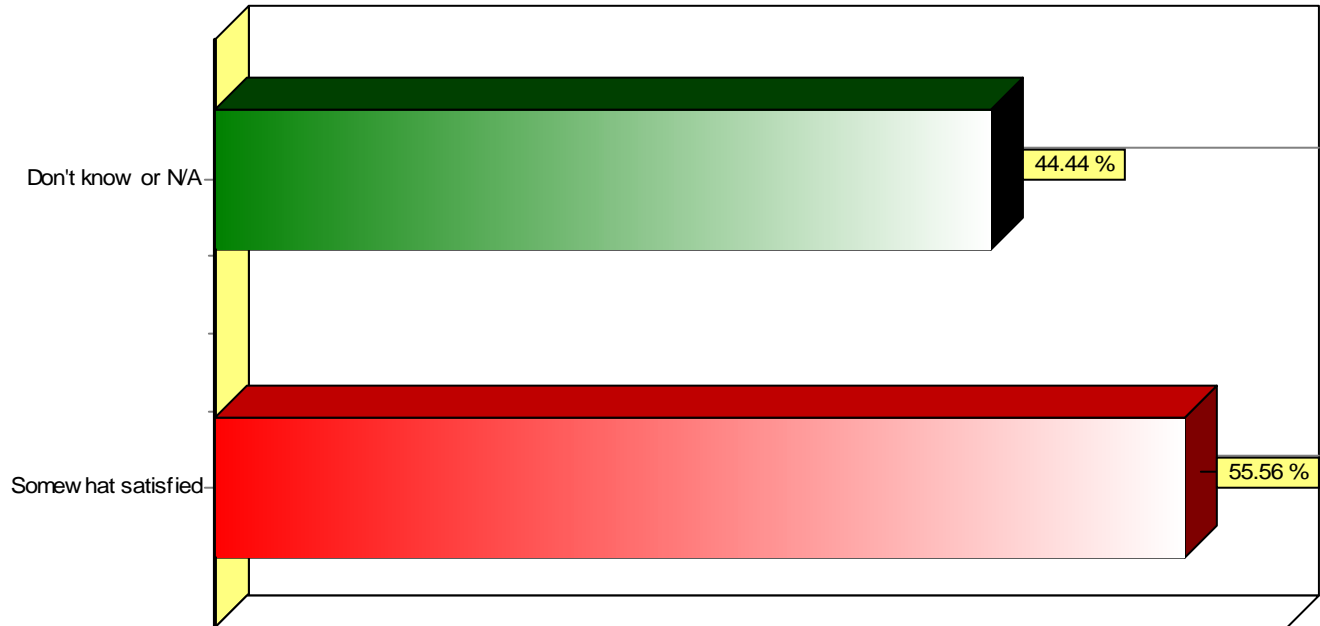
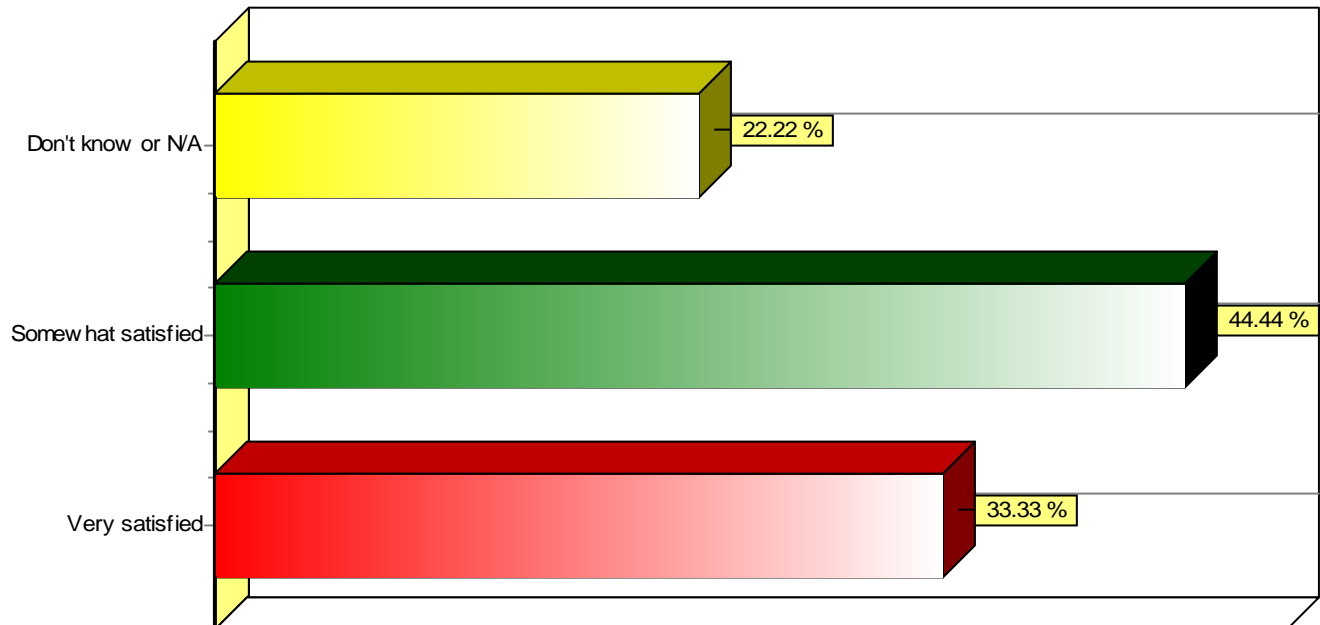


Table 1 General Satisfaction - Staff support for the program and classes in general



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 1 General Satisfaction - Program support by personnel at the Fountain Valley Counseling Office

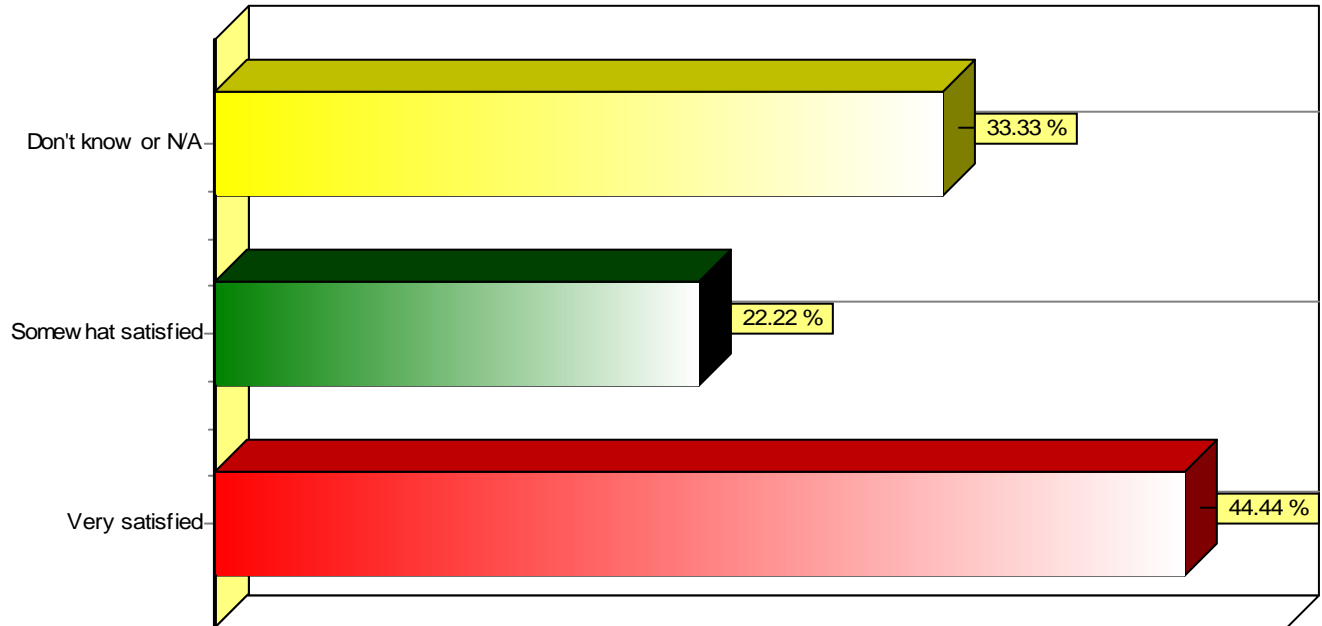
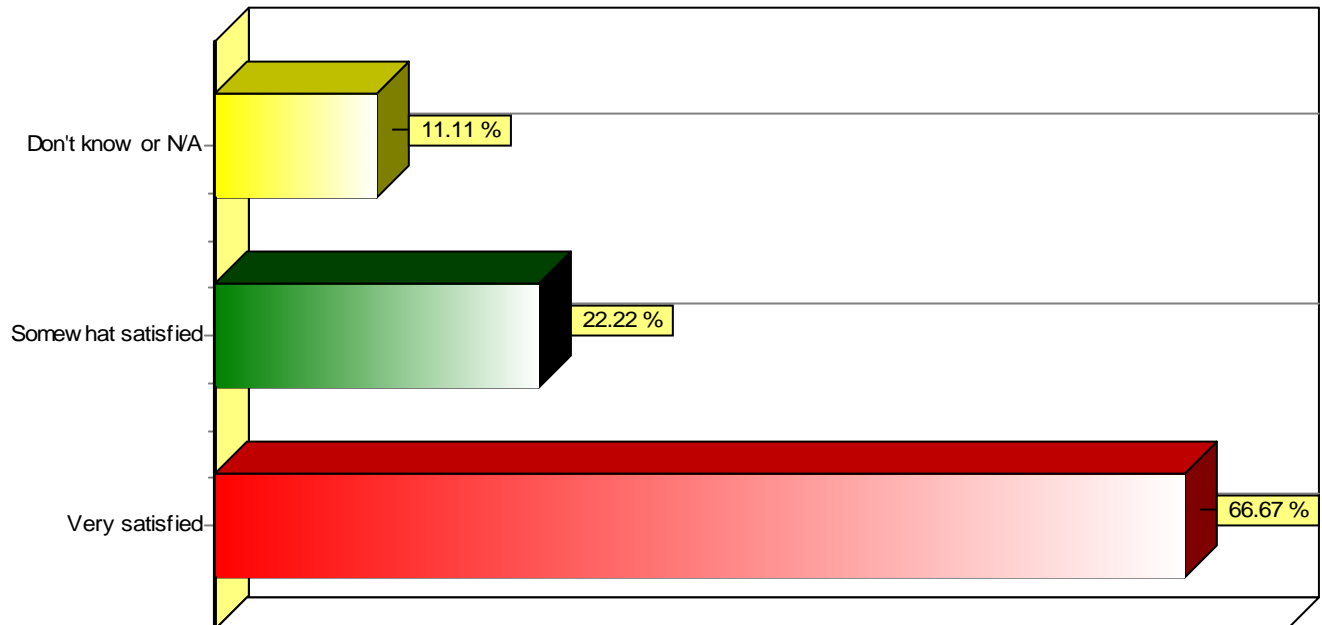


Table 1 General Satisfaction - Support/services by personnel in Registration (Admissions Office)



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 1 General Satisfaction - Support/management by the Department Chair

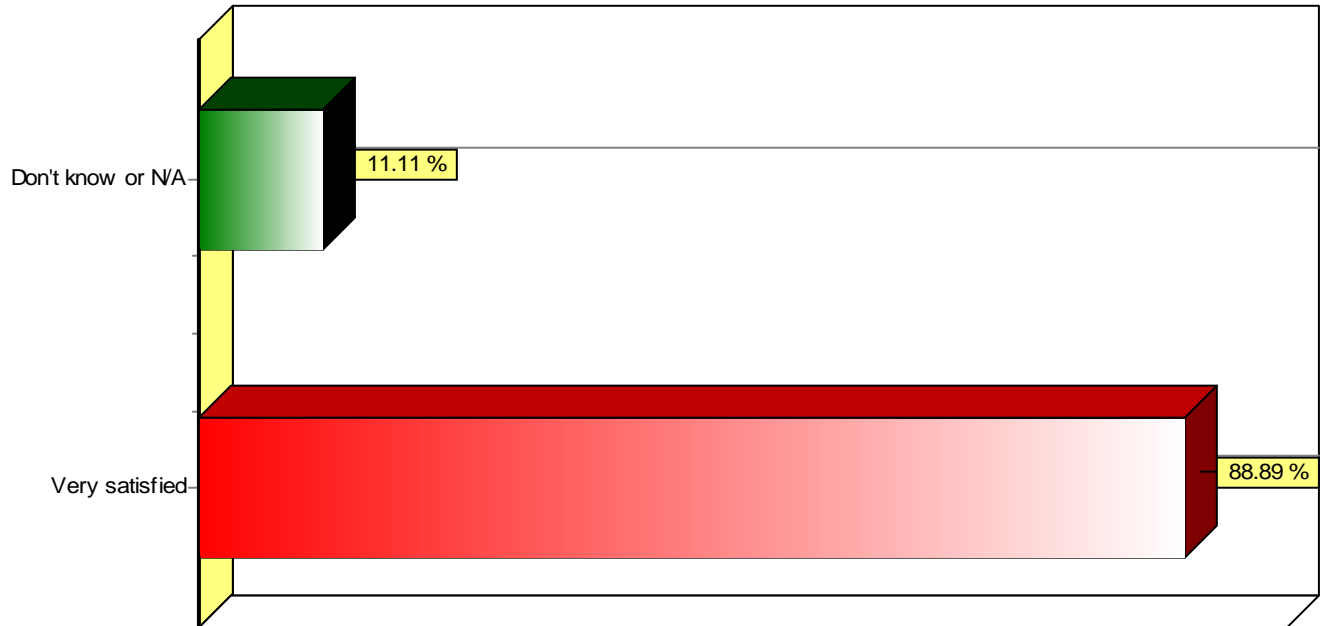
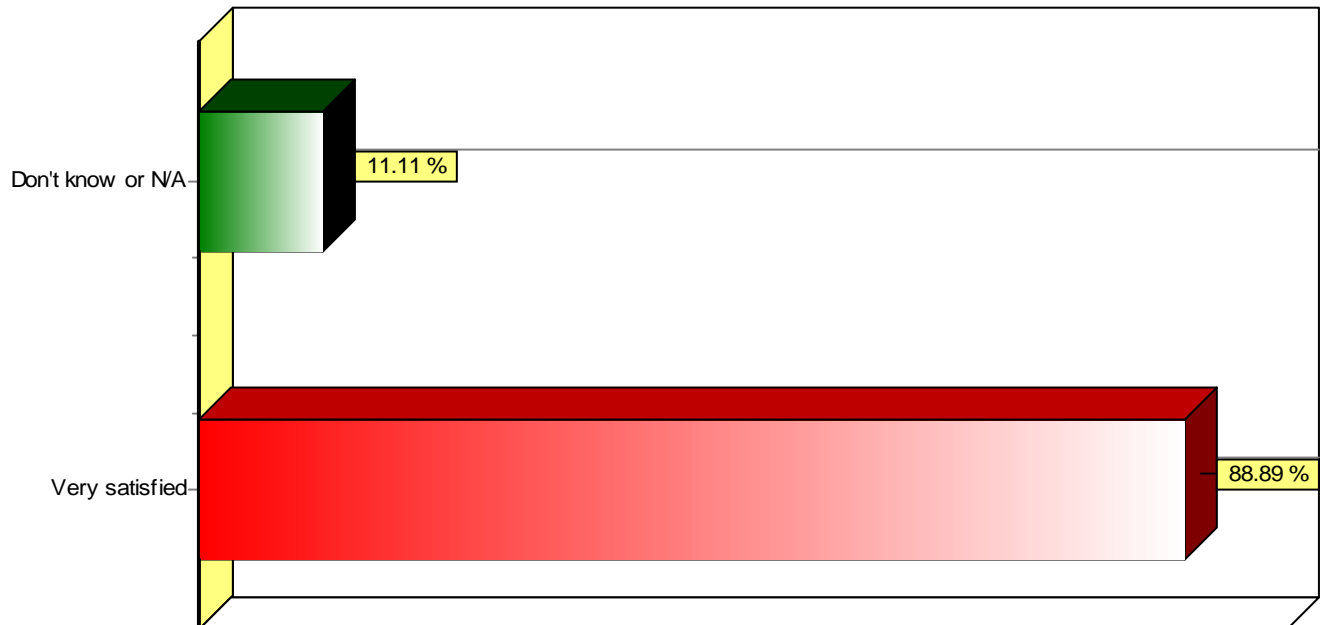


Table 1 General Satisfaction - Support/management by the acting Division Dean



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 1 General Satisfaction - Support/management by the Distance Learning Dean

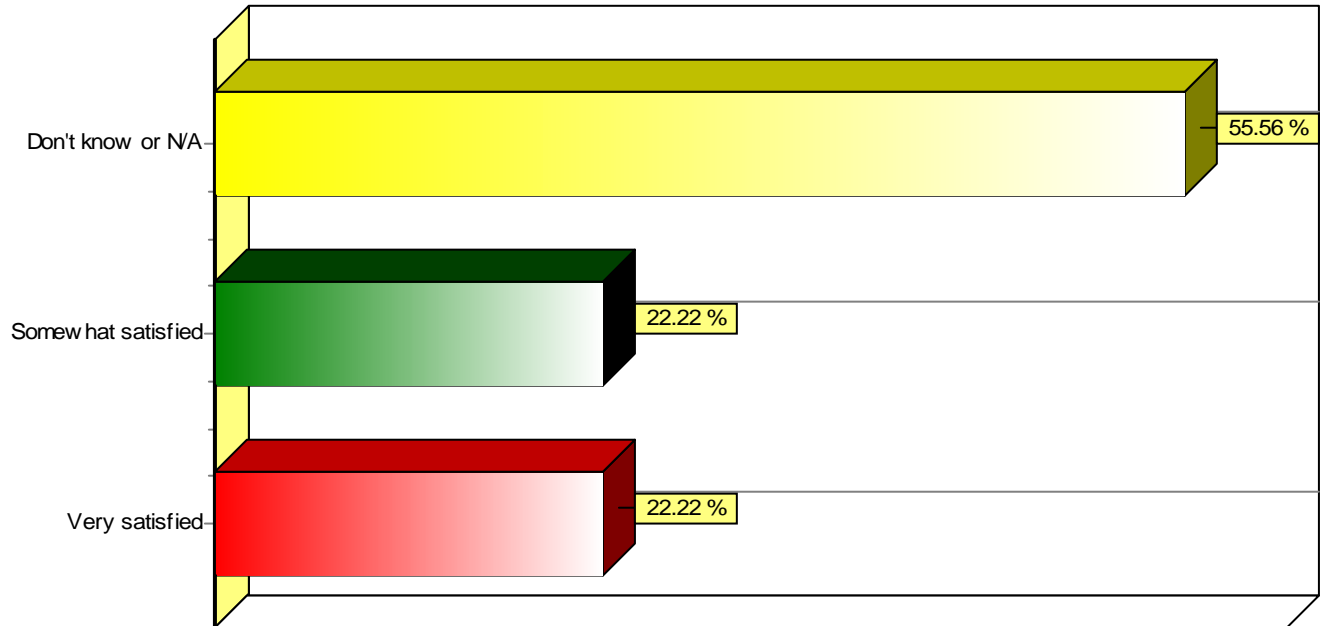
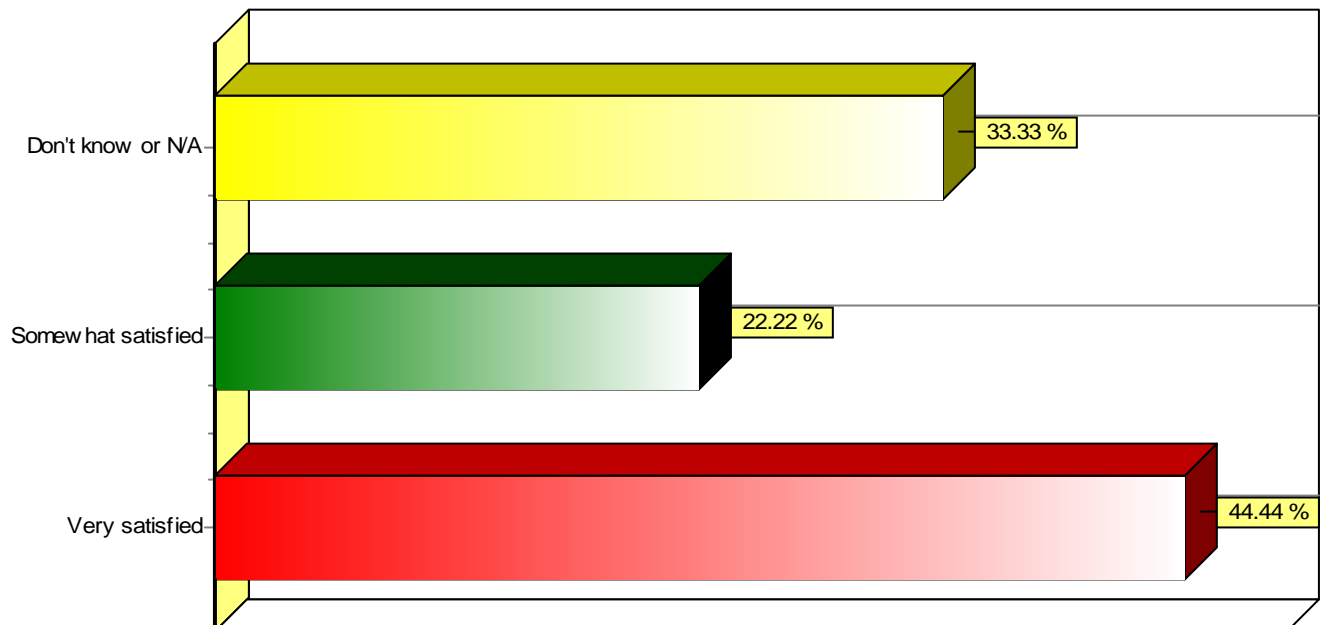


Table 1 General Satisfaction - Support/services from other college offices



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

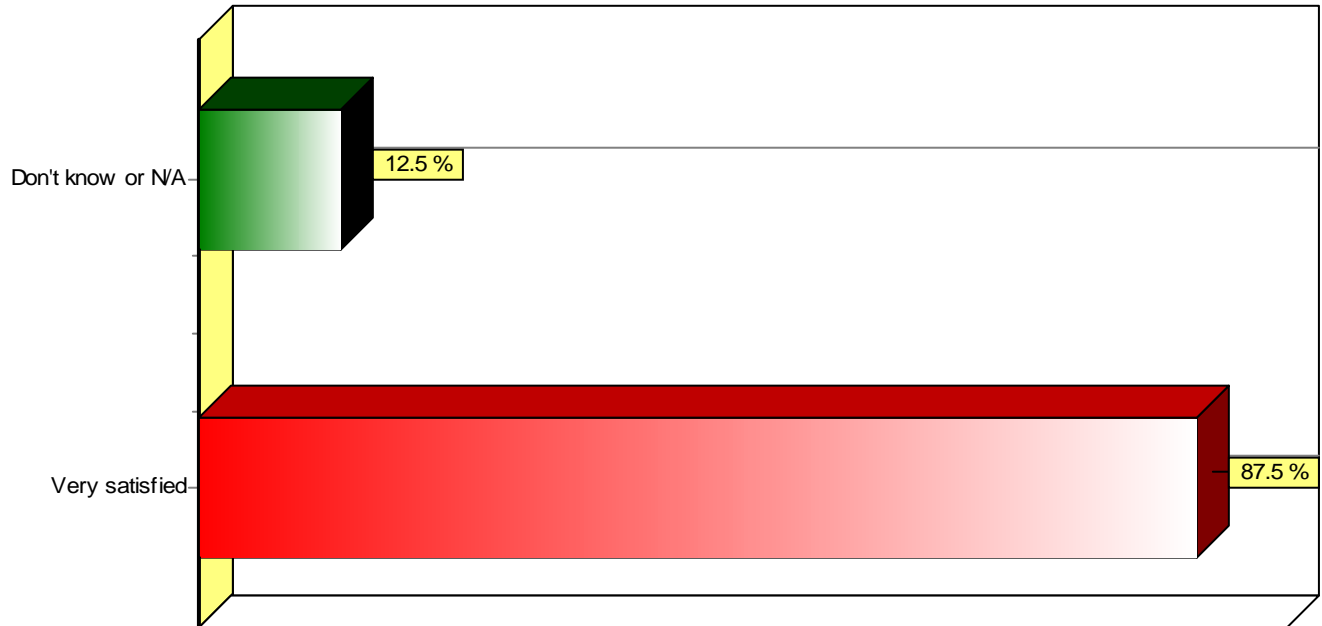
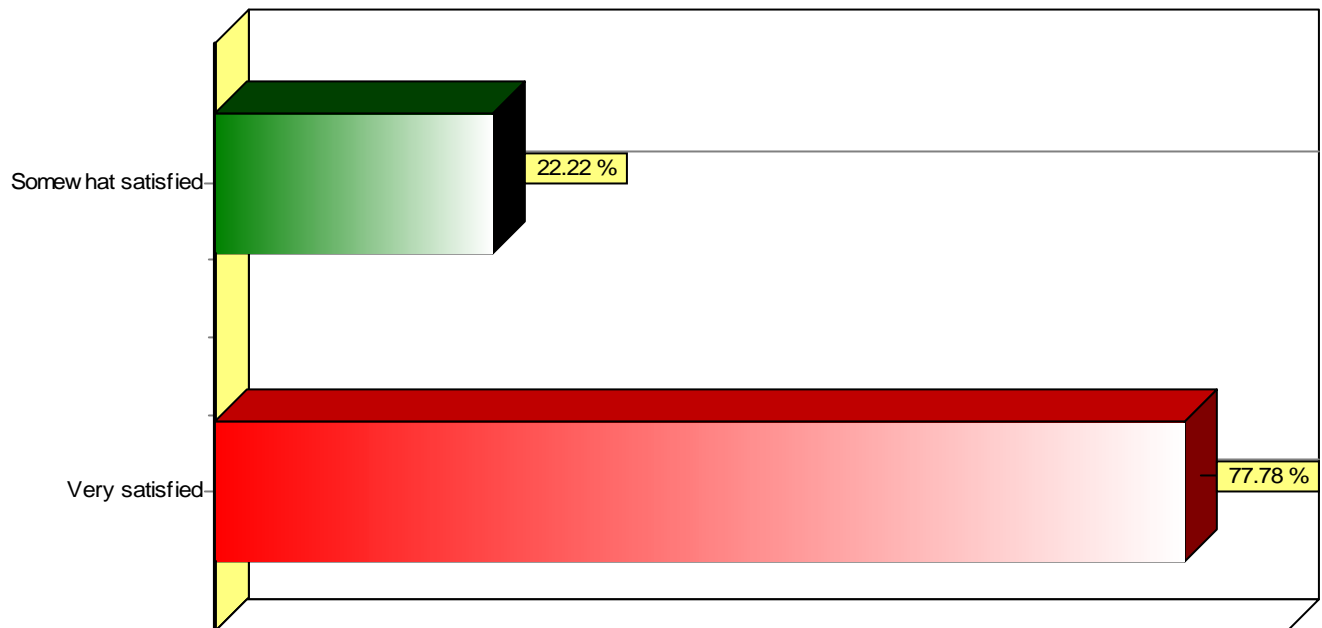


Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 1 General Satisfaction - Overall quality of the class

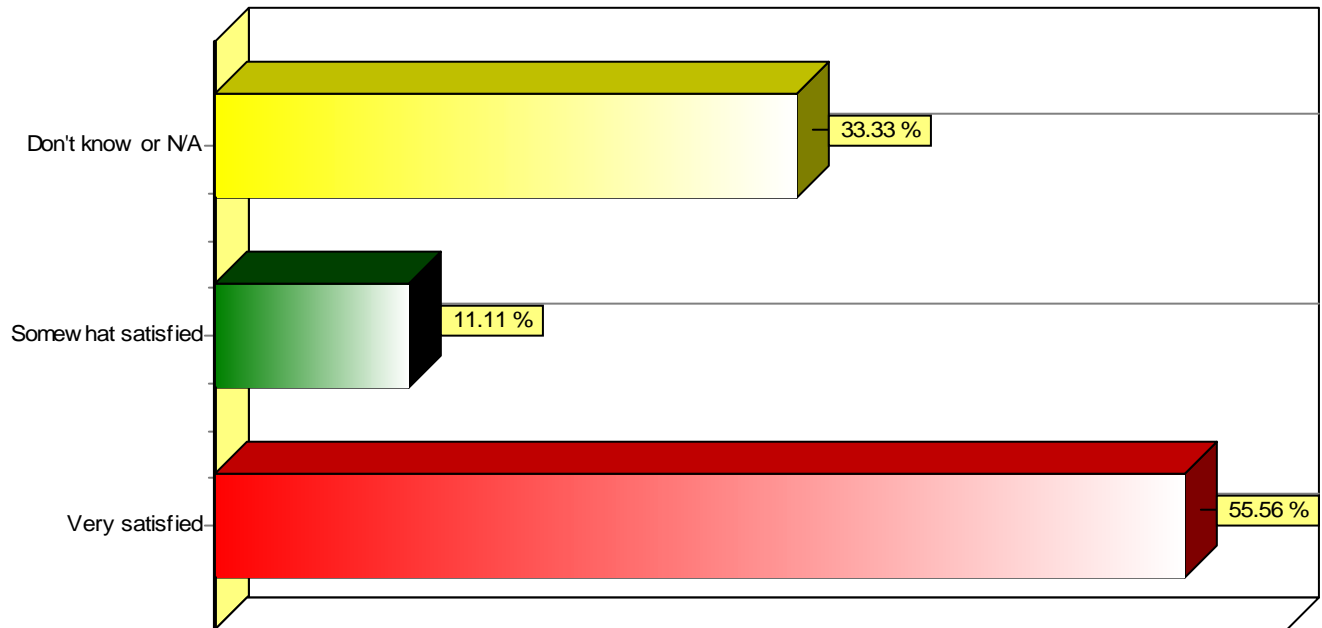
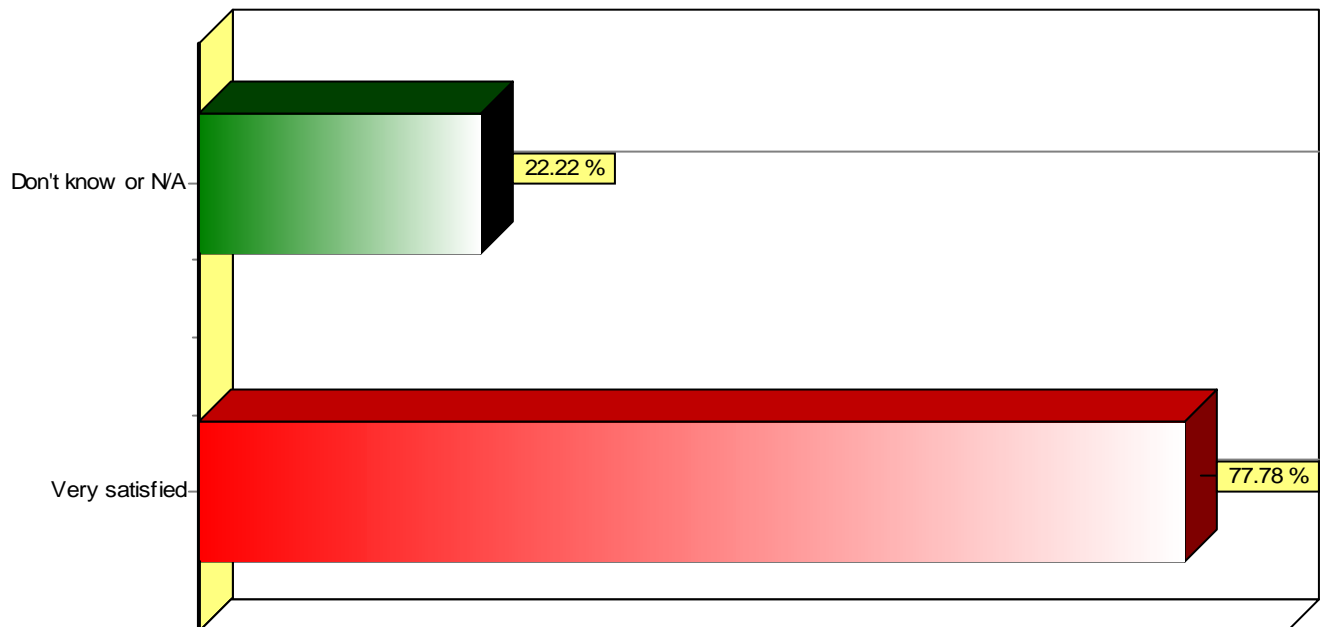


Table 1 General Satisfaction - Your own success teaching or counseling in the program



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 2 Distance Learning - The caliber of the distance learning Counseling course at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

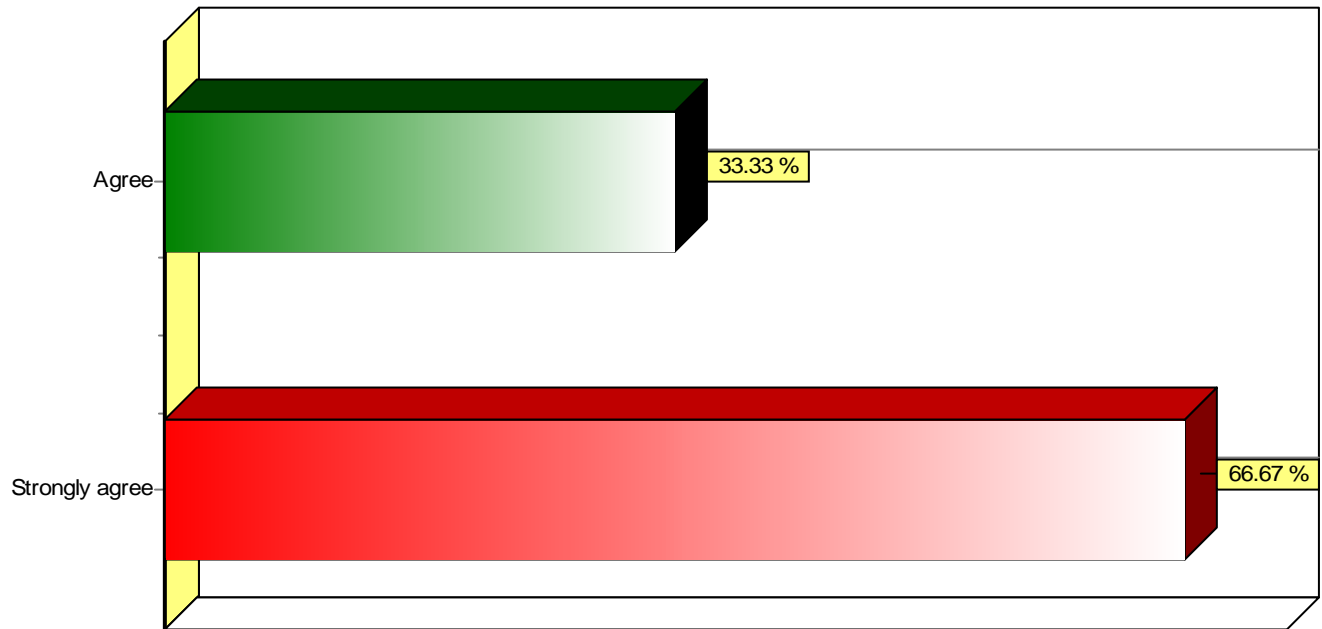
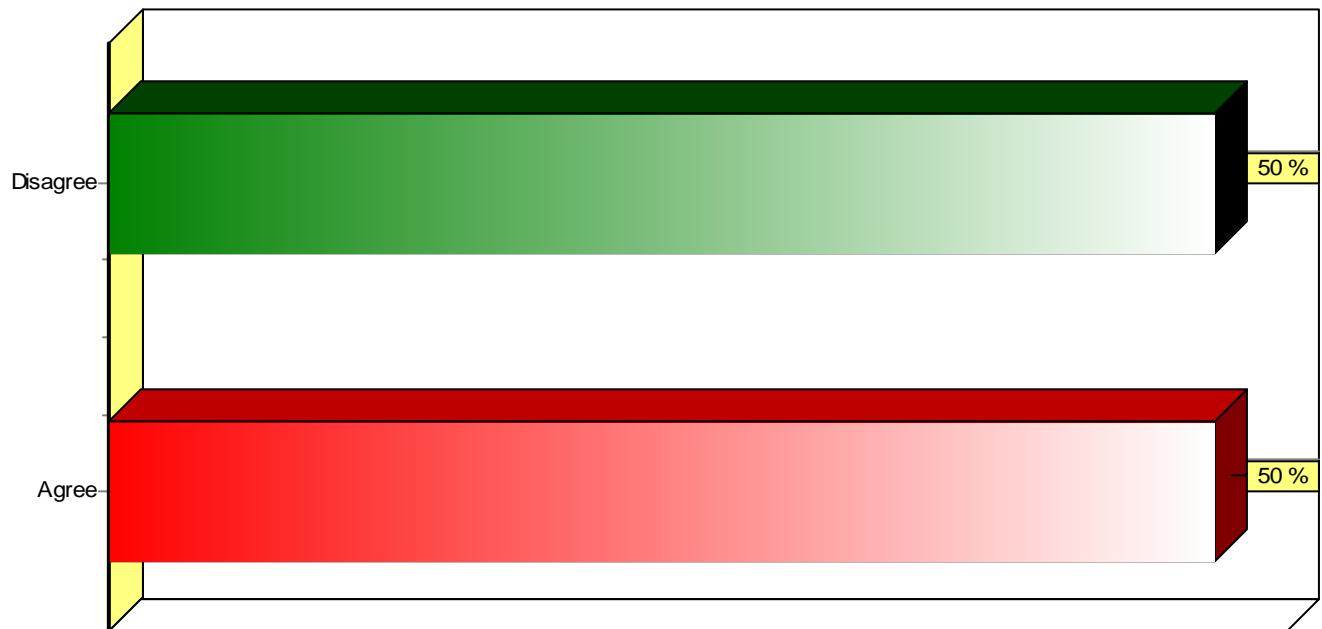


Table 2 Distance Learning - I have as much or more interaction with students in my distance learning Counseling courses as I do with students in classroom-based courses.



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning Counseling course.

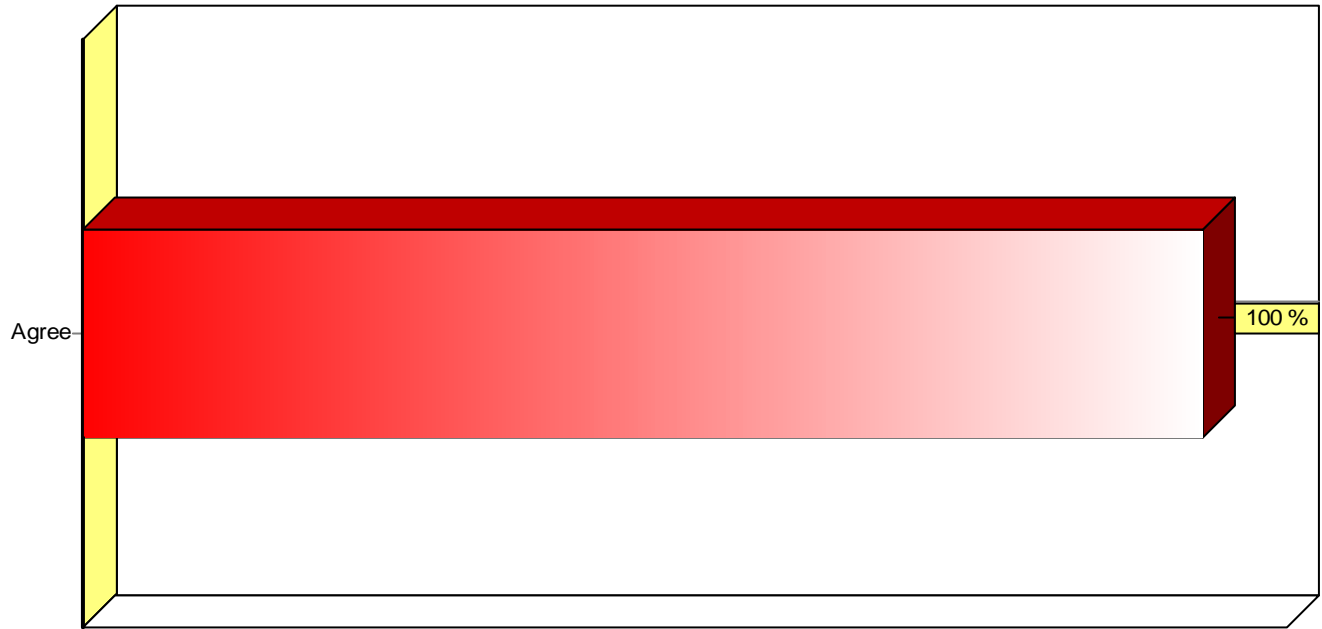
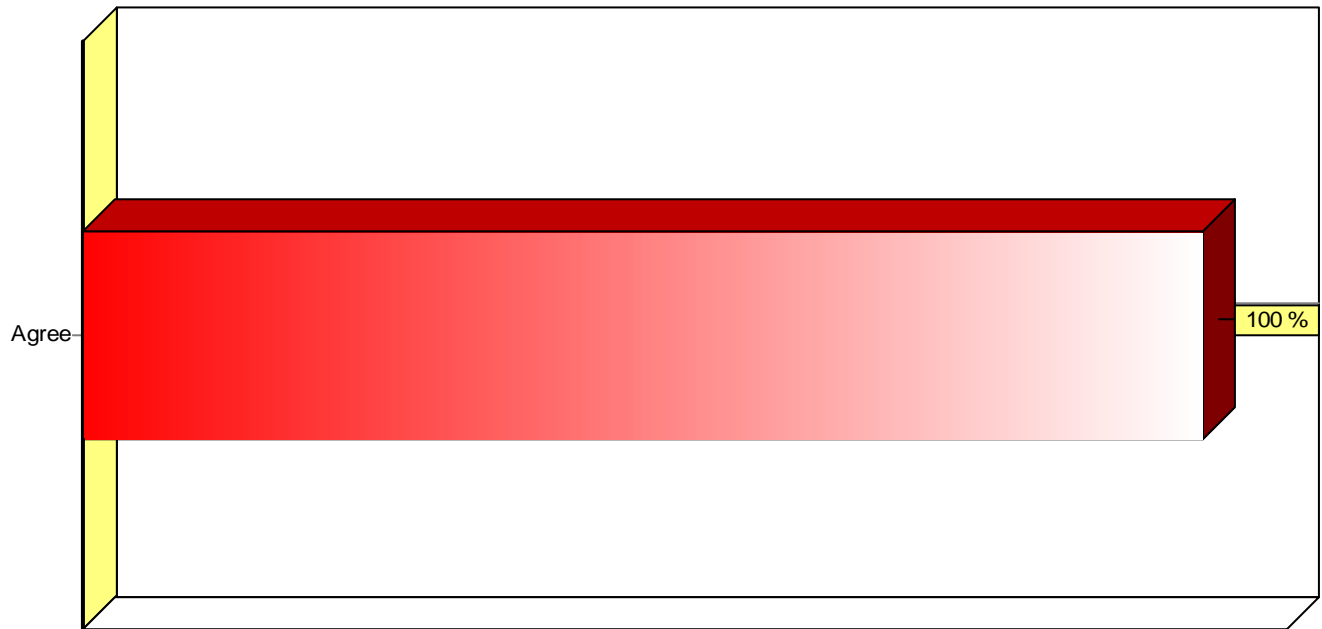


Table 2 Distance Learning - The technology used to deliver my distance learning Counseling course has been reliable.



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 2 Distance Learning - The support I receive from the Distance Learning Department meets my needs.

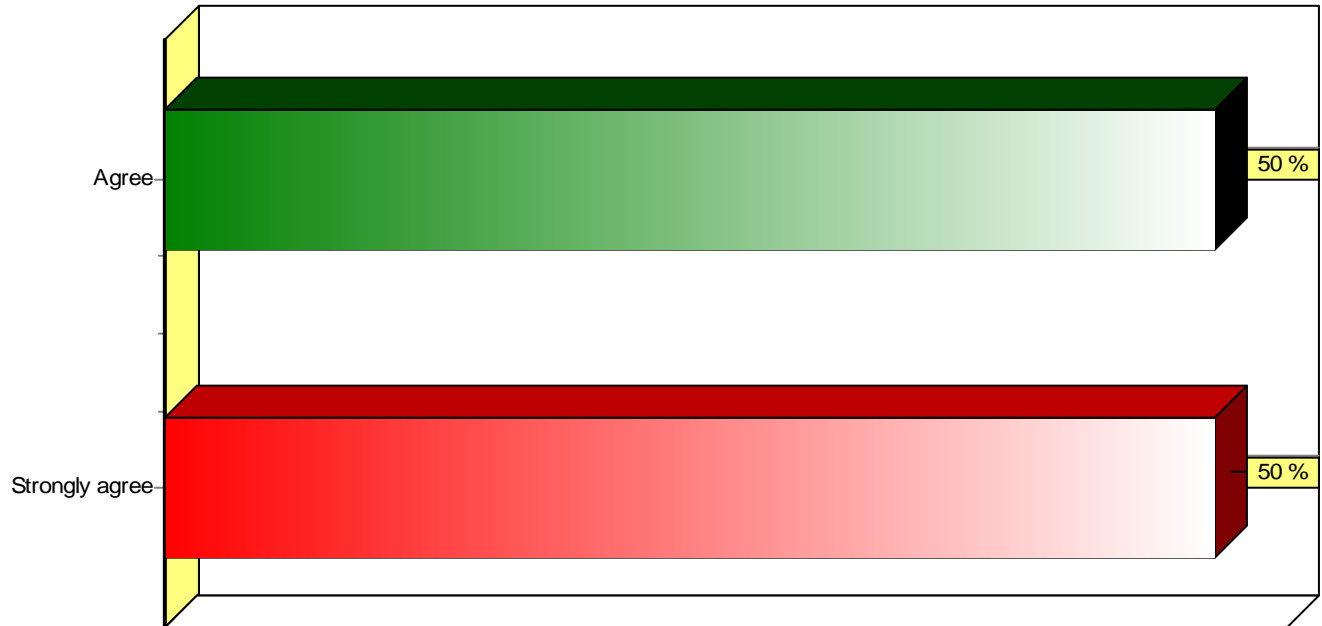
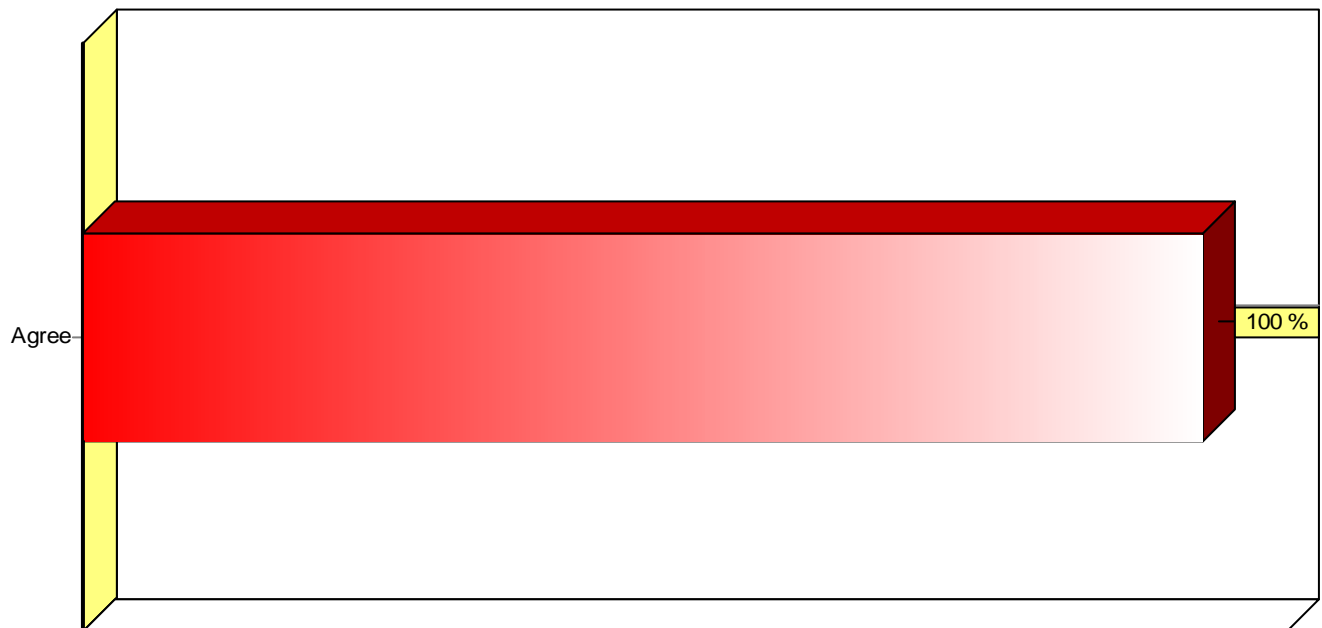


Table 2 Distance Learning - The available counseling resources at Coastline meet my needs for performing my job.



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 3 Importance of Specific SLOs - Define social, psychological, and physiological issues that impact educational, career, and life decisions

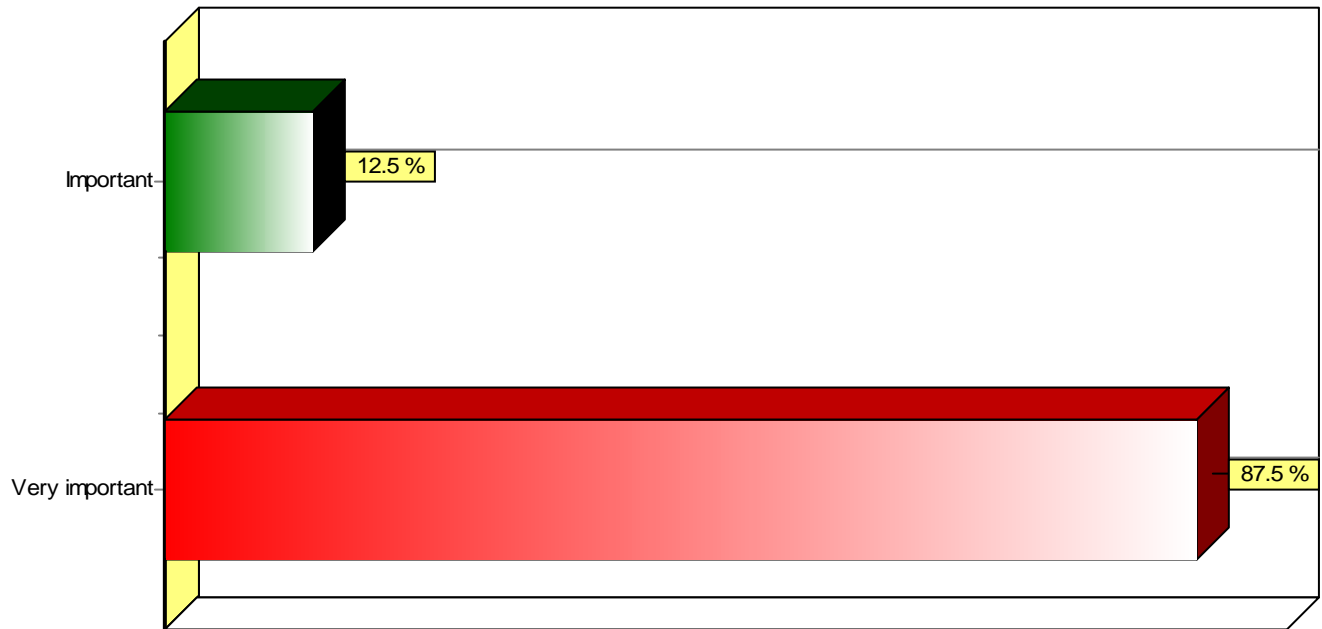
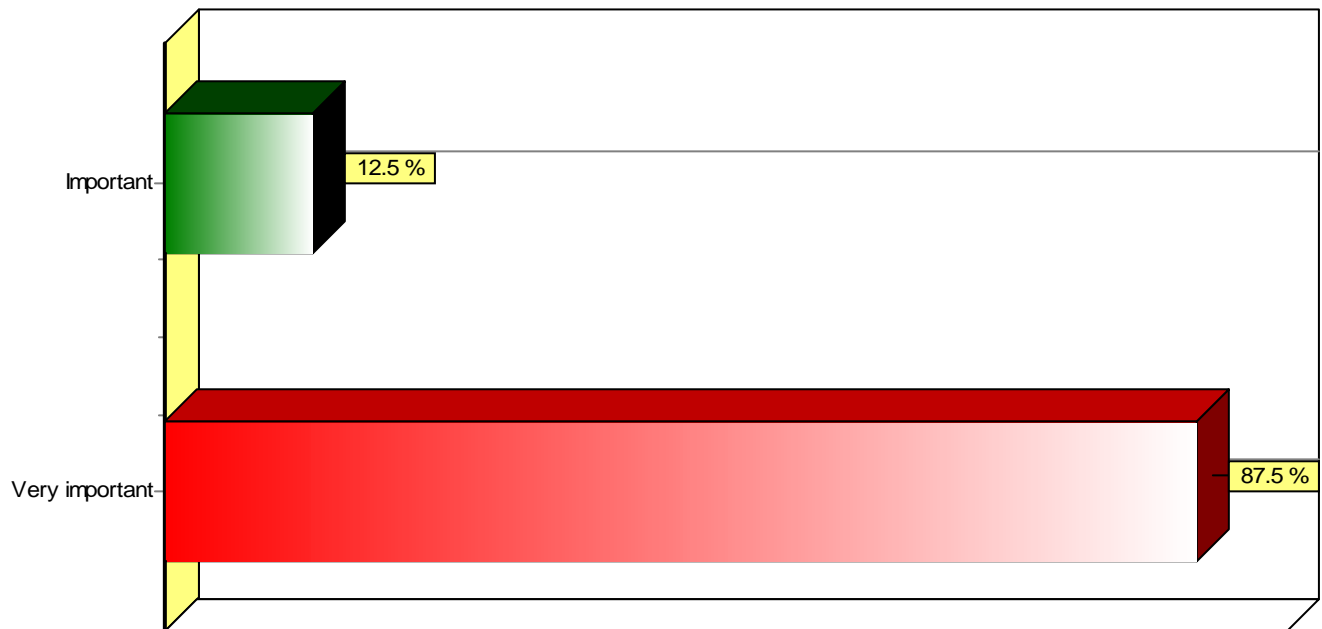


Table 3 Importance of Specific SLOs - Compare and explain the role, function, and structure of higher education



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 3 Importance of Specific SLOs - Locate and utilize college resources, services, and programs

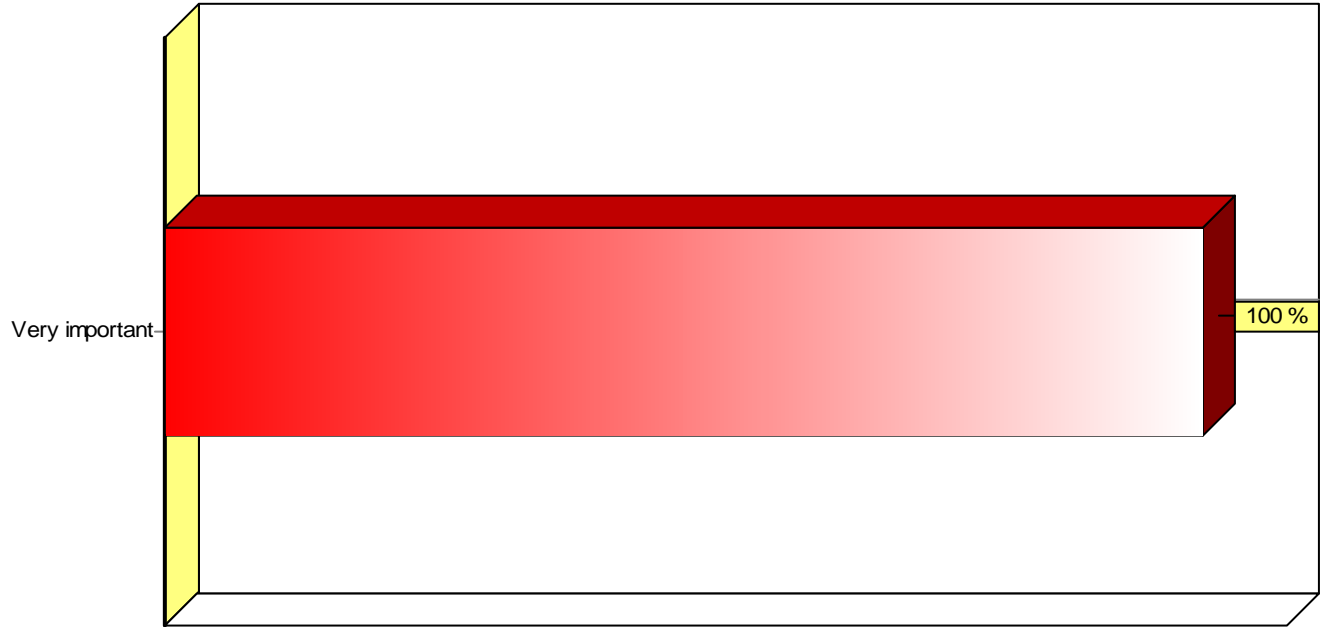
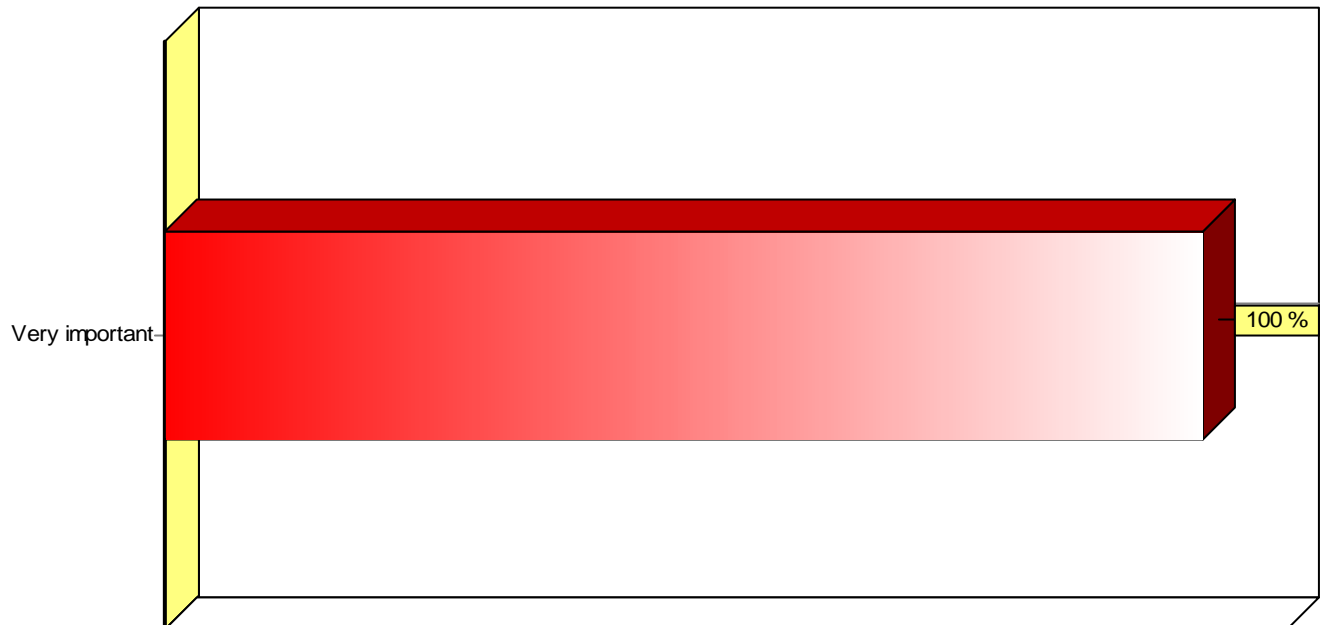


Table 3 Importance of Specific SLOs - Identify and analyze the implications of different learning styles



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 3 Importance of Specific SLOs - Explain and demonstrate effective learning strategies

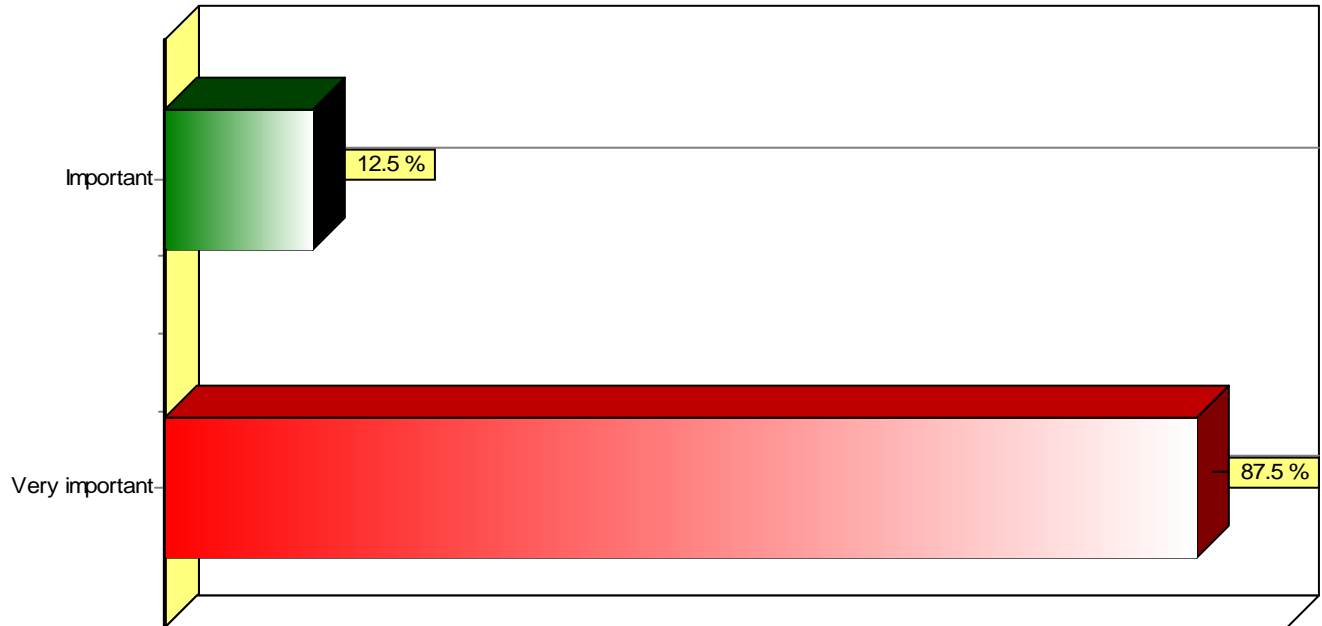
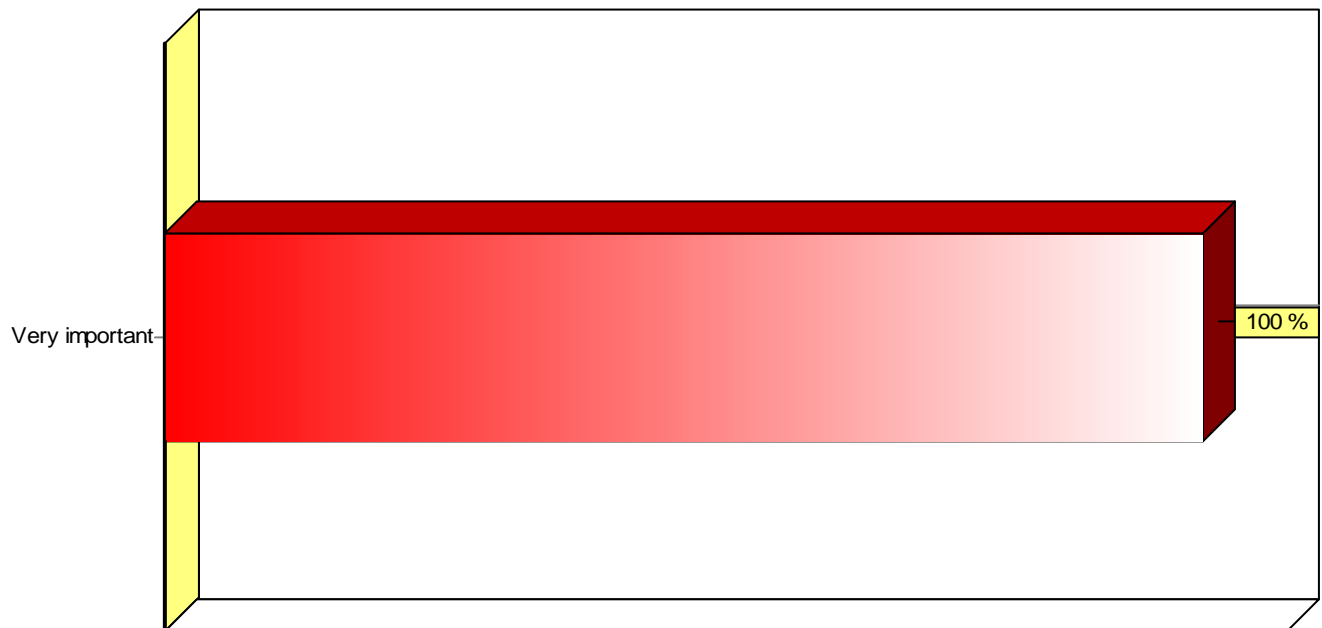


Table 3 Importance of Specific SLOs - Identify and assess personal values in relationship to educational and career success



Gen. Satisfaction, DL, SLOs Bar Graphs

Counseling Faculty

Table 3 Importance of Specific SLOs - Analyze the advantages and challenges of distance learning

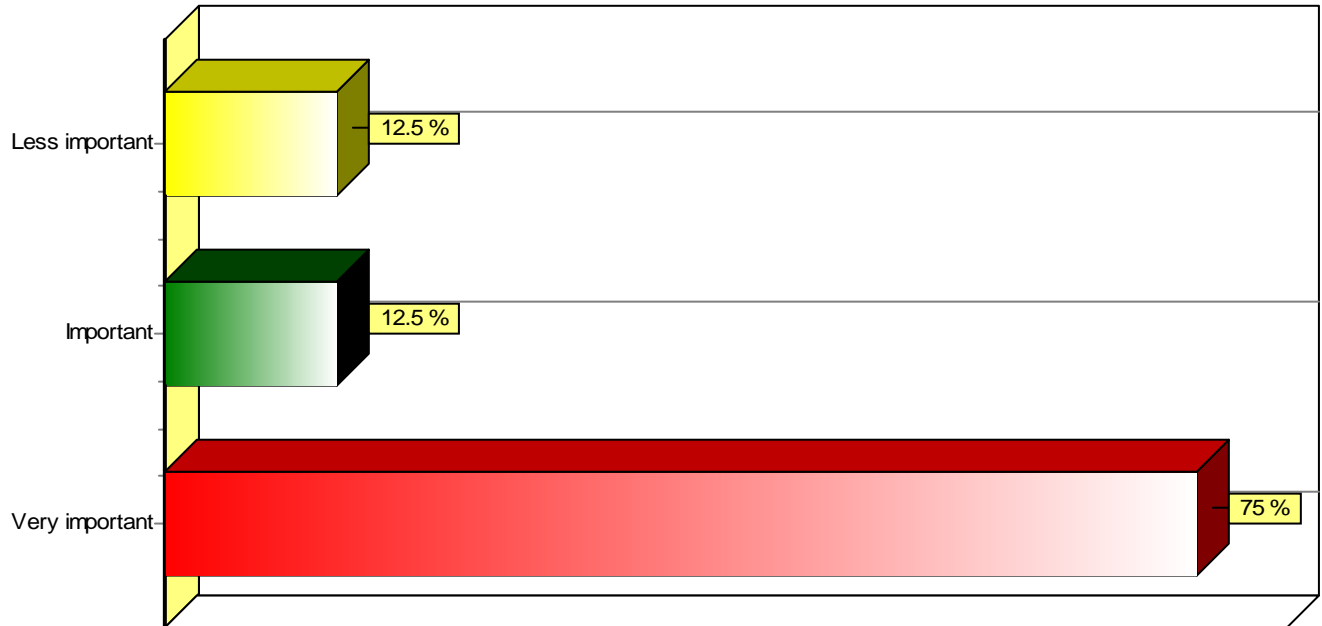
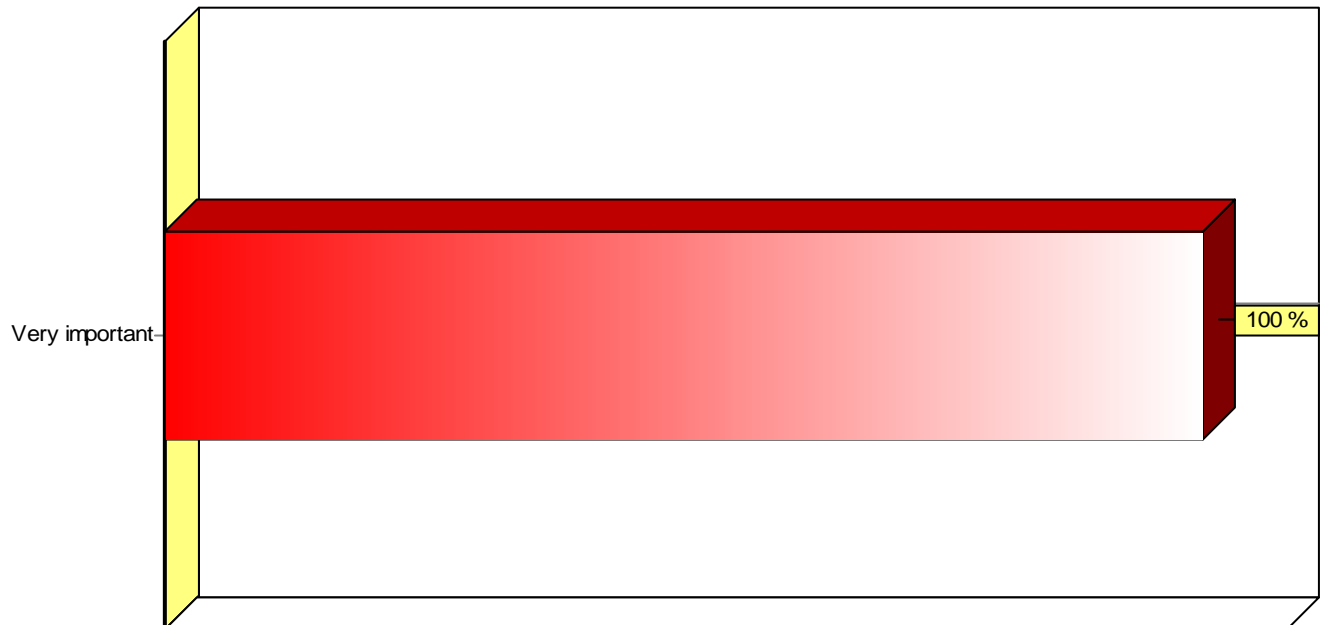


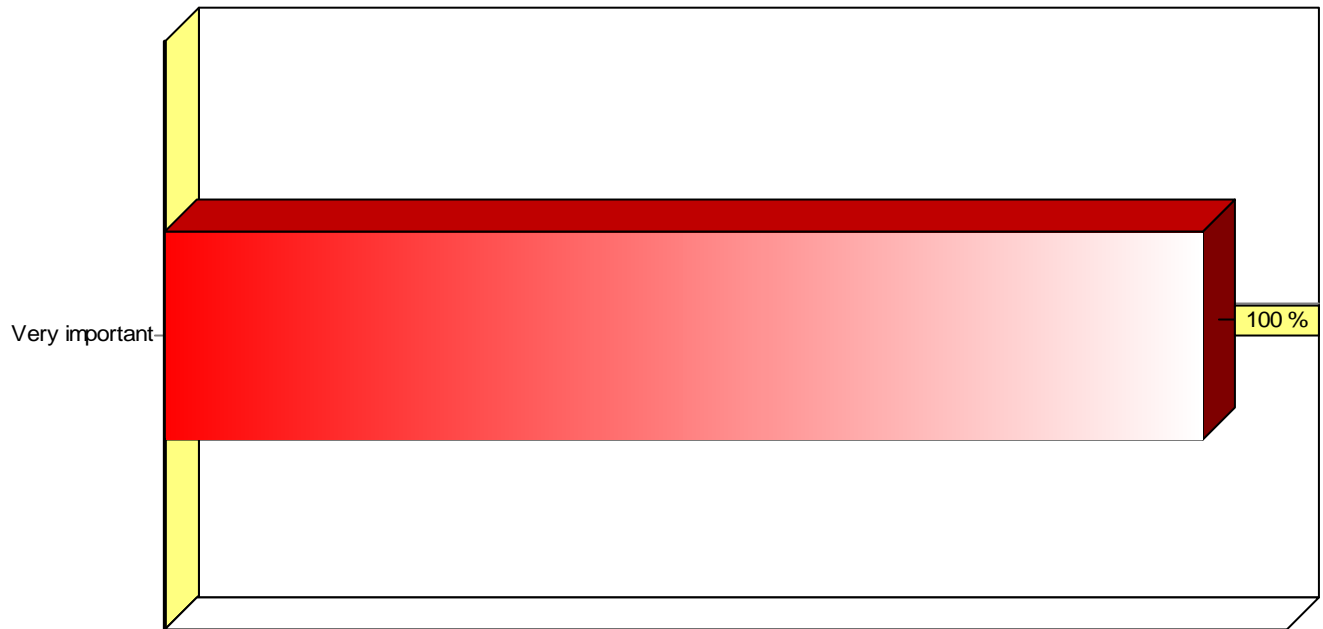
Table 3 Importance of Specific SLOs - Identify and formulate educational, career, and life goals



Gen. Satisfaction, DL, SLOs Bar Graphs

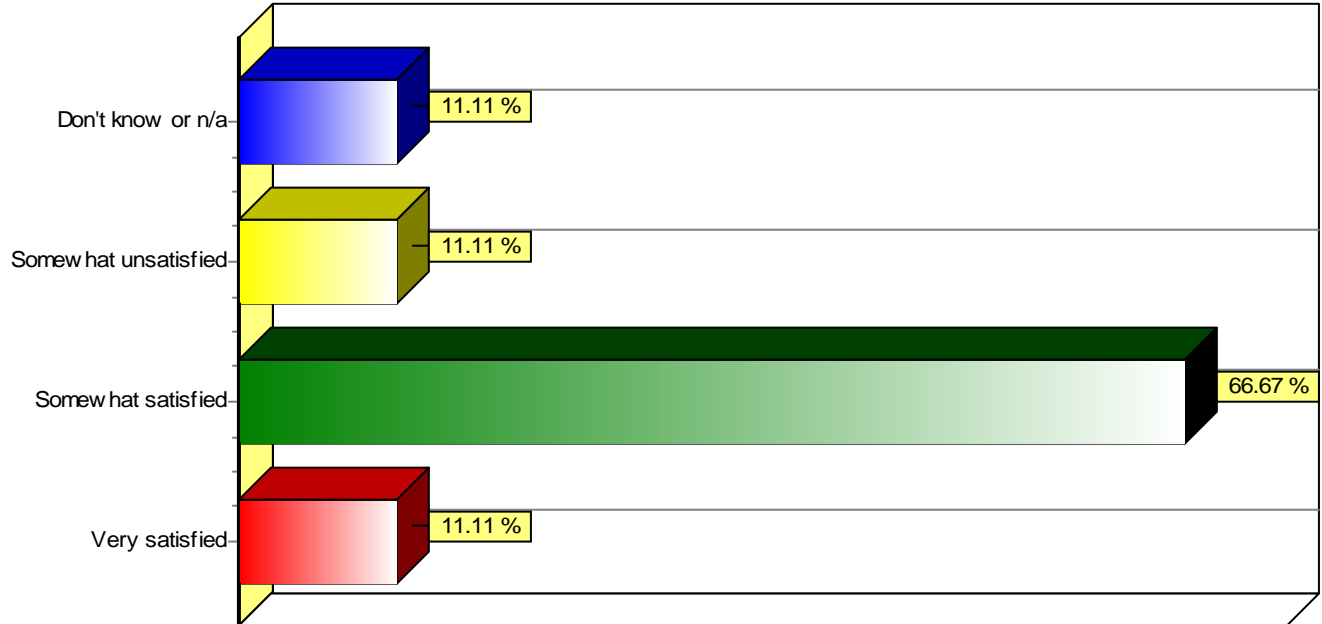
Counseling Faculty

Table 3 Importance of Specific SLOs - Identify beliefs, attitudes, and habits that may enhance or inhibit success



Availability of Counseling Resources Bar Graph Counseling Faculty

Are you satisfied with availability of counseling resources at Coastline that you need to perform your job?



Delivery Mode Preferences Pie Charts

Counseling Faculty

Table 5 Scheduling or Delivery Mode Preferences - Full-semester classroom-based courses

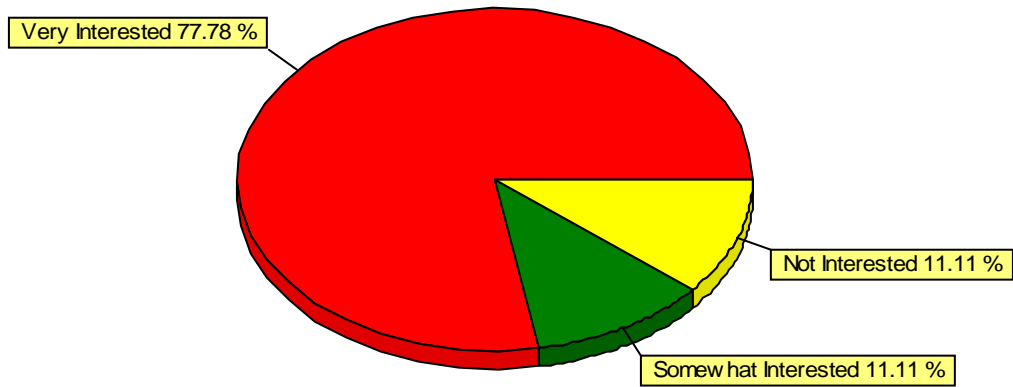
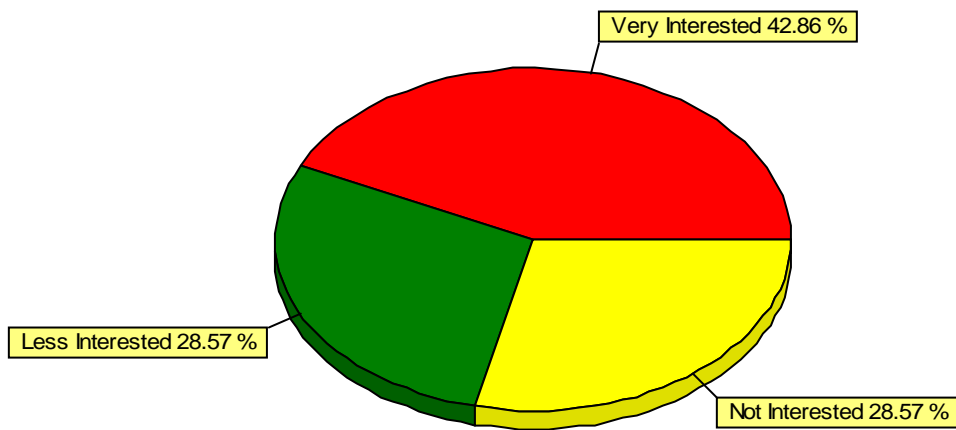


Table 5 Scheduling or Delivery Mode Preferences - Weekend college classroom-based courses



Delivery Mode Preferences Pie Charts

Counseling Faculty

Table 5 Scheduling or Delivery Mode Preferences - Telecourse

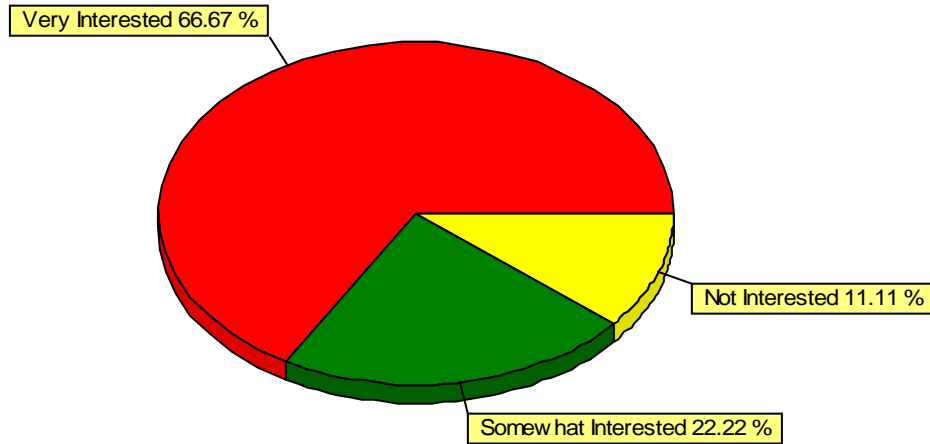
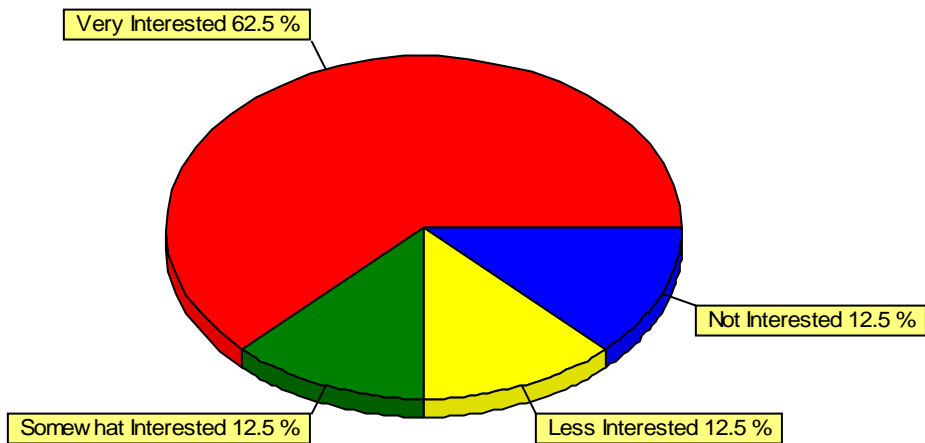


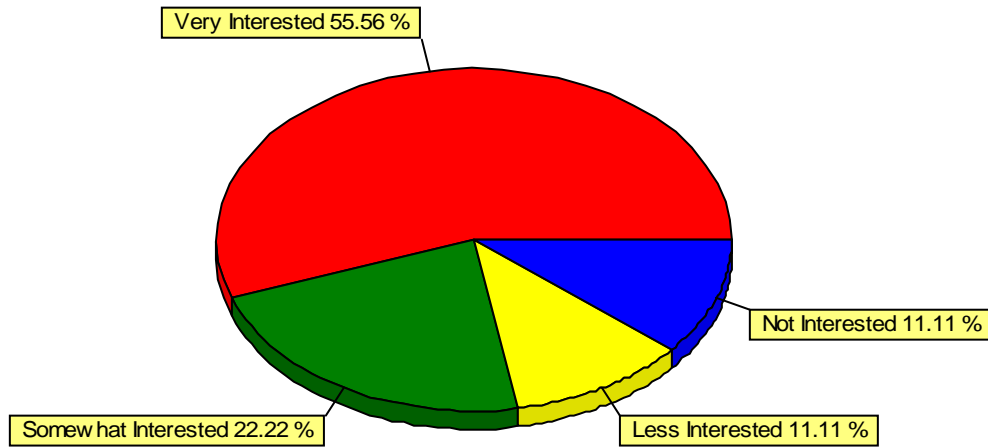
Table 5 Scheduling or Delivery Mode Preferences - WWW/Internet class



Delivery Mode Preferences Pie Charts

Counseling Faculty

Table 5 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction



Satisfaction with Counseling Services Bar Graph

Counseling Faculty

Table 6 Counseling Services - Availability of counselors to see students

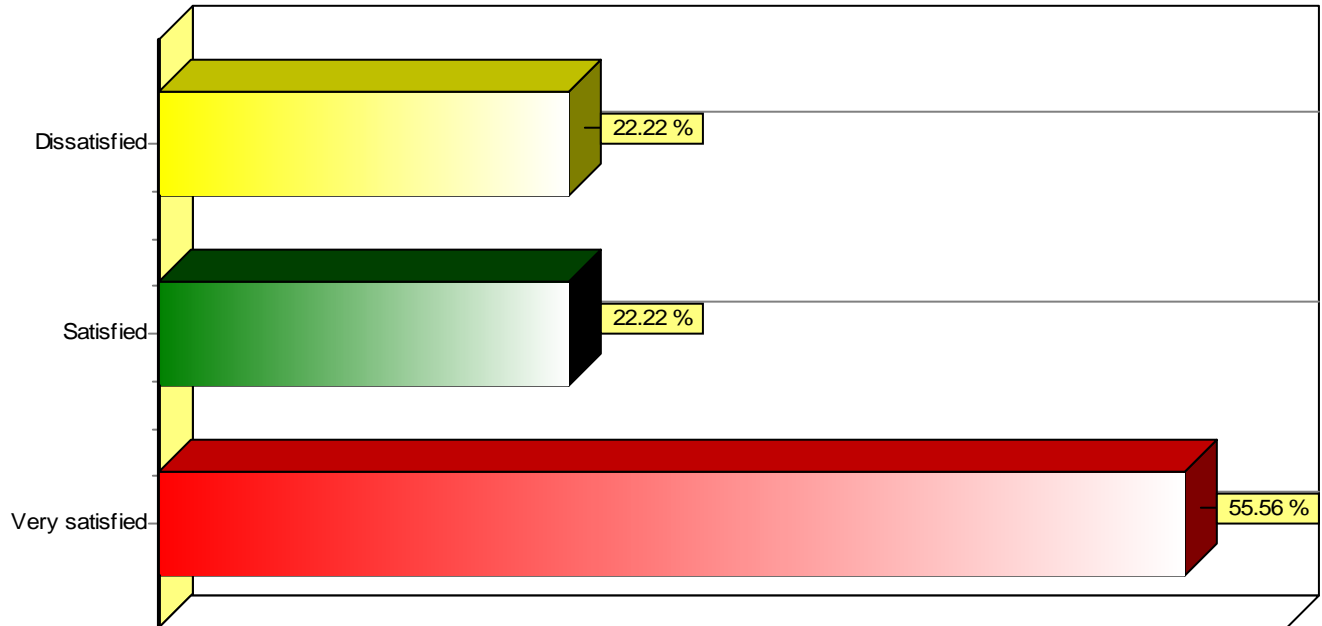
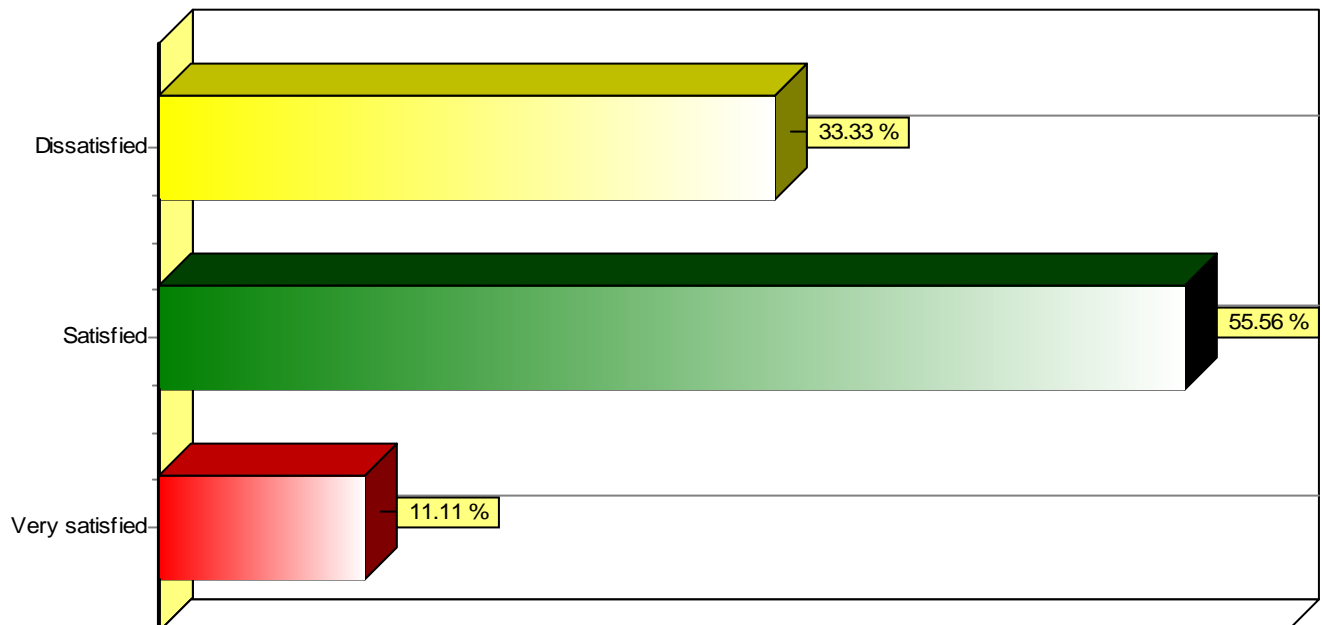


Table 6 Counseling Services - Quality of physical facilities to provide counseling services



Satisfaction with Counseling Services Bar Graph

Counseling Faculty

Table 6 Counseling Services - Adequacy of support and services provided by counseling clerical/support staff

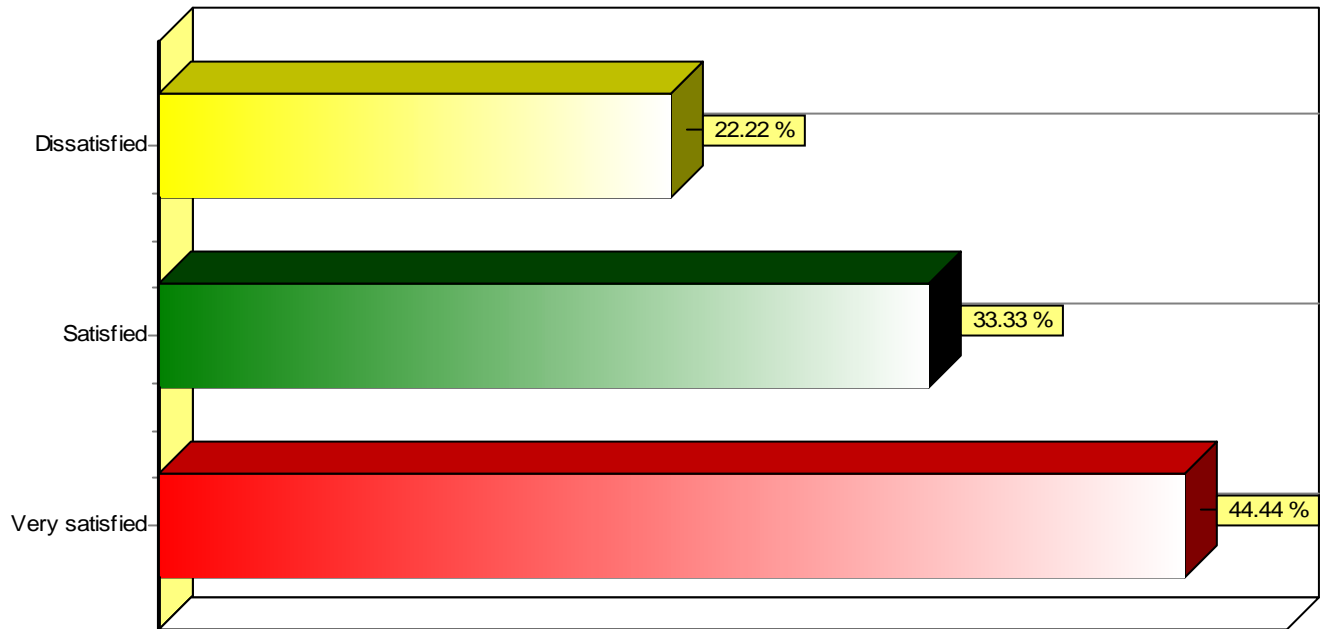
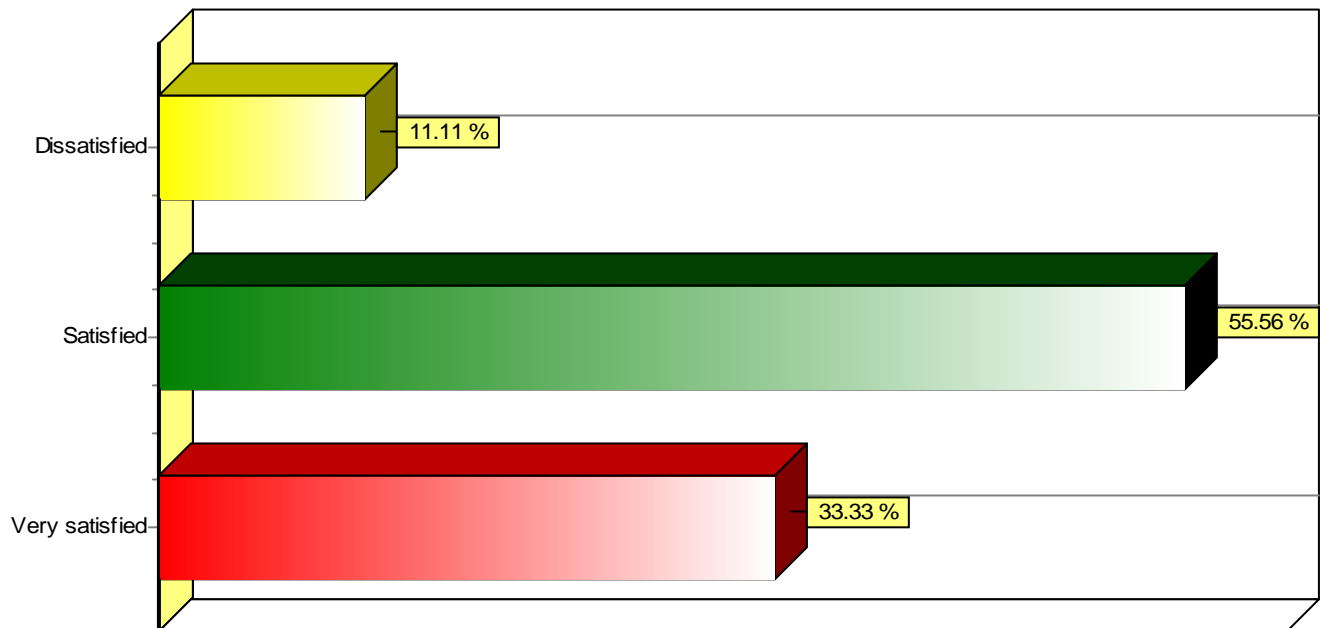


Table 6 Counseling Services - Extent to which counseling services fulfill mandates of matriculation



Satisfaction with Counseling Services Bar Graph

Counseling Faculty

Table 6 Counseling Services - Articulation of majors with four-year universities

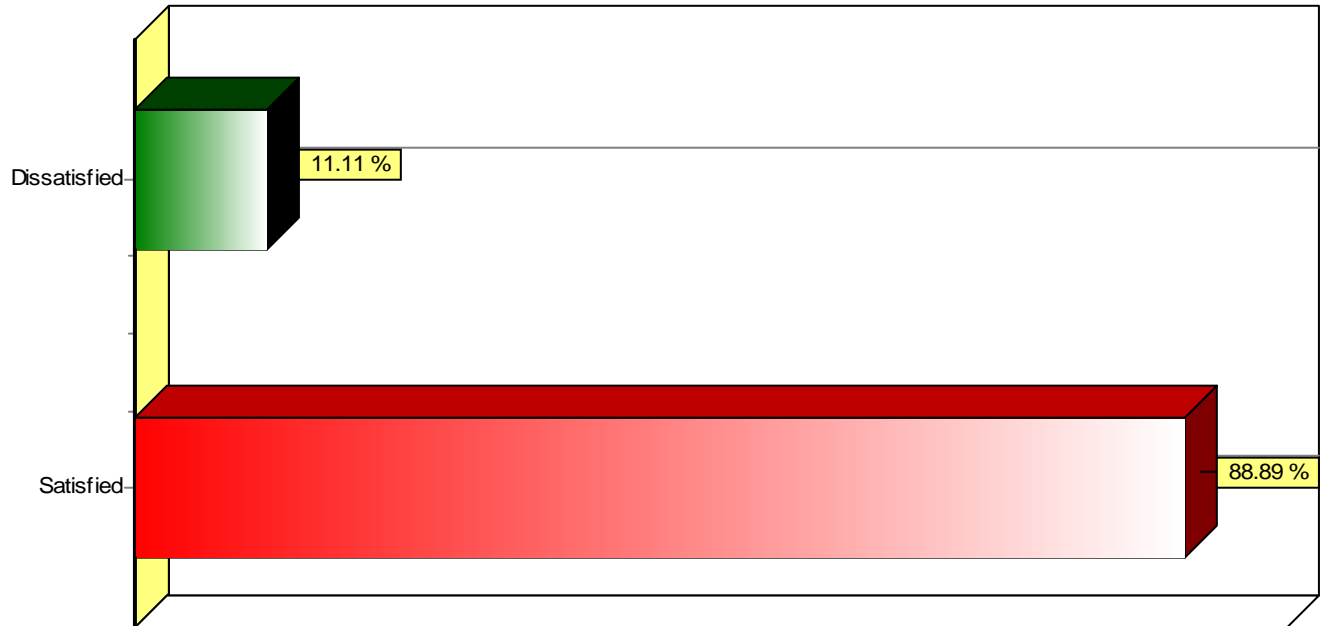
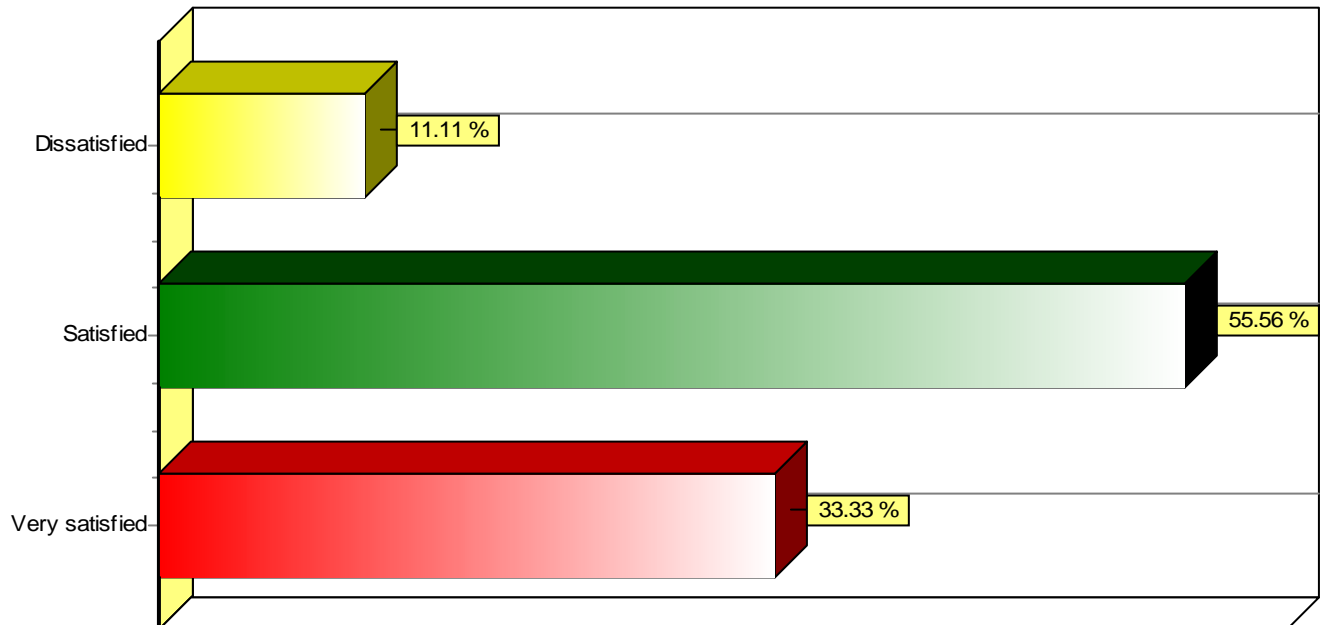


Table 6 Counseling Services - Adequacy of services provided by Coastline's Transfer Center



Satisfaction with Counseling Services Bar Graph

Counseling Faculty

Table 6 Counseling Services - Availability of Coastline courses needed to meet occupational certificate requirements

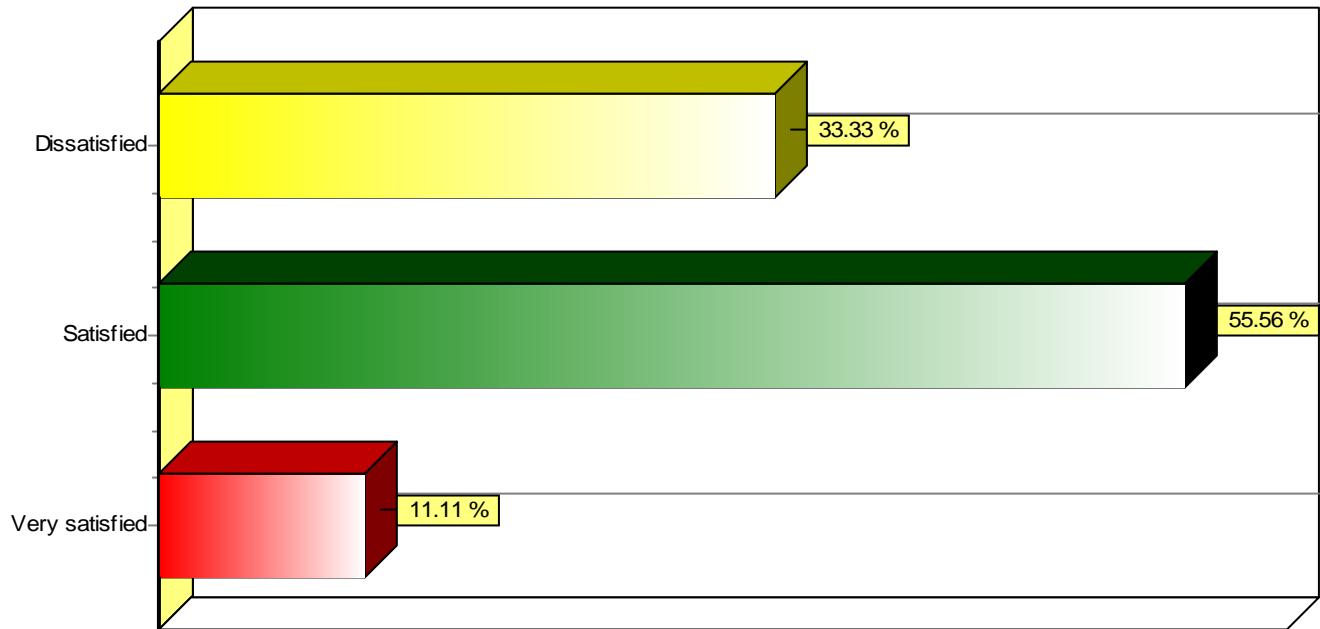
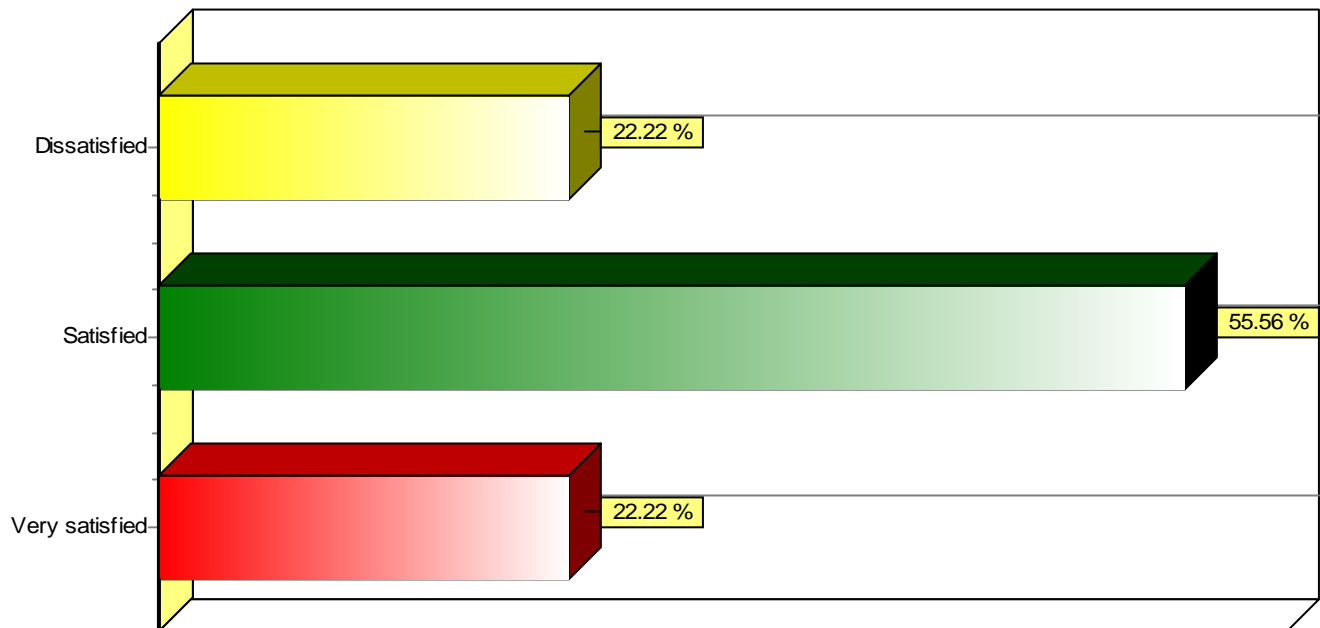


Table 6 Counseling Services - Availability of Coastline courses needed to meet A.A. degree requirements



Satisfaction with Counseling Services Bar Graph

Counseling Faculty

Table 6 Counseling Services - Availability of Coastline courses to meet CSU transfer requirements

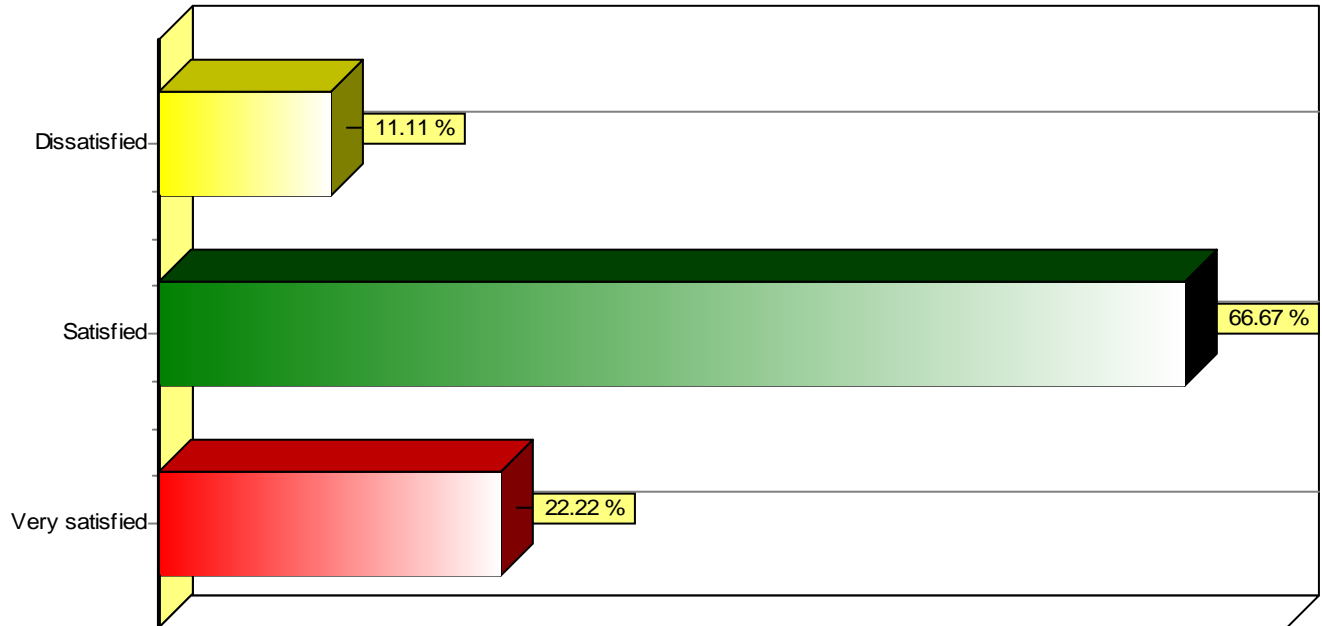
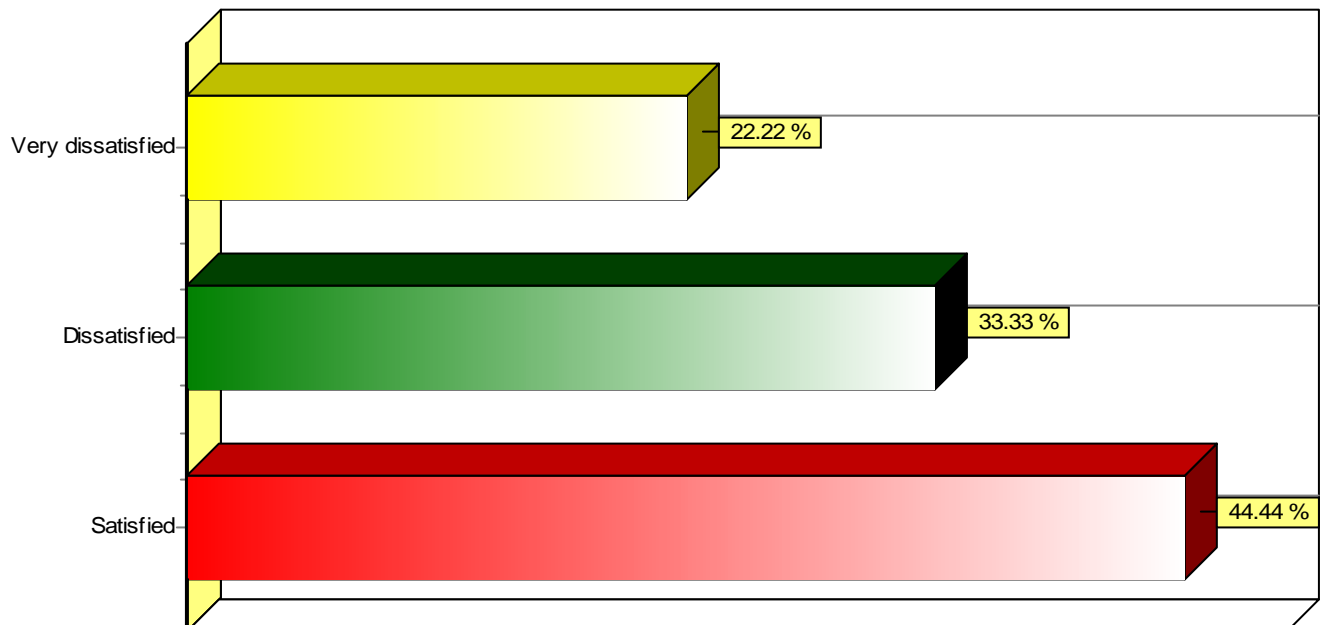


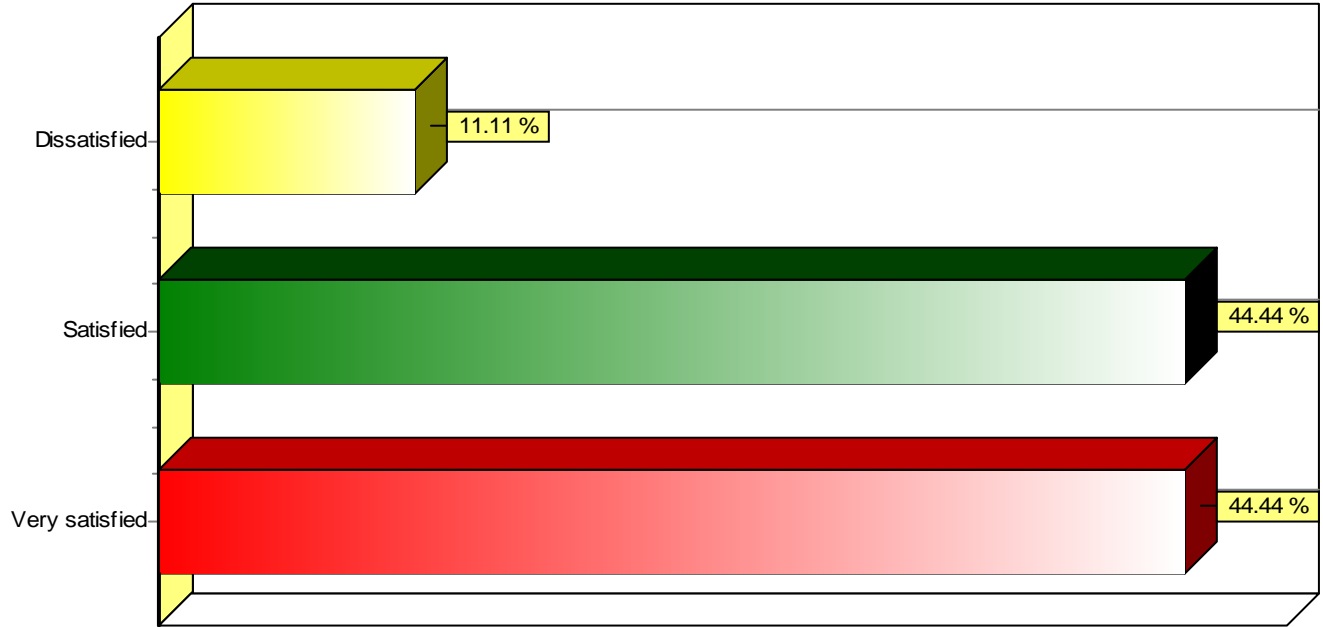
Table 6 Counseling Services - Availability of Coastline courses to prepare students for their major



Satisfaction with Counseling Services Bar Graph

Counseling Faculty

Table 6 Counseling Services - Availability of Coastline distance learning course offerings



Importance of Services Pie Charts

Counseling Faculty

Table 7 Importance of Services - Orientation to Coastline College prior to registration

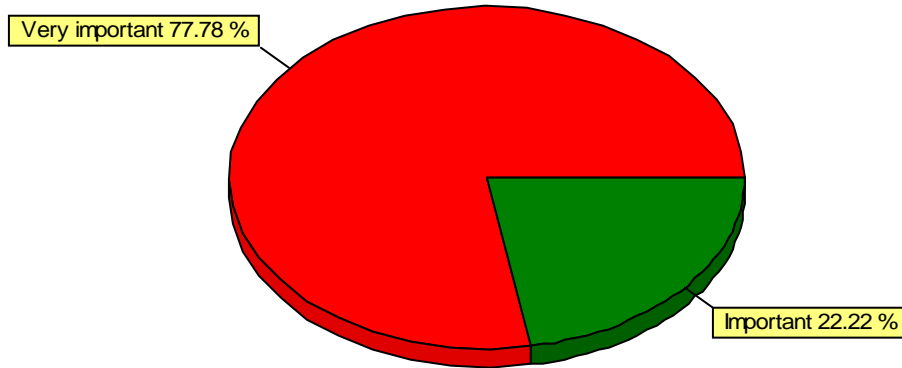
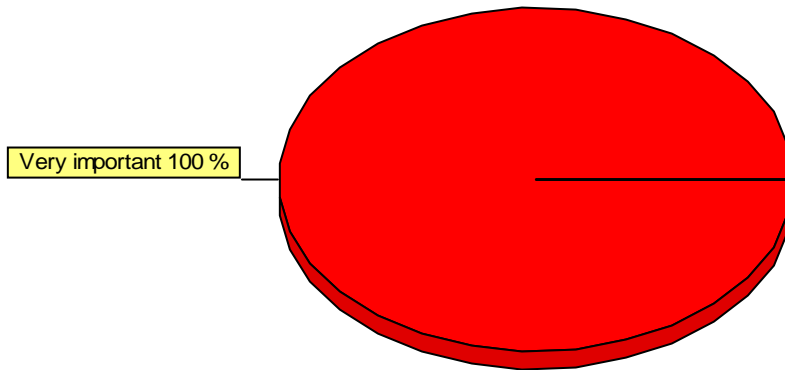


Table 7 Importance of Services - Academic advising (selecting classes)



Importance of Services Pie Charts

Counseling Faculty

Table 7 Importance of Services - Coastline graduation requirement assistance

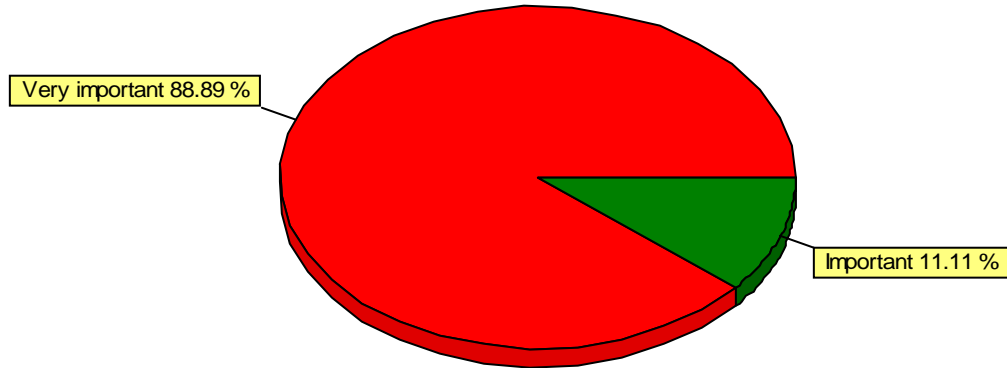
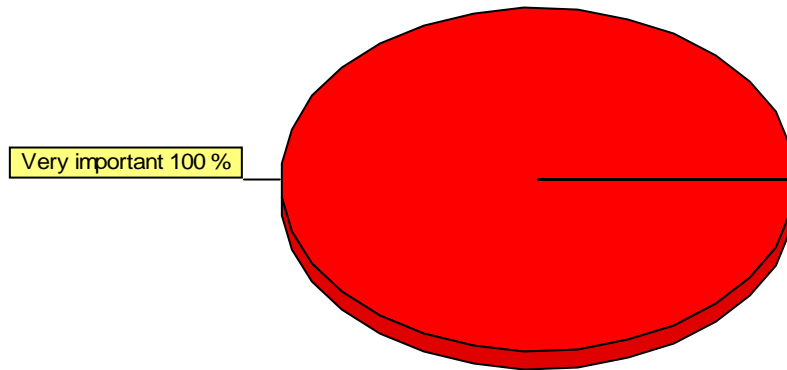


Table 7 Importance of Services - Assistance understanding transfer requirements to universities



Importance of Services Pie Charts

Counseling Faculty

Table 7 Importance of Services - Career planning assistance (selecting a major/career)

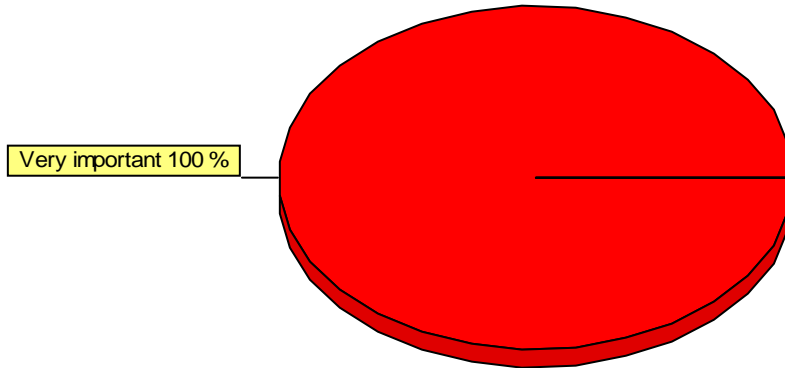
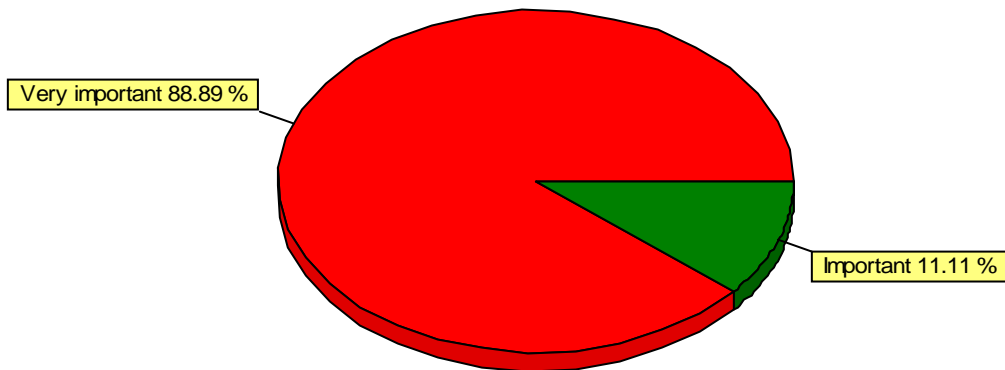


Table 7 Importance of Services - Referrals to other Coastline College services and programs



Importance of Services Pie Charts

Counseling Faculty

Table 7 Importance of Services - Referrals to employment services

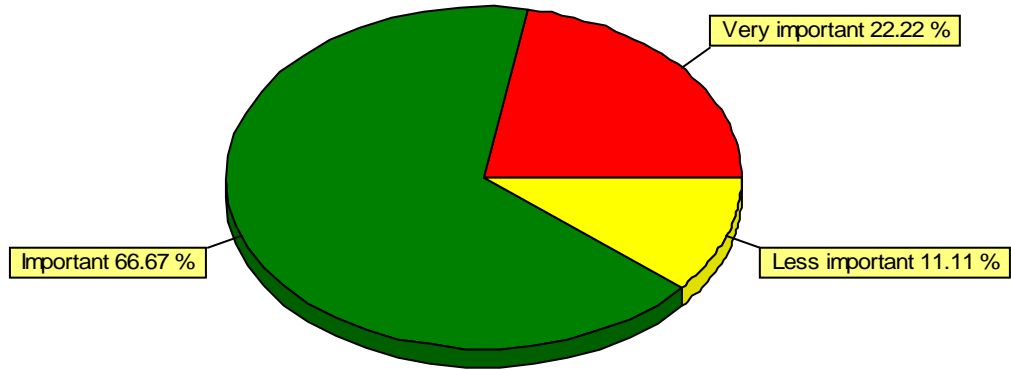
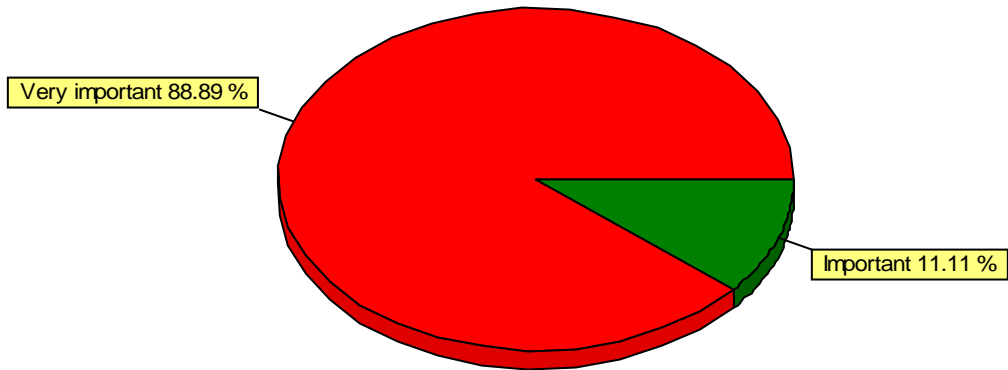


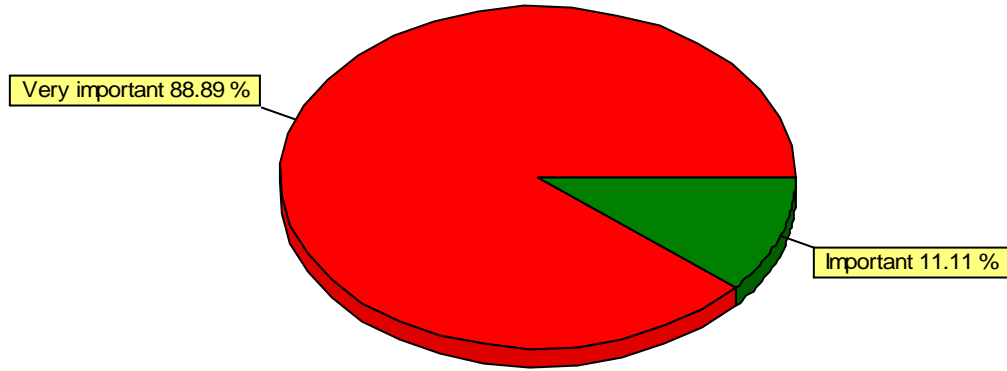
Table 7 Importance of Services - Referrals to financial aid assistance



Importance of Services Pie Charts

Counseling Faculty

Table 7 Importance of Services - Assistance with decision making, values clarification, or building self-esteem



Blank Survey

Counseling Faculty

1. Table 1 General Satisfaction - Variety of classes in the program

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

2. Table 1 General Satisfaction - Number of courses offered each semester

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

3. Table 1 General Satisfaction - Adequacy of instructional facilities

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

4. Table 1 General Satisfaction - Quality of specialized equipment

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

5. Table 1 General Satisfaction - Quality of general instructional equipment

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

6. Table 1 General Satisfaction - Staff support for the program and classes in general

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

7. Table 1 General Satisfaction - Program support by personnel at the Fountain Valley Counseling Office

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

8. Table 1 General Satisfaction - Support/services by personnel in Registration (Admissions Office)

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

9. Table 1 General Satisfaction - Support/management by the Department Chair

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

10. Table 1 General Satisfaction - Support/management by the acting Division Dean

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

11. Table 1 General Satisfaction - Support/management by the Distance Learning Dean

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

12. Table 1 General Satisfaction - Support/services from other college offices

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

13. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

14. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

15. Table 1 General Satisfaction - Overall quality of the class

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

16. Table 1 General Satisfaction - Your own success teaching or counseling in the program

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

17. If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

18. Table 2 Distance Learning - The caliber of the distance learning Counseling course at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

19. Table 2 Distance Learning - I have as much or more interaction with students in my distance learning Counseling courses as I do with students in classroom-based courses.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

20. Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning Counseling course.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

21. Table 2 Distance Learning - The technology used to deliver my distance learning Counseling course has been reliable.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

22. Table 2 Distance Learning - The support I receive from the Distance Learning Department meets my needs.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

23. Table 2 Distance Learning - The available counseling resources at Coastline meet my needs for performing my job.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Neutral*
- 4. *Disagree*
- 5. *Strongly disagree*

24. If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

25. Table 3 Importance of Specific SLOs - Define social, psychological, and physiological issues that impact educational, career, and life decisions

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

26. Table 3 Importance of Specific SLOs - Compare and explain the role, function, and structure of higher education

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

27. Table 3 Importance of Specific SLOs - Locate and utilize college resources, services, and programs

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

28. Table 3 Importance of Specific SLOs - Identify and analyze the implications of different learning styles

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

29. Table 3 Importance of Specific SLOs - Explain and demonstrate effective learning strategies

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

30. Table 3 Importance of Specific SLOs - Identify and assess personal values in relationship to educational and career success

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

31. Table 3 Importance of Specific SLOs - Analyze the advantages and challenges of distance learning

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

32. Table 3 Importance of Specific SLOs - Identify and formulate educational, career, and life goals

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

33. Table 3 Importance of Specific SLOs - Identify beliefs, attitudes, and habits that may enhance or inhibit success

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

34. Are there other skills or learning outcomes that you think are important for individuals completing this counseling course?

35. Table 4 Methods Used for Assessing Student Learning Outcomes - Participation

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

36. Table 4 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

37. Table 4 Methods Used for Assessing Student Learning Outcomes - Essay tests

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

38. Table 4 Methods Used for Assessing Student Learning Outcomes - Case studies

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

39. Table 4 Methods Used for Assessing Student Learning Outcomes - Individual projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

40. Table 4 Methods Used for Assessing Student Learning Outcomes - Group projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

41. Table 4 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

42. Table 4 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

43. Table 4 Methods Used for Assessing Student Learning Outcomes - Completion of education plans

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

44. Table 4 Methods Used for Assessing Student Learning Outcomes - Portfolios

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

45. Are there any other methods you use to assess student learning outcomes?

46. Are there other Counseling courses that you would like Coastline to offer?

47. Are you satisfied with availability of counseling resources at Coastline that you need to perform your job?

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat unsatisfied*
- 4. *Very unsatisfied*
- 5. *Don't know or n/a*

48. If you said that you are not satisfied with the availability of counseling resources that you need, please explain your concerns.

49. In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

(Choose all that apply)

- 1. CCC General Faculty Meeting
- 2. Discipline-related workshops
- 3. Technology-related workshops
- 4. Other workshops
- 5. Membership in professional associations
- 6. Professional conferences
- 7. Graduate classes/program
- 8. Other classes
- 9. Professional training
- 10. Discipline-related reading
- 11. Technology-related reading
- 12. None of the above
- 13. Other

50. Table 5 Scheduling or Delivery Mode Preferences - Full-semester classroom-based courses

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

51. Table 5 Scheduling or Delivery Mode Preferences - Weekend college classroom-based courses

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

52. Table 5 Scheduling or Delivery Mode Preferences - Telecourse

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

53. Table 5 Scheduling or Delivery Mode Preferences - WWW/Internet class

(Choose one)

- 1. Very Interested
- 2. Somewhat Interested
- 3. Less Interested
- 4. Not Interested

54. Table 5 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction

(Choose one)

- 1. *Very Interested*
- 2. *Somewhat Interested*
- 3. *Less Interested*
- 4. *Not Interested*

55. Table 6 Counseling Services - Availability of counselors to see students

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

56. Table 6 Counseling Services - Quality of physical facilities to provide counseling services

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

57. Table 6 Counseling Services - Adequacy of support and services provided by counseling clerical/support staff

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

58. Table 6 Counseling Services - Extent to which counseling services fulfill mandates of matriculation

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

59. Table 6 Counseling Services - Articulation of majors with four-year universities

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

60. Table 6 Counseling Services - Adequacy of services provided by Coastline's Transfer Center

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

61. Table 6 Counseling Services - Availability of Coastline courses needed to meet occupational certificate requirements

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

62. Table 6 Counseling Services - Availability of Coastline courses needed to meet A.A. degree requirements

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

63. Table 6 Counseling Services - Availability of Coastline courses to meet CSU transfer requirements

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

64. Table 6 Counseling Services - Availability of Coastline courses to prepare students for their major

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

65. Table 6 Counseling Services - Availability of Coastline distance learning course offerings

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

66. If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above counseling services, please explain your concerns.

67. Table 7 Importance of Services - Orientation to Coastline College prior to registration

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

68. Table 7 Importance of Services - Academic advising (selecting classes)

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

69. Table 7 Importance of Services - Coastline graduation requirement assistance

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

70. Table 7 Importance of Services - Assistance understanding transfer requirements to universities

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

71. Table 7 Importance of Services - Career planning assistance (selecting a major/career)

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

72. Table 7 Importance of Services - Referrals to other Coastline College services and programs

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

73. Table 7 Importance of Services - Referrals to employment services

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

74. Table 7 Importance of Services - Referrals to financial aid assistance

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

75. Table 7 Importance of Services - Assistance with decision making, values clarification, or building self-esteem

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

76. Are there other counseling services that you believe are important to helping students achieve their educational goals?

77. Do you have any other comments or recommendations for the counseling program at Coastline College?

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General Satisfaction Count/Percent Counseling Services

	Count	Percent
How many times have you contacted a counselor at Coastline? Respondents: 208		
Never	10	4.81 %
Once	32	15.38 %
2-3 times	86	41.35 %
4-5 times	45	21.63 %
6-7 times	18	8.65 %
8-9 times	4	1.92 %
10 or more times	13	6.25 %
Total Responses	208	100 %

How did you communicate with the counselor? (Mark all that apply.) Respondents: 185		
In person	110	59.46 %
Phone	101	54.59 %
E-mail	68	36.76 %
U.S. mail	14	7.57 %
Fax	15	8.11 %
Total Responses	308	100 %

Table 1 Counselor Attributes - My counselor assists me in exploring vocational/career options. Respondents: 196

Strongly agree	57	29.08 %
Agree	89	45.41 %
Disagree	10	5.10 %
Strongly disagree	6	3.06 %
Don't know or n/a	34	17.35 %
Total Responses	196	100 %

Table 1 Counselor Attributes - My counselor advises me of alternatives and assists me in understanding requirements for graduation, transfer, or certificate programs. Respondents: 198

Strongly agree	86	43.43 %
Agree	86	43.43 %
Disagree	11	5.56 %
Strongly disagree	5	2.53 %
Don't know or n/a	10	5.05 %
Total Responses	198	100 %

General Satisfaction Count/Percent Counseling Services

	Count	Percent
Table 1 Counselor Attributes - My counselor showed concern for me and the decisions I am making. Respondents: 198		
Strongly agree	91	45.96 %
Agree	80	40.40 %
Disagree	10	5.05 %
Strongly disagree	8	4.04 %
Don't know or n/a	9	4.55 %
Total Responses	198	100 %
Table 1 Counselor Attributes - My counselor seems informed about regulations and course offerings. Respondents: 195		
Strongly agree	88	45.13 %
Agree	88	45.13 %
Disagree	8	4.10 %
Strongly disagree	5	2.56 %
Don't know or n/a	6	3.08 %
Total Responses	195	100 %
Table 1 Counselor Attributes - If needed, my counselor refers me to other sources for additional information and assistance. Respondents: 196		
Strongly agree	72	36.73 %
Agree	86	43.88 %
Disagree	8	4.08 %
Strongly disagree	6	3.06 %
Don't know or n/a	24	12.24 %
Total Responses	196	100 %
Table 1 Counselor Attributes - If needed, I would contact a Coastline counselor again. Respondents: 198		
Strongly agree	111	56.06 %
Agree	74	37.37 %
Disagree	2	1.01 %
Strongly disagree	6	3.03 %
Don't know or n/a	5	2.53 %
Total Responses	198	100 %
Table 2 Counseling Services - Ease of contacting a person by phone in order to schedule a counseling appointment Respondents: 204		
Very satisfied	65	31.86 %
Satisfied	98	48.04 %

General Satisfaction Count/Percent

Counseling Services

	Count	Percent
Table 2 Counseling Services - Ease of contacting a person by phone in order to schedule a counseling appointment Respondents: 204		
Dissatisfied	12	5.88 %
Very dissatisfied	4	1.96 %
Don't know or n/a	25	12.25 %
Total Responses	204	100 %
Table 2 Counseling Services - Courtesy and helpfulness of staff who scheduled your appointment Respondents: 204		
Very satisfied	83	40.69 %
Satisfied	82	40.20 %
Dissatisfied	7	3.43 %
Very dissatisfied	4	1.96 %
Don't know or n/a	28	13.73 %
Total Responses	204	100 %
Table 2 Counseling Services - Availability of counselors to answer your questions Respondents: 205		
Very satisfied	85	41.46 %
Satisfied	99	48.29 %
Dissatisfied	11	5.37 %
Very dissatisfied	2	0.98 %
Don't know or n/a	8	3.90 %
Total Responses	205	100 %
Table 2 Counseling Services - Availability of appointment times that were convenient to you Respondents: 205		
Very satisfied	75	36.59 %
Satisfied	81	39.51 %
Dissatisfied	13	6.34 %
Very dissatisfied	3	1.46 %
Don't know or n/a	33	16.10 %
Total Responses	205	100 %
Table 2 Counseling Services - Length of time you had to wait before receiving your appointment/service Respondents: 207		
Very satisfied	72	34.78 %
Satisfied	93	44.93 %
Dissatisfied	15	7.25 %
Very dissatisfied	3	1.45 %

General Satisfaction Count/Percent

Counseling Services

	Count	Percent
Table 2 Counseling Services - Length of time you had to wait before receiving your appointment/service Respondents: 207		
Don't know or n/a	24	11.59 %
Total Responses	207	100 %
Table 2 Counseling Services - Convenience of geographic location where you received counseling services Respondents: 206		
Very satisfied	69	33.50 %
Satisfied	88	42.72 %
Dissatisfied	4	1.94 %
Very dissatisfied	1	0.49 %
Don't know or n/a	44	21.36 %
Total Responses	206	100 %
Table 2 Counseling Services - Length of time you had with your counselor Respondents: 207		
Very satisfied	92	44.44 %
Satisfied	85	41.06 %
Dissatisfied	5	2.42 %
Very dissatisfied	2	0.97 %
Don't know or n/a	23	11.11 %
Total Responses	207	100 %
Table 2 Counseling Services - Clarity of information provided by counselor Respondents: 207		
Very satisfied	86	41.55 %
Satisfied	98	47.34 %
Dissatisfied	7	3.38 %
Very dissatisfied	8	3.86 %
Don't know or n/a	8	3.86 %
Total Responses	207	100 %
Table 2 Counseling Services - Value of information provided by counselor Respondents: 204		
Very satisfied	87	42.65 %
Satisfied	96	47.06 %
Dissatisfied	7	3.43 %
Very dissatisfied	5	2.45 %
Don't know or n/a	9	4.41 %
Total Responses	204	100 %

General Satisfaction Comments

Counseling Services

Question: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

I wish that there could be a more flexible schedule and or dates available.

I cannot say enough good things about the quality and willingness to help with my Counselor Pat Johnson. She helped me plan my program, she researched classes, and advised me for my CSU transfer. I appreciate her and all the quality reps of the college.

Don't like having to make appointments, especially when all you need is one little question answered.

However I have found that E-mail is an excellent way to communicate.

The information posted on the CCC website is not very user-friendly. It should have info for all majors, not links to other web sites.

the fact that you need to go to the registration office, stand in line, ask for someone to help set up an appt with the counselor and then wait for that person to become available. My suggestion, if possible, is to have the counseling office separate from registration lines etc..

I would like to be greeted by a receptionist or clerk that deals with me to make the appropriate arrangements to meet with a counselor. It appears to me that there are only a couple of counselors and I think they must be overworked!

There does not seem to be a time when I did not have to wait weeks for an appointment. Some counselors were better than others! I am currently confused and concerned about where and what to do next.

She didn't know very much - was a nice old lady though

My counselor cleared me for English 102, however when I attempted to enroll by phone I was not allowed access. I called the counseling office and received a recorded request to leave a message. I did and I never received a return call. I drove to the CCC Office and showed the clerk my paperwork who was very helpful and resolved the issue. Unfortunately the class was full and I was not able to register. I believe the delay cost me the class. If the counseling staff is not going to return phone calls, then you should remove those instructions from the printed material.

There should be evening appointments (after 5 PM) on at least one night and there should be Friday appointments, as a lot of students (like me) have Fridays off.

It was necessary to wait for over two weeks to speak to a counselor in a conversation that took less than five minutes.

There are no BA degree long distance programs available

General Satisfaction Count/Percent

Counseling Services

	Count	Percent
Table 2 Counseling Services - Usefulness of online student orientation		
	Respondents: 203	
Very satisfied	46	22.66 %
Satisfied	74	36.45 %
Dissatisfied	11	5.42 %
Very dissatisfied	4	1.97 %
Don't know or n/a	68	33.50 %
Total Responses	203	100 %

Table 2 Counseling Services - Usefulness of Coastline's Transfer Handbook		
	Respondents: 204	
Very satisfied	39	19.12 %
Satisfied	78	38.24 %
Dissatisfied	7	3.43 %
Very dissatisfied	2	0.98 %
Don't know or n/a	78	38.24 %
Total Responses	204	100 %

Table 2 Counseling Services - Usefulness of Coastline's Career and Technical Education Handbook		
	Respondents: 206	
Very satisfied	35	16.99 %
Satisfied	64	31.07 %
Dissatisfied	10	4.85 %
Very dissatisfied	1	0.49 %
Don't know or n/a	96	46.60 %
Total Responses	206	100 %

Table 2 Counseling Services - Availability and adequacy of Coastline's student scholarships		
	Respondents: 204	
Very satisfied	37	18.14 %
Satisfied	57	27.94 %
Dissatisfied	13	6.37 %
Very dissatisfied	4	1.96 %
Don't know or n/a	93	45.59 %
Total Responses	204	100 %

General Satisfaction Comments

Counseling Services

Question: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

Trying to make an appointment took awhile. When I would call I was told for a few weeks that they were full for that week and that I would need to call back the next week.

It seemed to me that they should be able to schedule more than one week out at a time.

I also am not sure if the information that I was supplied as far as past courses that will count towards graduation are correct.

The only counselor I met with was at EOPS

My experience with the counselors at Coastline have been very disappointing. It always feels like we are speaking different languages.

My very first experience was the worst. As I inquired about the school and distant learning a counselor talked me into several classes. When I received my books and materials I was already behind in every class and the pros said I would be penalized on my grade even if I caught-up. This situation is the very question I asked the counselor "is it too late to register this semester?" she said no the Profs will understand....NOT!

Hope this helps!?

the time I saw a counselor was short. i was hoping to have more time to discuss my plans

Online orientation should be merged into a concise at a discrete location and not distributed at several sites which I would characterize as being wordy and redundant for a limited goal each time. Be specific and not engaged to preaching as if the students were recently promoted from Middle School.

When I ask for information I was not given any on the field of work I like to pursue. I asked if the counselor could look it up on the computer like the other counselor had done for me. The counselor just ignored my request. Counselor made our session difficult and frustrating, leaving feeling overwhelmed. Counselor asked me questions about my A.A. plan that I had a hard time answering because counselor could not provide a course plan for the field of work I'd like to pursue. I'm frustrated with the outcome of my meeting with this counselor and will never seek help from them again. But I do want to let coastline know that the very first counselor I met with was very helpful and printed up all kinds of information for me on the field of work I'll be doing. I think her name was Sue, I don't remember her last name. Thank You, Juli Baker (714)491-7183

the counseling services received is great. It's just that i am a distant learner and i feel

General Satisfaction Comments

Counseling Services

Question: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

dissatisfied w/the availability and number of time slots allotted per week for students with counselors.

i contacted my counselor and my teacher and informed them that i could not complete the lab as i was overseas and the lab kit would not get to me in time. the counselor ignored me, why should he respond as he already had my money for this semester. the instructor just told me to contact the school. I got an F when I should not have.

Well, here we are into the next "semester" and I have not enrolled in any classes. The 2 courses I was going to take were "cancelled" do to lack of "enrollment". These were 2 classes for the "S.M. Certificate Program". So I think the "Dissatisfied" part would be a direct result of those 2 classes being cancelled and not to be "notified" by the "counceler" on what my options would be!

Don't recall ever being offered or directed to the material and availability of the programs offered.

Sometimes I would have general questions about certain information before a deadline and the appointments that were available were 2-3 weeks later. This was passed the deadline. I have a clear understanding what I need to do at coastline to transfer, but the information to help go beyond that point has been limited.

I was told that i would receive a letter explaining all of the classes i would need to take after reviewing my transcripts. I have yet to see the letter and i am three weeks into the first semester. I wish i was able to call direct to the counseler and talk right then. The appt thing is a pain but it works considering the amount of students. I know it is the best for right now.

Options were not mentioned in the area of classes available. It was more of take this certain class....even though I had an option of what I exactly wanted to take.

Questions asked were answered with short, basic responses. No elaboration on the subject was ever provided.

I feel this is a poorly handled department!!! They knew NOTHING!! VERY OUT DATED!!! The people in this dept could of cared LESS!!!!!! VERY RUDE!!!

we can only schedule an appointment with our counseler once a week by phone.

some of the classes they told me are been cancel and the consuler help me with a one year plan but is going to be more then that, they are canceling classes to ease. in the other hand the people at the front desk in the main office of coast line don't help that fast and are very cold to provide information.

General Satisfaction Comments

Counseling Services

Question: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

My job commitment makes day time/week day appointments almost impossible.

I am stationed in Bangor, WA. Commuting to Fountain Valley, CA is a lot of work when meeting a counselor in person.

I did all my stuff over the fun or whith email since I'am in the military. I never had any problems getting a hold of someone or someone emailing me back. Thank you very much for your services!!!!

I am in the Navy stationed in Sicily. And have had 4 different counselors so no consistency has been built between myself and your college. My career path has been detered. Learning about the process of obtaining a degree after the events have happened.

(Coastline is the only college to my knowledge that offers this type of degree.)

I am 48 years old and have no experince of the process of what it takes to pursue a degree. I had no idea I had to take a placement test until I e-mailed the college asking about the books I needed for the course I had signed up for.

Prehaps if your college would assign one counselor to the same student, delays like I just shared with you could be avoided. Respectfully,

Bob Lees

The counselors are great. On the other hand communicating with the instructors is terrible!!!!!!

I was extremely happy with Coastlines Counseling and progams. If Coastline offered Bachelor Degrees in the fields I am pursuing, I would, without a doubt, continue my education with Coastline! My experience with Coastline was extremely positive!

I would consider Ken Hairston my counsler, but I'm not sure if he's one of your counslers. When I contacted Coastline about an extension, at first they turned me down. But I contacted Ken Hairston, and then I got an e-mail saying that I could have the extension. He helped me a lot in this matter. About a month or two later, my ship was called to Sumatera for tsunami relief, and I was granted another extension. Overall I have been very satisfied with the school's cooperation and understanding with my military duties. I would like to continue to take classes with Coastline.

A while back, yrs. ago it was alright. Last semester was not, had to go to Dean, by then missed it. Other matters tended to. Lady was older and set according to a "format". This semester was very good and was satisfied, did talk to younger lady or she was a supervisor.

General Satisfaction Comments

Counseling Services

Question: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

The SOC academic worksheet for AA option degree requirements was sent to me was hard to interpret. It was a handwritten copy of the original. So some of the writing is hard to read. It would be nice to have a printout of the same info but highlighting what classes I need to complete my degree. Will I be getting an update at the end of the course? If I can log in online or have the info mailed or emailed to me I would be more inclined to sign up for another class. It would just simplify the decision making process if there is an easy to read form to understand which courses I need to complete the degree.

If I was dissatisfied or very dissatisfied, it was because i was not aware of these options being available.

What scholarships?

The first time I called the counselor told me I needed four classes to get an AA degree. Later I called I was told I needed seven classes to get an AA degree. That needs to be fixed but other than that I like Coastline and will continue my education there as long as I can.

I am a student in Hawaii, and am taking courses through coastline's distance program. The only thing I am really dissatisfied with is the Outline I recieved from one of the Counselors. It was handwritten and illegable.

Times, Locations, Services Count/Percent Counseling Services

	Count	Percent
Table 3 Preferred Times - Mornings (before noon)		
Respondents: 179		
Preferred	53	29.61 %
Acceptable	72	40.22 %
Not preferred	44	24.58 %
Don't know	10	5.59 %
Total Responses	179	100 %

Table 3 Preferred Times - Afternoons (noon to 5 p.m.)		
Respondents: 176		
Preferred	52	29.55 %
Acceptable	82	46.59 %
Not preferred	31	17.61 %
Don't know	11	6.25 %
Total Responses	176	100 %

Table 3 Preferred Times - Early evenings (5 to 7 p.m.)		
Respondents: 178		
Preferred	61	34.27 %
Acceptable	74	41.57 %
Not preferred	30	16.85 %
Don't know	13	7.30 %
Total Responses	178	100 %

Table 3 Preferred Times - Late evenings (7 to 9 p.m.)		
Respondents: 173		
Preferred	33	19.08 %
Acceptable	70	40.46 %
Not preferred	55	31.79 %
Don't know	15	8.67 %
Total Responses	173	100 %

Table 3 Preferred Times - Saturday mornings (before noon)		
Respondents: 182		
Preferred	36	19.78 %
Acceptable	67	36.81 %
Not preferred	58	31.87 %
Don't know	21	11.54 %
Total Responses	182	100 %

Table 3 Preferred Times - Saturday afternoons (noon to 5 p.m.)		
Respondents: 176		
Preferred	21	11.93 %
Acceptable	59	33.52 %
Not preferred	71	40.34 %
Don't know	25	14.20 %

Times, Locations, Services Count/Percent Counseling Services

	Count	Percent
Table 3 Preferred Times - Saturday afternoons (noon to 5 p.m.)	Respondents: 176	

Total Responses	176	100 %
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Table 4 Preferred Locations or Delivery - Coastline College Center (Fountain Valley)	Respondents: 185	
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Preferred	69	37.30 %
Acceptable	47	25.41 %
Not preferred	48	25.95 %
Don't know	21	11.35 %

Total Responses	185	100 %
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Table 4 Preferred Locations or Delivery - Coastline Costa Mesa Center	Respondents: 172	
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Preferred	29	16.86 %
Acceptable	39	22.67 %
Not preferred	80	46.51 %
Don't know	24	13.95 %

Total Responses	172	100 %
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Table 4 Preferred Locations or Delivery - Coastline Garden Grove Center	Respondents: 172	
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Preferred	31	18.02 %
Acceptable	49	28.49 %
Not preferred	69	40.12 %
Don't know	23	13.37 %

Total Responses	172	100 %
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Table 4 Preferred Locations or Delivery - Coastline Huntington Westminster Center	Respondents: 168	
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Preferred	14	8.33 %
Acceptable	42	25.00 %
Not preferred	84	50.00 %
Don't know	28	16.67 %

Total Responses	168	100 %
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Table 4 Preferred Locations or Delivery - By telephone	Respondents: 183	
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Preferred	73	39.89 %
Acceptable	71	38.80 %
Not preferred	30	16.39 %
Don't know	9	4.92 %

Total Responses	183	100 %
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Times, Locations, Services Count/Percent Counseling Services

	Count	Percent
Table 4 Preferred Locations or Delivery - By e-mail		
	Respondents: 182	
Preferred	71	39.01 %
Acceptable	65	35.71 %
Not preferred	39	21.43 %
Don't know	7	3.85 %
Total Responses	182	100 %

Table 4 Preferred Locations or Delivery - Via online chat (real-time)		
	Respondents: 173	
Preferred	34	19.65 %
Acceptable	56	32.37 %
Not preferred	57	32.95 %
Don't know	26	15.03 %
Total Responses	173	100 %

Table 5 Importance of Services - Orientation to Coastline College prior to registration		
	Respondents: 203	
Very important	66	32.51 %
Important	67	33.00 %
Less important	25	12.32 %
Not important	10	4.93 %
Don't know or n/a	35	17.24 %
Total Responses	203	100 %

Table 5 Importance of Services - Academic advising (selecting classes)		
	Respondents: 203	
Very important	114	56.16 %
Important	71	34.98 %
Less important	7	3.45 %
Not important	1	0.49 %
Don't know or n/a	10	4.93 %
Total Responses	203	100 %

Table 5 Importance of Services - Coastline graduation requirement assistance		
	Respondents: 204	
Very important	115	56.37 %
Important	72	35.29 %
Less important	6	2.94 %
Not important	1	0.49 %
Don't know or n/a	10	4.90 %
Total Responses	204	100 %

Times, Locations, Services Count/Percent Counseling Services

	Count	Percent
Table 5 Importance of Services - Assistance understanding transfer requirements to universities Respondents: 203		
Very important	125	61.58 %
Important	60	29.56 %
Less important	6	2.96 %
Not important	1	0.49 %
Don't know or n/a	11	5.42 %
Total Responses	203	100 %
Table 5 Importance of Services - Career planning assistance (selecting a major/career) Respondents: 203		
Very important	80	39.41 %
Important	81	39.90 %
Less important	19	9.36 %
Not important	5	2.46 %
Don't know or n/a	18	8.87 %
Total Responses	203	100 %
Table 5 Importance of Services - Referrals to other Coastline College services and programs Respondents: 203		
Very important	82	40.39 %
Important	86	42.36 %
Less important	14	6.90 %
Not important	2	0.99 %
Don't know or n/a	19	9.36 %
Total Responses	203	100 %
Table 5 Importance of Services - Referrals to employment services Respondents: 204		
Very important	54	26.47 %
Important	66	32.35 %
Less important	32	15.69 %
Not important	16	7.84 %
Don't know or n/a	36	17.65 %
Total Responses	204	100 %
Table 5 Importance of Services - Referrals to financial aid assistance Respondents: 204		
Very important	83	40.69 %
Important	63	30.88 %
Less important	20	9.80 %
Not important	13	6.37 %

Times, Locations, Services Count/Percent Counseling Services

Count Percent

Table 5 Importance of Services - Referrals to financial aid assistance Respondents: 204

Don't know or n/a	25	12.25 %
Total Responses	204	100 %

Table 5 Importance of Services - Assistance with decision making, values clarification, or building self-esteem Respondents: 202

Very important	60	29.70 %
Important	79	39.11 %
Less important	28	13.86 %
Not important	15	7.43 %
Don't know or n/a	20	9.90 %
Total Responses	202	100 %

Other Counseling Services Comments

Counseling Services

Question: Are there other counseling services that would be important to you?

Assistance to obtain approval from Financial Aid for the disability learning program

None, I am grateful for the quality assistance that was given to me.

It would be nice to have FAQ sheet with the top 20 -30 questions asked available online.
Or a message board organized by type of question so that I could refer to an answer given to another student.

No. These seem to fit every need at the moment.

None

More people on registration and counseling services

not at this time

Yes, like services for that would somehow be beneficial to people with mental or psychological disabilities. I have agoraphobia and ADD, so something that could possibly help me with that.

As much information On what course's and schooling are need to take, to help with carrer planning for the students future.

i have tried many times to get the counslor to tell me what classes i need to transfer to another school and all i got was a brochure from another college

online

NO

Class to help adults like me to enter college for the first time.

Transfers to Institutions for continuing education after completion of initial degree with coastline (Associates)

As a general rule, the most efficient path to reaching goals, academic,geographic, and financial.

Please keep up the quality of service that I have experienced with my taking of Biology 100 Telecourse, with Mr. Warwick. He has answered many questions for me via email.

Yes a real time "chat" with a counselor would be very, very, useful!! Set up a weekly time (chat room) when all the DL and military students can log into a CHAT session to handle situations and questions that come up.

Other Counseling Services Comments

Counseling Services

Question: Are there other counseling services that would be important to you?

I would like a more direct line to Financial Aid services reps

No just knowing what classes I can take, the resources to be able to take the classes and the jobs I can get when the education is complete.

I hope this is the end.

Demographics Count/Percent

Counseling Services

	Count	Percent
Age	Respondents: 207	
18-30	71	34.30 %
31-45	100	48.31 %
46-60	31	14.98 %
61 or older	5	2.42 %
Total Responses	207	100 %
Gender	Respondents: 206	
Male	122	59.22 %
Female	84	40.78 %
Total Responses	206	100 %
Ethnicity	Respondents: 205	
American Indian/Native Alaskan	4	1.95 %
White	106	51.71 %
Black	11	5.37 %
Hispanic	26	12.68 %
Vietnamese	26	12.68 %
Other Asian	10	4.88 %
Decline to State	8	3.90 %
Other	14	6.83 %
Total Responses	205	100 %
Primary Language	Respondents: 204	
English	175	85.78 %
Spanish	6	2.94 %
Vietnamese	18	8.82 %
Other	5	2.45 %
Total Responses	204	100 %
Have you applied for or received financial aid through Coastline College?	Respondents: 207	
Yes	64	30.92 %
No	143	69.08 %
Total Responses	207	100 %
Are you currently enrolled in the EOPS Program?	Respondents: 203	
Yes	13	6.40 %
No	190	93.60 %
Total Responses	203	100 %

Demographics Count/Percent

Counseling Services

	Count	Percent
How did you find out about Coastline's counseling services?		
Respondents: 207		
In a class offered by the college	14	6.76 %
From an instructor	10	4.83 %
From someone in another Student Services office	11	5.31 %
In the class schedule	22	10.63 %
In the catalog	39	18.84 %
From a friend	29	14.01 %
From the Coastline College Website	48	23.19 %
Other	34	16.43 %
Total Responses	207	100 %

	Count	Percent
What is your present educational goal?		
(Choose only one.)		
Respondents: 207		
Bachelor's degree after completing A.A. degree	135	65.22 %
Bachelor's degree without completing A.A. degree	11	5.31 %
Associate degree without transfer	28	13.53 %
Two-year occupational degree without transfer	4	1.93 %
Occupational certificate	5	2.42 %
Discover career interests, plans, and goals	4	1.93 %
Advance in current job/career (update job skills)	3	1.45 %
Prepare for a new career (acquire job skills)	6	2.90 %
Improve English, Reading, and Math skills	1	0.48 %
Undecided on goal	7	3.38 %
Other	3	1.45 %
Total Responses	207	100 %

	Count	Percent
Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)		
Respondents: 187		
Golden West College	17	9.09 %
Irvine Valley College	1	0.53 %
Orange Coast College	19	10.16 %
Santa Ana College	7	3.74 %
Santiago Canyon College	1	0.53 %
Other community college	13	6.95 %
A four-year college or university	21	11.23 %
No: Enrolled only at Coastline	122	65.24 %
Total Responses	201	100 %

Listing of "other" Responses by Question

Counseling Services

Question: Ethnicity

Syrian
multiracial
White/American Indian
American
Mestizo
European
Brazilian/Latin
American
multi racial
African American
persion

Question: Primary Language

Italian
Chinese
Arabic
Portuguese

Question: How did you find out about Coastline's counseling services?

CSULB
Veterans Office
From CSULB
STAR Program
walk-in
Normal info about a college
When I first called the school to enroll. The receptionist told me that it would be helpful for me to see one to help me figure out what classes I needed.
relative
vocational consultant
Contacted by someone at CCC who said I did not have a education plan on file. We are in process of creating one now.
military
Navy Camous Office
previous college experiences
Military dot com
Navy Reserve Monthly Issue
On a ship
U.S. Coast Guard
ESO
Navy College
Navy Reserve Education Website
navy college
earmyu
MILITARY
From the Navy's college website
College office on base
Military
navy college
Navy College
Susan Bowles
base education office

Question: What is your present educational goal?
(Choose only one.)

General Ed Cert
IGETC
Associates Degree

Comments and Suggestions

Counseling Services

Question: Do you have any additional comments or suggestions related to counseling services at Coastline College?

None,

Please take care not to include any Social Security info on any paper work that may be going through mail or by fax.

I am concerned about books. In order to afford books, I must wait for financial aid. This problem forces me to go without books for several weeks and I get behind in studies. In addition, when books change from edition to edition so quickly there is no ability to sell them back therefore compounding the problem. Books that are only one edition old could be bought back and resold to students.

Very satisfied.

My last counselor has done a wonderful job in outlining an educational plan!!! She is an asset to the college and even went above and beyond to ensure I had the right plan for what I wanted to do. She even took the time to explain everything in detail and made sure I understood before finishing my appointment. Thank you!!!

Jim Baugh is the greatest!

I have attended 12 Community Colleges throughout California for both general education requirements and vocational requirements and the staff at Coastline is by far the most willing to help students with their educational goals. I have completed my AA and will complete my BA in June. Thank you to all at Coastline that helped me on my journey.

Find out more places for distance learning - online, TV for a BA degree

I would like to say Thank you to the counsler that held me Pat Johnson. She was very helpful and I felt that she went out of her way to help me. I felt that I was receving special treatment because of the amount of help that she was giving me, in reality i am sure that it was the same level of help that she gives to student that comes in her door.

No

My experience has been counselors not listening enough to properly understand my question. Then replying with something that misses the mark. It is as though they feel they know what I am asking before I ask and have a pat answer.

Learning to listen to the student's questions is the advise I would suggest.

Each time I had a very good experience and found the counselors to be very helpful.

The Counselors at Coastline are very helpful.

Comments and Suggestions

Counseling Services

Question: Do you have any additional comments or suggestions related to counseling services at Coastline College?

My counselor was Jim Baughn. He was extremely helpful as he was available at convenient times and prompt in responding to questions.

I was also impressed with Costline's culture top to bottom where even though the courses were rigorous, the instructors were still focused in the student's learning as opposed to attendance and other factors emphasized at less effecient institutions.

Making clear about credit/ noncredit/ letter grade.. will help student make the best choice for their best GPA.

That they have more options for people struggling with mental or psychological disabilities.

I HAVE MET WITH THREE COUNSELORS AND ALL THREE MEETINGS WERE VERY CONSTRUCTIVE.

the services offer are great

Online courses cxould use more help in communicationto students participating.

EOPS counselors are helpful for students with low income

I appreciate the assistance I recieved in forming my educational plan. I am ex-military with barely any formal college and little idea of how the programs work. The help I recieved at the counselor's office was invaluable.

Thank you

i suggest that once the money is given to the school by the student that the school support the student and not let him flounder around trying to get answers to questions from teachers who ignore them.

I know this has nothing to do with the counseling services but I need to give my input regarding your math (10) class.

The math class(10)that I took in the fall semester (2004) really needs to be twice a week. It's impossible to absorbed all the information given in a once week program.

I would like to let you know that the tutoring center did help me very much and the students were very professional.

I think everyone there is great!

Comments and Suggestions

Counseling Services

Question: Do you have any additional comments or suggestions related to counseling services at Coastline College?

N/A

Jim Baugh was fantastic at helping me with my transfer needs and graduation requirements.

To better assist students that want to transfer to a 4 year school in CA. I was disappointed to have worked so hard to complete my 60 units, to find out how stricked it is to transfer and that I missed all the deadlines. I had questions in this area and didn't get really any answers or advice what to do. I am a returning student from years ago and didn't realize the demand on 4 year schools in the area. Not knowing this has put me behind in my goals to complete my degree.

Thank.

Thank YOU for your help in getting me to my final class for an AA.

The need more INFO on everything

I have heard a lot of students complaint about the EOPS services, I meant the service desk,they need to be more friendly and provided comfortable atmosphere,they neet to be trained to know how to treated everyone equally.

However,the Intructors at Coastline College are wonderful,I would rate all the Instructors and all the Staffs at Counseling Office an "A".

I am looking forward to enroll for the next semester at CCC.

Have a nice day.

Difficult to get much needed appointments. Difficulty in selling back books. There are required classes with books that are not affordable, is there a solution? Maybe have the school buy back books that are one revision old and sell them used for these classes.

NO

nothing

don't cancel the fire wall cst 240 any more a can't take it because you calcel it every time.

This should have been done when I originally enrolled at CCC 18 months ago. Whoever enrolled me did not create an education plan or have my SMART or home university transcripts added to my file. Otherwise, the ladies in the counseling office have been very patient in helping me get what I need added to my file. I love Coastline!

Like i said earlier I'm in the military and I have been out of school for about twelve years. The help I received really made me feel comfortable about going back to school. They

Comments and Suggestions

Counseling Services

Question: Do you have any additional comments or suggestions related to counseling services at Coastline College?

talked me through each step and always said that if I had anymore question to fell free to call back at any time. Thank you again.

The only problem that I had on one of the on-line course that I took last year was the turn around time for the instructor to answer student problems. It takes about 2-3 days to get a response back. Other than that it's good to go.

Susan Winterbourne has been nothing short of OUTSTANDING !!
Thanks for Posting VA Info / Contact #'s on website like I asked.

The on-line program is outstanding; my only regret,I didn't start sooner.

Thank you so much!

Would like to set specific goals and gather all transcripts and see/use which are applicaple.

I would like to single out Susan Winterborne as a most knowledgeable and professional counselor, she personally made my experience at Coastline College successful.

I like the instant reminder for enrolling in the next semester.

Assistance via phone, fax, mail, and email has been wonderful. Thank you!

no

I found your website to be VERY helpful, especialy considering that I am in Bahrain and 11 hours ahead of CA time. Thank You!

Mark G. Skiba, BUC/E7 U.S. Navy

I need a big push to get to the AA degree and move on. I need the push from CCC.

Pat was great! Efficient and effective with a pleasing disposition. Thank you!

Blank Survey

Counseling Services

1. How many times have you contacted a counselor at Coastline?

(Choose one)

- 1. Never
- 2. Once
- 3. 2-3 times
- 4. 4-5 times
- 5. 6-7 times
- 6. 8-9 times
- 7. 10 or more times

2. How did you communicate with the counselor? (Mark all that apply.)

(Choose all that apply)

- 1. In person
- 2. Phone
- 3. E-mail
- 4. U.S. mail
- 5. Fax
- 6. Other

3. Table 1 Counselor Attributes - My counselor assists me in exploring vocational/career options.

(Choose one)

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree
- 5. Don't know or n/a

4. Table 1 Counselor Attributes - My counselor advises me of alternatives and assists me in understanding requirements for graduation, transfer, or certificate programs.

(Choose one)

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree
- 5. Don't know or n/a

5. Table 1 Counselor Attributes - My counselor showed concern for me and the decisions I am making.

(Choose one)

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree
- 5. Don't know or n/a

6. Table 1 Counselor Attributes - My counselor seems informed about regulations and course offerings.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Disagree*
- 4. *Strongly disagree*
- 5. *Don't know or n/a*

7. Table 1 Counselor Attributes - If needed, my counselor refers me to other sources for additional information and assistance.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Disagree*
- 4. *Strongly disagree*
- 5. *Don't know or n/a*

8. Table 1 Counselor Attributes - If needed, I would contact a Coastline counselor again.

(Choose one)

- 1. *Strongly agree*
- 2. *Agree*
- 3. *Disagree*
- 4. *Strongly disagree*
- 5. *Don't know or n/a*

9. Table 2 Counseling Services - Ease of contacting a person by phone in order to schedule a counseling appointment

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

10. Table 2 Counseling Services - Courtesy and helpfulness of staff who scheduled your appointment

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

11. Table 2 Counseling Services - Availability of counselors to answer your questions

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

12. Table 2 Counseling Services - Availability of appointment times that were convenient to you

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

13. Table 2 Counseling Services - Length of time you had to wait before receiving your appointment/service

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

14. Table 2 Counseling Services - Convenience of geographic location where you received counseling services

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

15. Table 2 Counseling Services - Length of time you had with your counselor

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

16. Table 2 Counseling Services - Clarity of information provided by counselor

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

17. Table 2 Counseling Services - Value of information provided by counselor

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

18. Table 2 Counseling Services - Usefulness of online student orientation

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

19. Table 2 Counseling Services - Usefulness of Coastline's Transfer Handbook

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

20. Table 2 Counseling Services - Usefulness of Coastline's Career and Technical Education Handbook

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

21. Table 2 Counseling Services - Availability and adequacy of Coastline's student scholarships

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

22. If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

23. Table 3 Preferred Times - Mornings (before noon)

(Choose one)

- 1. *Preferred*
- 2. *Acceptable*
- 3. *Not preferred*
- 4. *Don't know*

24. Table 3 Preferred Times - Afternoons (noon to 5 p.m.)

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

25. Table 3 Preferred Times - Early evenings (5 to 7 p.m.)

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

26. Table 3 Preferred Times - Late evenings (7 to 9 p.m.)

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

27. Table 3 Preferred Times - Saturday mornings (before noon)

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

28. Table 3 Preferred Times - Saturday afternoons (noon to 5 p.m.)

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

29. Table 4 Preferred Locations or Delivery - Coastline College Center (Fountain Valley)

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

30. Table 4 Preferred Locations or Delivery - Coastline Costa Mesa Center

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

31. Table 4 Preferred Locations or Delivery - Coastline Garden Grove Center

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

32. Table 4 Preferred Locations or Delivery - Coastline Huntington Westminster Center

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

33. Table 4 Preferred Locations or Delivery - By telephone

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

34. Table 4 Preferred Locations or Delivery - By e-mail

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

35. Table 4 Preferred Locations or Delivery - Via online chat (real-time)

(Choose one)

- 1. Preferred
- 2. Acceptable
- 3. Not preferred
- 4. Don't know

36. Table 5 Importance of Services - Orientation to Coastline College prior to registration

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important
- 5. Don't know or n/a

37. Table 5 Importance of Services - Academic advising (selecting classes)

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important
- 5. Don't know or n/a

38. Table 5 Importance of Services - Coastline graduation requirement assistance

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

39. Table 5 Importance of Services - Assistance understanding transfer requirements to universities

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

40. Table 5 Importance of Services - Career planning assistance (selecting a major/career)

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

41. Table 5 Importance of Services - Referrals to other Coastline College services and programs

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

42. Table 5 Importance of Services - Referrals to employment services

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

43. Table 5 Importance of Services - Referrals to financial aid assistance

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

44. Table 5 Importance of Services - Assistance with decision making, values clarification, or building self-esteem

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*
- 5. *Don't know or n/a*

45. Are there other counseling services that would be important to you?

46. Age

(Choose one)

- 1. *Under 18*
- 2. *18-30*
- 3. *31-45*
- 4. *46-60*
- 5. *61 or older*

47. Gender

(Choose one)

- 1. *Male*
- 2. *Female*

48. Ethnicity

(Choose one)

- 1. *American Indian/Native Alaskan*
- 2. *White*
- 3. *Black*
- 4. *Hispanic*
- 5. *Vietnamese*
- 6. *Other Asian*
- 7. *Decline to State*
- 8. *Other*

49. Primary Language

(Choose one)

- 1. *English*
- 2. *Spanish*
- 3. *Vietnamese*
- 4. *Other*

50. Have you applied for or received financial aid through Coastline College?

(Choose one)

- 1. *Yes*
- 2. *No*

51. Are you currently enrolled in the EOPS Program?

(Choose one)

- 1. Yes
- 2. No

52. How did you find out about Coastline's counseling services?

(Choose one)

- 1. In a class offered by the college
- 2. From an instructor
- 3. From someone in another Student Services office
- 4. In the class schedule
- 5. In the catalog
- 6. From a friend
- 7. From the Coastline College Website
- 8. Other

53. What is your present educational goal?

(Choose only one.)

(Choose one)

- 1. Bachelor's degree after completing A.A. degree
- 2. Bachelor's degree without completing A.A. degree
- 3. Associate degree without transfer
- 4. Two-year occupational degree without transfer
- 5. Occupational certificate
- 6. Discover career interests, plans, and goals
- 7. Advance in current job/career (update job skills)
- 8. Prepare for a new career (acquire job skills)
- 9. Educational development (intellectual, cultural)
- 10. Improve English, Reading, and Math skills
- 11. Undecided on goal
- 12. Other

54. Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)

(Choose all that apply)

- 1. Golden West College
- 2. Irvine Valley College
- 3. Orange Coast College
- 4. Saddleback College
- 5. Santa Ana College
- 6. Santiago Canyon College
- 7. Other community college
- 8. A four-year college or university
- 9. No: Enrolled only at Coastline

55. Do you have any additional comments or suggestions related to counseling services at Coastline College?



COASTLINE
COMMUNITY COLLEGE



Counseling Program Review

March 14, 2005

Presenters

- **General Counseling**
 - Sue Primich, Department Chair

- **EOPS**
 - Ruth Dills, EOPS Coordinator

- **Military/Distance Counseling**
 - Susan Winterbourne, Counselor

- **Financial Aid Counseling**
 - Cynthia Pienkowski, Financial Aid Director

- **Counseling Courses**
 - Nancy Soto Jenkins, Counselor/Articulation Officer



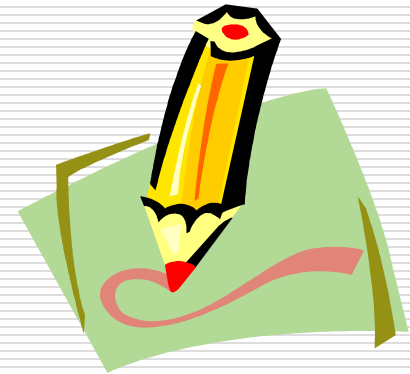
Decentralized Counseling Model

- **General Counseling**
 - Two Full-time Faculty
 - Five Adjunct Faculty
- **Military Counseling**
 - One Full-time Faculty
 - Two Adjunct Faculty
- **ABI Counseling**
 - One Full-time Faculty
 - Interns
- **EOPS**
 - One Full-time Faculty
 - One 50% Counselor, 50% Coordinator
- **Financial Aid**
 - Adjunct Counselors
- **Counseling Courses**



Counseling Services

- **Academic Plans**
 - AA Degree
 - Transfer
 - Occupational Certificate
- **Career Counseling**
 - Coastline Counselors
 - One-Stop Center
- **Personal Counseling**



Counseling Services, cont.

- ❑ **Articulation Agreements/Partnerships**
 - CSU
 - UC
 - Private Colleges and Universities
 - Military-friendly

- ❑ **Outreach Counseling/Classroom Visitations**

- ❑ **Counseling Courses**



Transfer Center

- ❑ Assistance with Transfer
- ❑ Research Tools
- ❑ College Application Assistance
- ❑ Workshops
- ❑ University Representative Visits/Appointments
- ❑ University Transfer Event



1999-2000 Program Review Recommendations

- Implement Online Advising Services
- Provide Counseling Services @ Costa Mesa Center
- Coordinate Crisis Intervention Plan
- Liaison with Instructional Departments

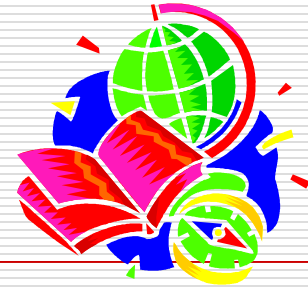


Counseling Goals Met Since Last Program Review

- Counseling Department Chair
- Counselor Training Sessions
- Permanent Adjunct Counselor to Transfer Center
- Part time Clerical Support for Counselors
- Increased Outreach to ESL and General Education Classes
- Improved Services for Disqualified Students
- Enforce Matriculation Requirement for Assessment



Counseling Services Five-Year Goals



- Enhance Online Counseling Services
 - Implement Electronic Appointment System
 - Redesign Fountain Valley Counseling Area
 - Replace Three Full-time Counselors
 - Increase Collaboration with Programs and Services on Campus
 - Expand Participation in Education Fairs and Consortiums
-

Financial Aid Academic Counseling



- Fulfills Academic Obligations for Receiving Financial Aid Funds
 - Student Educational Plan
 - Streamlines Degree Completion and Transfer Process
 - Monitors Units/Transcripts from Other Colleges
 - Financial Aid Director Advised If Planned Coursework Meets Dept. of Education Payment Criteria
-

Financial Aid Counseling Impact

- 2003-2004: \$35,000 from Special Categorical Program (BFAP)
 - 300 Students Counseled
- Without Funding/Services
 - Students Would Not Be Served
 - Greater Demand On Limited General Counseling Resources



Financial Aid Counseling Goals

- Maintain Current Proactive Level of Service
- Expand Services to Include Outreach



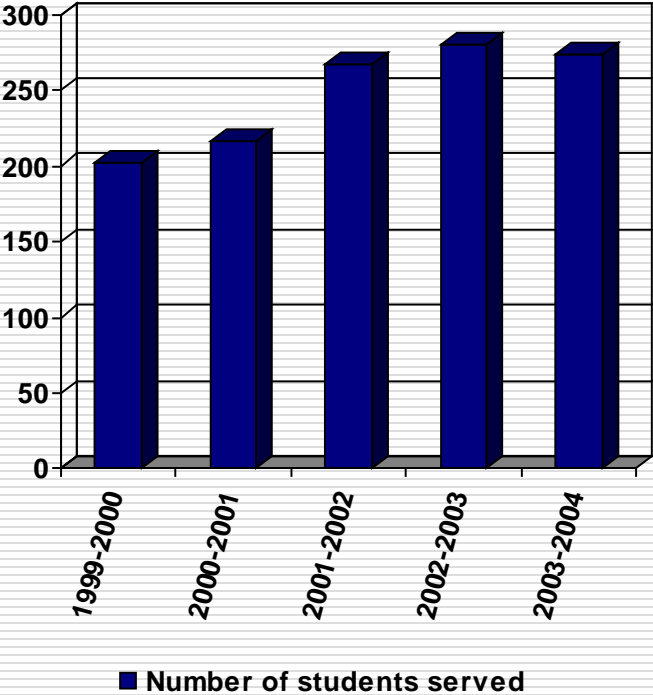
EOPS Counseling New Student Orientations



<u>EOPS Students</u>	<u>Summer</u>	<u>Fall</u>	<u>Spring</u>	<u>Spring Break</u>	<u>Total</u>
2002-2003	0	67	32	10	109
2003-2004	0	70	58	0	128
2004-2005	15	79	37	0	131

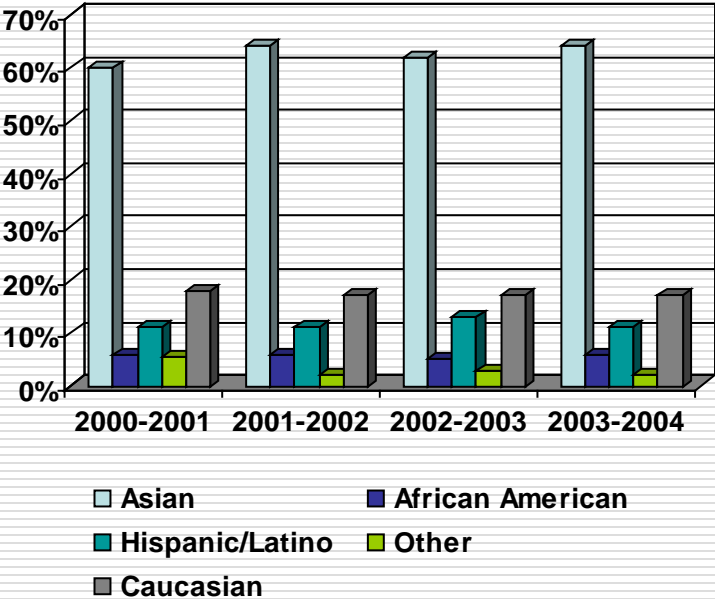
EOPS Students Served

EOPS Students Served

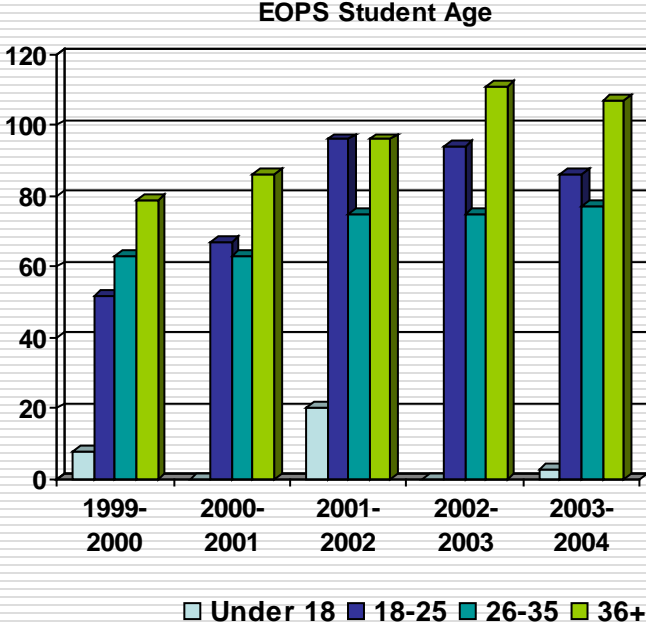


EOPS Student Ethnicity

EOPS Student Ethnicity



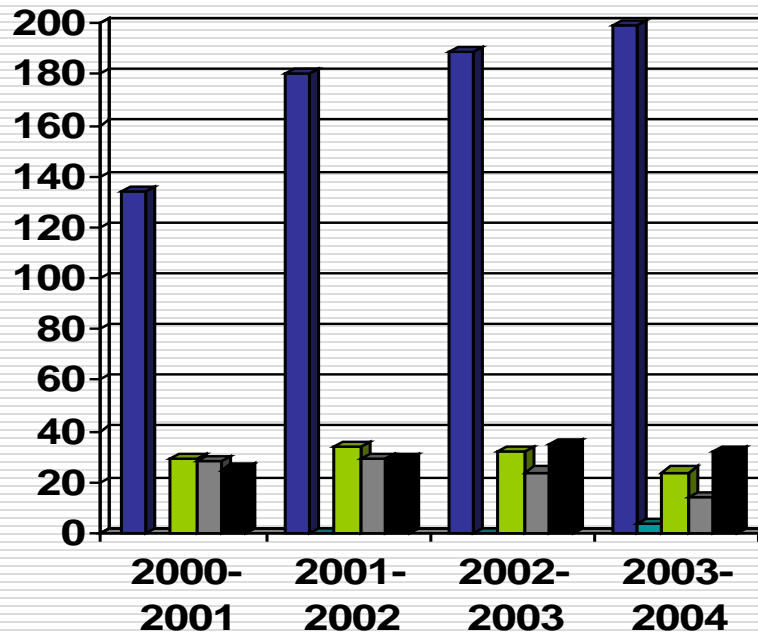
EOPS Student Age



EOPS

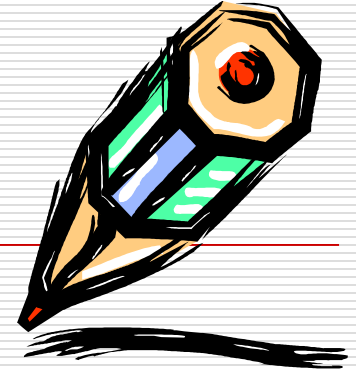
Student Educational Goals

EOPS Student Educational Goals



- Transfer
 - Undecided
 - Certificate and AA
 - Certificate only
 - AA only
-

EOPS Counseling Goals



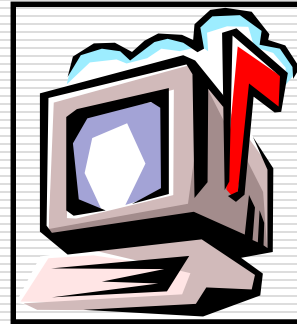
- Expand Outreach Activities
 - Support Professional Development and Committee Membership
 - Develop Tutorial/Voucher System
 - Create Distance Learning Success Class
-

Military/Distance Counseling

Telephone



E-mail

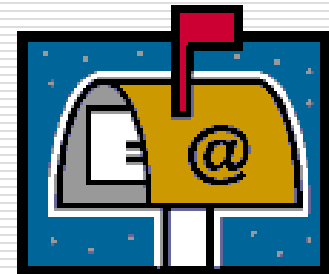


In-person

Fax



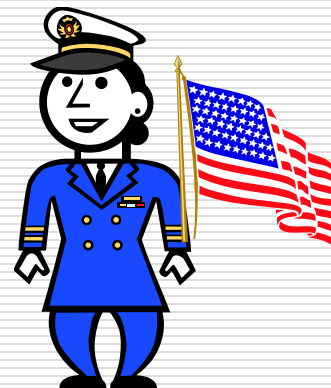
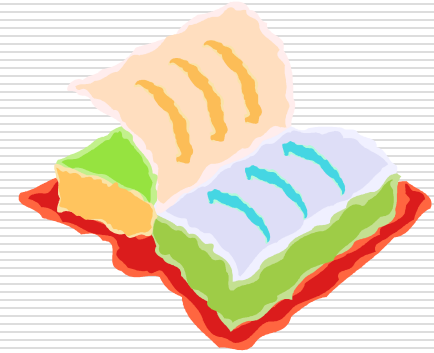
Mail



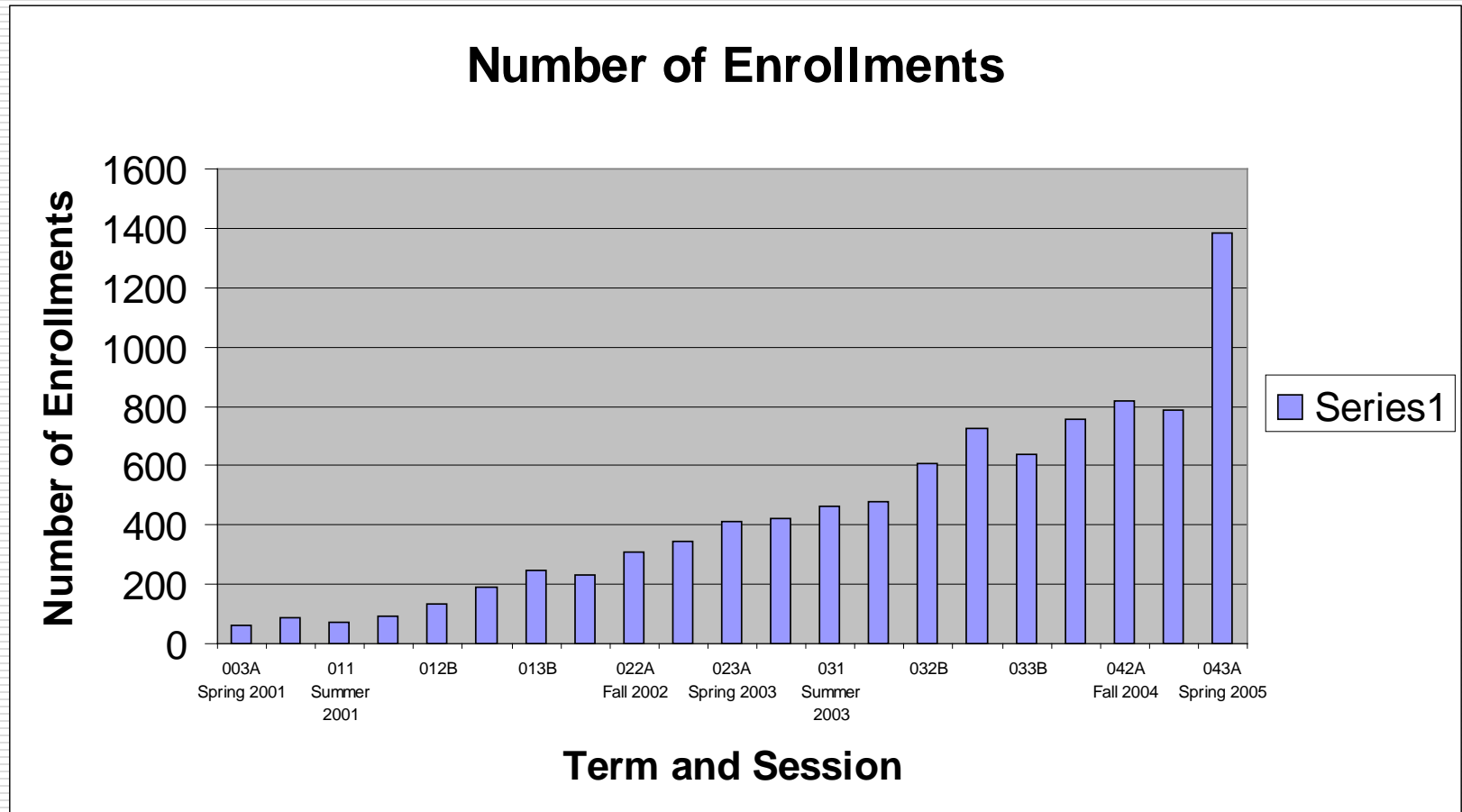
Military/Distance Counseling

- Partnerships/Articulation Agreements
 - 86% Students List Goal as Transfer

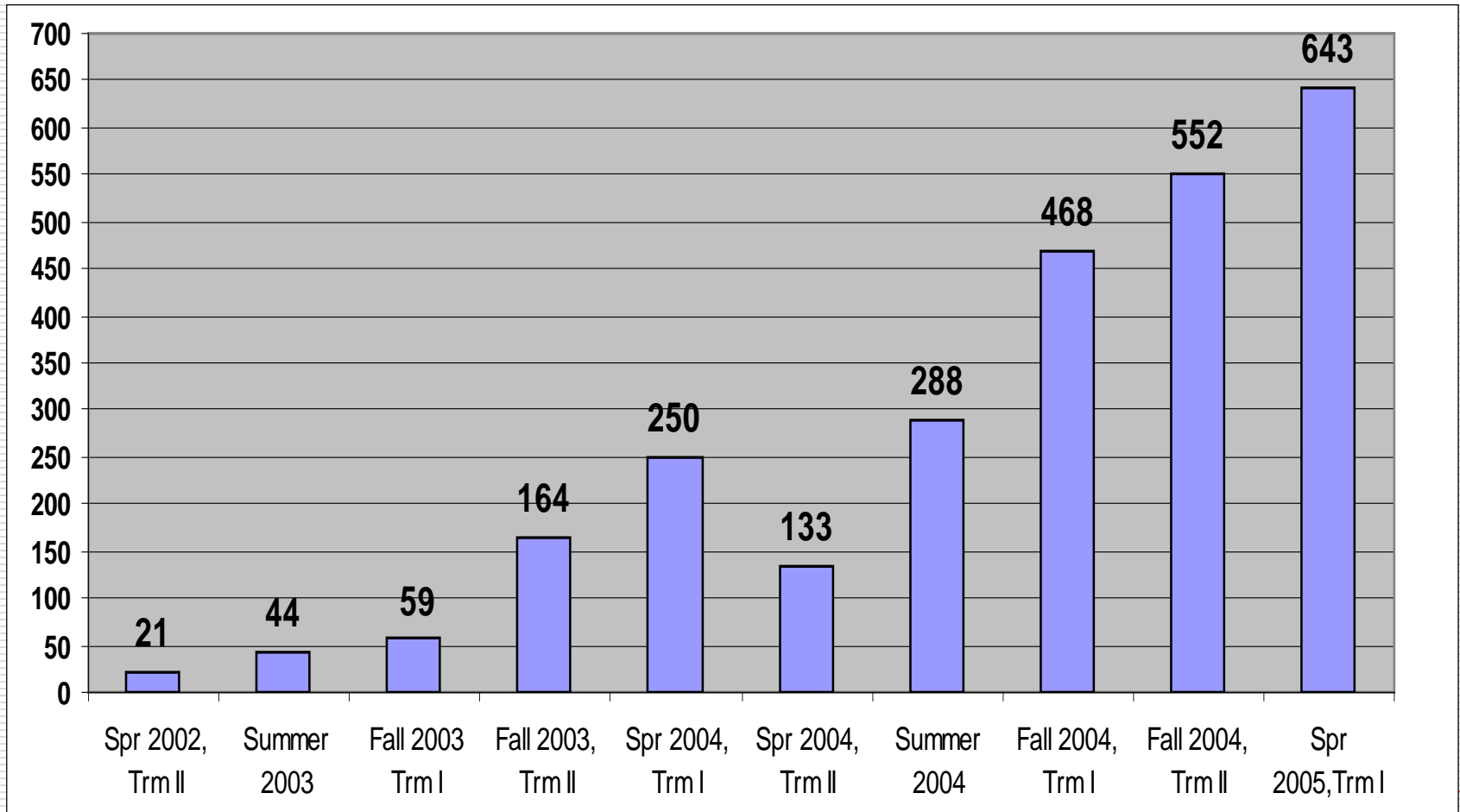
- Outreach
 - Ships, Bases, Posts



Military Student Enrollments Ashore Program



Military Student Enrollments EArmyU

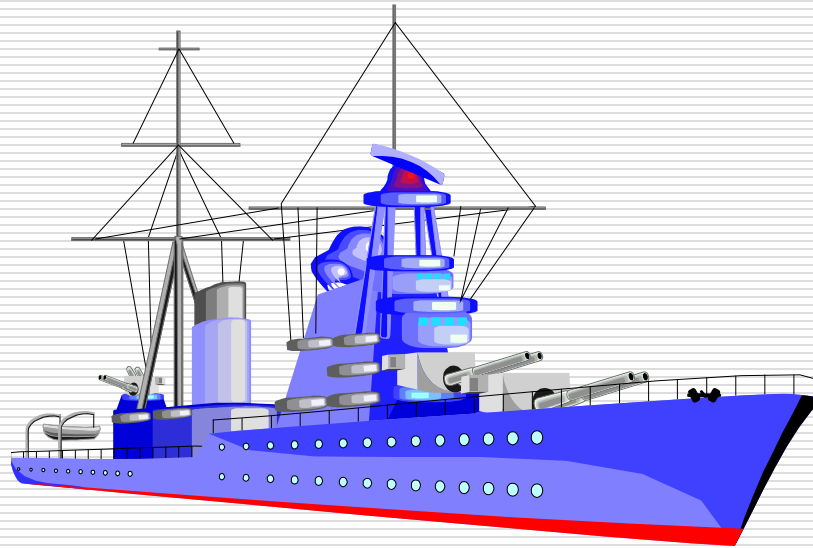


Military Student Enrollments PACE

(Program Afloat College Education)



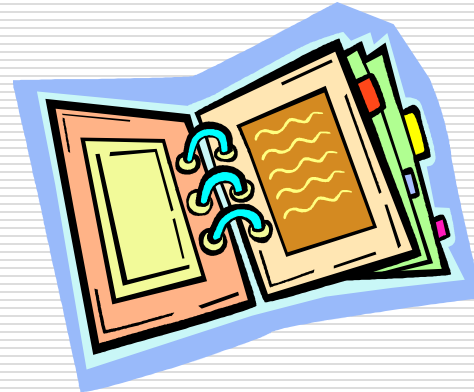
□ 4,000 per year



Military Counseling Contacts

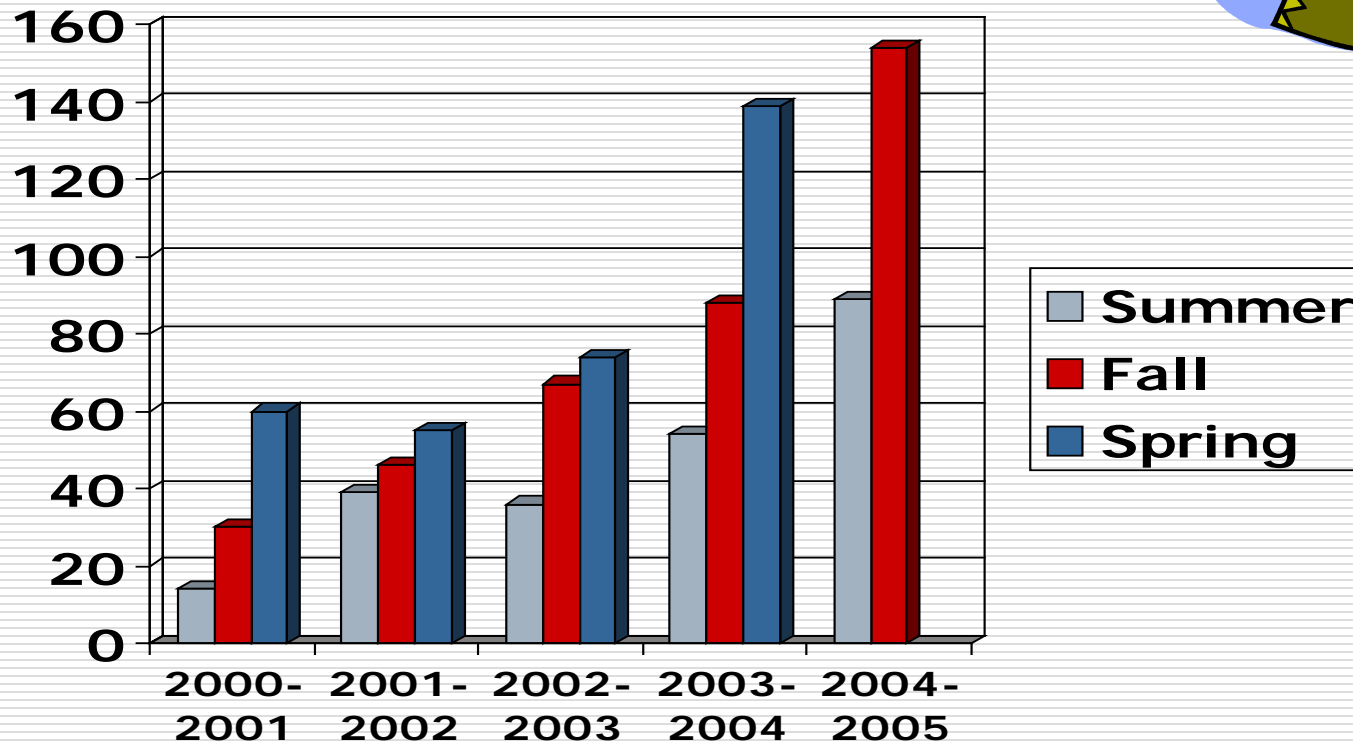
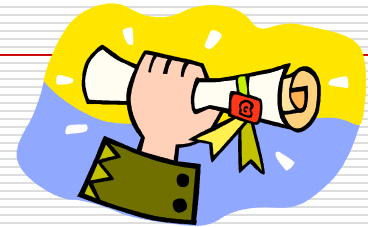
□ July 2003 to June 2004

- 1,495 Contacts
- 867 Students
- 86 Outreach Contacts





Military Students Graduation Tally



Military/Distance Counseling Goals

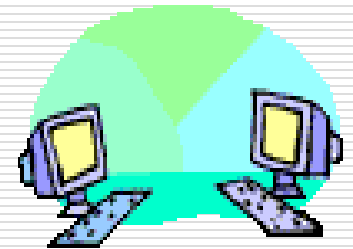


- Implement additional security measures



- Encryption Technology

- Launch Online Student Chat Room

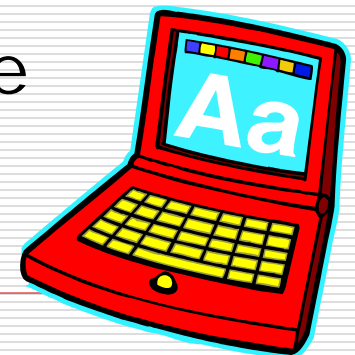


- Develop Distance Learning Guidelines

- Increase Military-friendly Articulation Agreements/Partnerships

- Enhance and Update Military Website

- Increase Counseling Hours



Counseling Courses

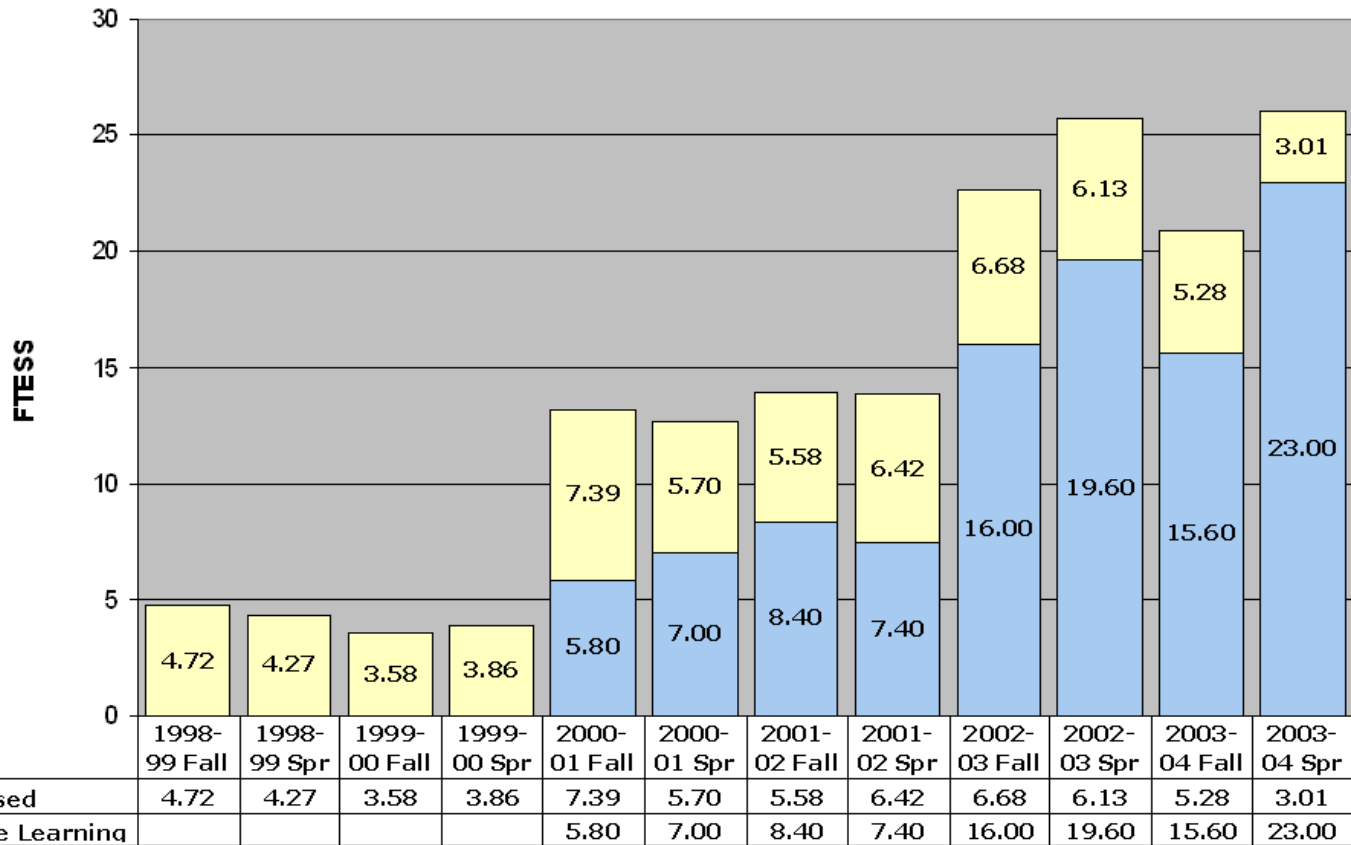


- Areas of Emphasis
 - Career Planning and Development
 - College Success Strategies
 - Job Search Strategies
 - Courses Improve Retention
 - Student Comment
 - "I am very grateful to have found this class, and I find myself using the ideas in many areas of my life."
-

Counseling Courses



Counseling FTES by Delivery Mode



Counseling Courses

Incarcerated Student Education Program

- 50% of Distance Learning Students in Counseling 105
- If Pilot Program Implemented
 - Substantial Growth Expected
- Student Satisfaction



Counseling 105 Courses ACCESS Program



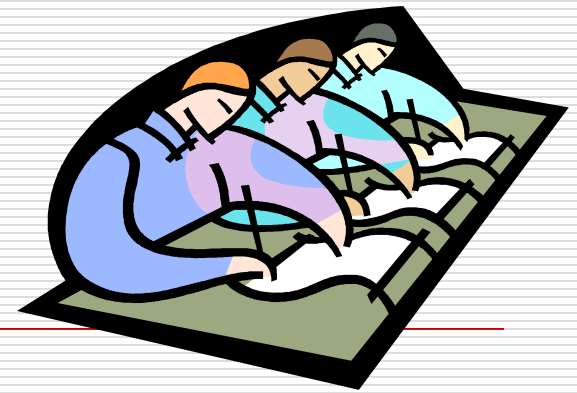
- Excellent Transition for ESL Students
 - Popular Course for EOPS Students
 - Recruiting/Outreach
-

Counseling Courses Goals



- Offer Counseling 100 Career/Life Planning Online
 - Revise Course Outlines with New SLOs
 - Increase Marketing to Increase Enrollment
 - Further Course Offerings at One Stop Center
 - Evaluate Need for New Courses
-

Student Comments



- "I'm in the military and I have been out of school for about twelve years. The help I received really made me feel comfortable about going back to school. They talked me through each step and always said that if I had any more questions to feel free to call back at any time. Thank you again."
 - "I have attended 12 Community colleges throughout California for both general education requirements and vocational requirements and the staff at Coastline is by far the most willing to help students with their educational goals. I have completed my AA and will complete my BA in June. Thank you to all at Coastline that helped me on my journey."
-

Student Comments



- "I would like to thank you for helping me better understand Coastline's educational programs. I will be looking forward to starting my first class soon. It sounds as if your commitment (Our Goal is Your Success!) to the student is genuine. I would also like to thank Coastline College for providing a professional counselor to deal with the military student."

 - "I am especially satisfied with the EOPS program. Without the helping of EOPS, I will not be able to complete my degree at Coastline in the short time."

 - "My decision to attend Coastline Community college was solidified through my counseling session with (counselor). I was very happy and grateful for her assistance. She was thorough, patient, and encouraging."
-

**Coastline Community College
Program Review 2004-05
Validation Written Report
COUNSELING DEPARTMENT**

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

Yes No

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

Does the data substantiate the conclusions and recommendations made?

Yes No Unclear

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

- A. Not sure there is sufficient data regarding the level of need for full-time counseling (or the anticipated under-served population if a position is not filled) to support the recommendation to replace all three full-time counselors who have just retired. (See Recommendation 4.A.)
2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:
- A. Increased number of degree-seeking students, including dramatically-increased number of military students
- B. Challenge of reaching students *after* they enroll to satisfy matriculation requirements
- C. Diverse populations (including wide spread of age ranges) and needs to which counseling staff must respond
- D. The greater challenges presented in providing comprehensive advising to the older student in comparison to the conventional 18-20 year old
- E. Commendable student and faculty diversity reflected and commendable ethnic-sensitive support, including counselors' bilingual skills
- F. Significant increase in enrollment in counseling courses with addition of distance delivery option

- G. Marked increased in the number of incarcerated students served by the college (from 1500 to 1900 Fall of 2004 to Spring of 2005) and its impact on counseling and other services
 - H. Increased number of distance learning students which may also result in changes in student demographics that affect counseling needs
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:

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

Yes No

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.
- A. In studying the best way to replace the loss of three full-time counselors who have retired, evaluate the workload of counselors during both peak and non-peak periods to verify and chart the number of counselors required each week based on a load of 33.75 hours per week of direct student contact per full-time counselor.
 - B. Explore even more specifically what is possible in sophisticated "online advising" and begin implementing. What components do we want? What, if any, are the obstacles to having what we want?
 - C. Continue to refine/improve the "sorting" of student's call-in needs (i.e., just a question or need for advisory appointment?).
 - D. Worthwhile to note the communication link that needs to be maintained between Counseling and DSP&S services to serve students in mainstream programs.
5. List program accomplishments and ways in which the program can be commended:
- A. Excellent team effort in conducting the department's Program Review; very thoughtful, readable comprehensive review document that should

serve the department well, including providing a useful written orientation for the new dean

- B. High satisfaction rate among students from all constituencies
- C. Great success in following through on previous goals, including implementation of decentralized counseling services, increased interaction with department chairs/lead faculty to improve awareness of programs and student needs, and adaptation of Counseling 105 to distance delivery
- D. Commendable coordination of counseling units (i.e., EOPS, Financial Aid, and Military) to, among other benefits, give general counselors increased odds of having enough available counselor hours to meet student needs
- E. Identification of an ambitious list of new five-year goals; commendable number of new initiatives currently underway, including the pilot project with incarcerated students
- F. Commendable number and types of "partnerships" represented among the various sub-programs
- G. Congrats on Counseling's proactive stance in responding to the revised accreditation standard regarding Student Learning Outcomes (SLOs)
- H. A real "feather in Coastline's cap" to have the two unique counseling support areas of ABI and Military
- I. Excellent job of putting in place programs that serve special populations and that provide notable support of special instructional programs such as ESL and Access students

April 11, 2005