

ADMINISTRATIVE RESPONSE

PROGRAM: Counseling CG Instructional Component

DATE: April 15, 2011

Opening Remark:

The instructional components of the program review will be addressed by the Deans of Instruction while the counseling components will be addressed by the Deans of Students.

We thank you for your dedication to your profession, students and the Counseling department. It is clear that you are actively working to deliver quality instruction as well as implement program improvements. Also, we thank you for a thoughtful, well organized review and presentation.

This response contains 5 sections: 1) Commendations, 2) Areas for further consideration, 3) Suggestions/observations, 4) Response to recommendations/areas of SAC needs and 5) Closing comments.

Commendations:

- Analysis of CG courses to align with Council of Advancement of Standards in Higher Education (CAS)
- Identification of the three-way crosswalk of the CAS standard-based outcomes, the college core outcomes and the CG course's outcomes
- Revision of CCOGs since last program review
- Getting Gen Ed on CG 191
- Collaboration with MAH SAC regarding math study skills
- Addition of new courses to include finance, health, identity, diversity and transfer.
- Analysis and adjustments made to foster better retention in classes
- Attention paid to employment trends and the addition of career related classes
- Addressing the increase enrollment of Veterans and adding a class for this population as well as other underserved populations
- Good use of feedback to inform instruction

- Listening to community groups for new trends and instructional needs
- Student Survey and analysis of the data received
- Submission of assessment of Critical thinking, communication and self-reflection as related to PCC core outcomes

Areas for further Consideration:

- Although assessment was addressed in the body of the report, it was difficult to find specific assessment information. It would appear that broad areas are identified as outcomes, but there is little indication of what the outcome actually is, or how it might be assessed (e.g.: Intrapersonal competence—what will the student be able to DO, and what will constitute evident of achieving this outcome?)

Suggestions/Observations:

- Continue to work on matching assessments with corresponding class activities for all CCOG outcomes
- Continue to explore the DL retentions issues.
- Work with Rhonda Boyd, Title III Coordinator, to collaborate on the Financial Literacy course/program
- Work with Stedman Bailey in the continued development of the First Year Experience (Panther Tracks Program), including “advertising” that Panther Tracks is our First Year Experience
- Continue to use assessment of student learning to inform instruction
- Create an environment of consistently requiring course syllabi submission to FDC
- Increase the involvement of faculty in SAC meetings
- Offer courses at more varied times
- Submit one more assessment of PCC core outcomes this year

Recommendations/areas of SAC needs

- Developing the number of faculty trained in online instruction

Response: Contact DL to arrange for D2L training, and consider hybrid delivery as well.

- Incorporate faculty trainings on:
 - o How to facilitate sensitive dialogues related to culture, defined broadly (e.g., race/ethnicity, gender, class, sexual/affection orientation, class, age, religion, nationality)
 - o Best practices for cross-cultural instruction
 - o Multicultural curriculum infusion
 - o Preparing students for successful participation in a diverse workforce
 - o Facilitating the development of knowledge, awareness, skills, critical thinking, and social action in students around issues of social justice and inequity.

Response: Apply for Staff Development Grants from the Staff Development Office to attend trainings and conferences.

Quality Assurance

- Continue to communicate to instructors the importance of aligning class content, activities and assessments with the CCOG's.
- Consider a syllabus review process to assess whether instructors are complying with CCOG's.
- Develop assessments for each course that will demonstrate compliance with course outcomes.
- Increase involvement and inclusion of part-time instructors. Some suggestions for increasing involvement include: consistent and clear communication via email, more frequent use of the SACC groups page, continuing to connect trainings to SACC meetings, development of a mentoring program for CG instructors, and regular meetings with part-time instructors on all campuses.
- Encourage instructors to practice multicultural curriculum infusion to ensure attention to diversity issues across the curriculum. Review CCOGs for all CG courses to assess for multicultural content and process.
- Encourage faculty to solicit feedback from students during the course to ensure that they are satisfied.
- Encourage administration to participate in trainings (e.g., counseling laws, ethics, practices) and continued

Response: Meet with your Deans to work out plans for promoting attendance at SAC meetings where these projects could be discussed and developed.

Course Offerings: Instruction:

- Consider the development of a specific course for math study skills in collaboration with Developmental Education and a course on anger management. Similar courses offered through the counseling departments at several community colleges, including Pima and Seattle Community Colleges.
- Develop new CG courses to specifically address critical thinking, leadership, and community and environmental responsibility. Review course offerings by Pima Community College (Becoming a Critical Thinker, The Dynamics of Leadership and Exploring Leadership through Community Engagement) and Maricopa Community College (Volunteerism for Counseling and Personal Development: A Service Learning Experience).

- Revisit prerequisites for classes currently offered without WR/RD prerequisites or consider offering CG classes to target specific DE populations, ensuring direct communication and collaboration with the DE staff.
- Develop new CG courses to address the continually changing needs of students.
- Continue to pursue CG courses approval for general education requirements for OUS degrees and cultural literacy requirements.
- Continue assessment of enrollment patterns and needs of students to offer relevant courses.
- Encourage the hiring of staff who meet CG instructor qualifications when special programs require that these staff teach CG classes.

Response: These are admiral and very ambitious goals. It may be a good idea to group them and assign task forces to plan how you will proceed and who will be involved. You can always ask for support from you Deans to help pay for program development.

Closing Comments:

You worked very hard on the program review and it is evident that you are dedicated professionals who are important to the college and the students. We want to thank you for sharing the results with us. We look forward to supporting your on-going work continuous program improvement

Julie Kopet, DOI, SE Center

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