

Portland Community College Counseling Department



Instructional & Direct Service
Program Review
April 15, 2011

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Preface

The Portland Community College counseling department provides both instruction and counseling services to students. Through *Counseling Guidance and College Success (CG)* courses, faculty facilitate development of college and life success skills that transfer from the classroom to the real world. Through the provision of counseling services, counselors assist students in solving problems, support the development of student academic and personal potential, facilitate student wellbeing, offer consultation to college personnel, and collaborate with college administration to enact prevention efforts on campus. The aim of the counseling department is to provide both direct and instructional services cohesively; as such the term *counseling department* is used herein to describe both instruction and direct service.

For the first time, the counseling department has been asked to present the program review for both instruction and direct service in one document. The counseling faculty provide services in both the classroom and counseling office that facilitate growth and learning of PCC students. As such, several portions of this document (i.e., Introduction, Program Goals, and Recommendations) present both an instructional and direct service review of our department. Other sections have been parceled out to provide distinct views of instruction (CG) and direct services (counseling). However, the counselor would like to emphasize the importance of the interdependent relationship between these two areas. What happens in the classroom informs what happens in the counseling office, and vice versa. While straddling the worlds of both instruction and direct service can often be challenging, the outcome is student-centered enhanced learning in both the academic and student development contexts.

Under direction of the Office of Instructional Support, the department utilized the instructional program review template for both instruction and direct service. While a direct service program review template has more recently been created, at the time we began the program review process this template did not exist.

Portland Community College Counseling Department: Instructional & Direct Service Program Review

The Portland Community College counseling department has provided valuable services to the PCC community since PCC's inception. The role of the counseling department has shifted over time to respond to community and institutional demands. To gain a better understanding of the counseling department's current role within PCC, it's helpful to reflect on the history of the department.

History of Community College Counseling

Community college counseling services have long played a vital role in supporting students' personal, educational, and career goals. The original community college counseling model evolved from an approach used in the high school system.

According to O'Banion (1989), the mission statement of the American Association of Community and Junior Colleges in the 1950s and 1960s declared that community college counselors were employed to meet the needs of students in the areas of personal/social, educational and career/vocational counseling. Carroll & Tarasuk (1991) also note that "community college counselors and senior high counselors utilized a clinically based model - focusing primarily on a one-to-one counseling relationship" (p. 2).

Increased enrollment of students of color, non-traditional students, part-time students, returning women, and displaced workers in the 1970s and 1980s shifted the role of community college counselors to become part of the student services team (Carroll & Tarasuk, 1991). Today, the nation faces difficult times. The recent economic downturn has shifted the role of community college counselors again, as legions of displaced workers have looked to community colleges for re-training opportunities.

The Role of the Community College Counselor

As a result of the changing needs of community colleges and the communities they serve, the work of the community college counselor has evolved to the following multi-faceted role (Carroll & Tarasuk, 1991):

- The counselor as COORDINATOR: integrates resources from the college and wider community to establish a complete network of services for personal /social counseling, as well as career development. This could involve a diversity of services ranging from psychiatric referral to internships and full-time employment.
- The counselor as CONSULTANT: offers professional expertise to administration, faculty, staff, and other college community members on issues ranging from recruitment and orientation programs to retention and drop-out prevention.
- The counselor as COUNSELOR: provides a broad range of opportunities for problem solving and addressing personal issues in helping students develop as whole people, in groups as well as individual sessions.
- The counselor as TEACHER: gives small and large group instruction on topics ranging from drug and alcohol abuse to study skills, time management, and improving one's self concept.
- The counselor as MANAGER: plans, implements and evaluates the overall system necessary for supporting, maintaining, and improving the comprehensive developmental Counseling Department.

Community college counselors of the twenty-first century are working with the most diverse student populations ever. As a result, increasingly multicultural approaches to counseling have led to the development of a new role for community college counselor:

- The counselor as STUDENT ADVOCATE: assesses the counseling needs of a diverse student population while understanding the restrictions inherent in counseling in the community college setting. Refers students to culturally-appropriate resources (Durodoye, Harris & Bolden, 2000).
- The counselor as CRISIS INTERVENTIONIST: assesses risk, develops plan of action, (Roberts, 2005), and “some measure of insight and analysis of threat assessment” (Sokolow, Lewis, Reinach Wolf, Van Brunt, & Byrnes, 2009, p. 2).

Nationwide, counselors have served in important roles within college settings. As such, the American Counseling Association has developed a division for community college counselors. The state of Oregon has also reached out to counselors in college settings, providing clarification of the services that fall under counseling state law and guidelines:

"The statutory definition of counseling employs terms such as 'developing an understanding of personal problems', 'defining goals and planning action', 'application of counseling theories and techniques', 'referring to other specialists', and 'application of counseling procedures and interpersonal skills to provide counseling assistance'. College counselors do all these things, and when they do, the licensing law requires that a PDS be provided to the client'" (Oregon Board of Licensed Professional Counselors & Therapists, 1997, para. 3).

These counselor roles, Oregon law, and American Counseling Association best practices for community colleges are reflected in the scope of services provided by PCC counselors.

Counseling at PCC

When PCC was founded, the word *counselor* was loosely defined, and was often applied to staff who worked in administration, financial aid, and testing. Collective bargaining in 1972 resulted in a clearer definition of the roles counselors play. All counselors were subsequently required to have counseling degrees and/or credentials (e.g., Licensed Psychologist, National Certified Counselor), or to achieve qualifications within a defined period.

Early on, counselors assisted with all aspects of student services, including counseling and psychological testing at the Ross Island and Shattuck locations. Eventually with a combination of closure and relocation, PCC employed 13 counselors at the Sylvania campus, who assisted students with all aspects of student services. By the early 1980s, counselor roles shifted to a more specific focus on career assessment and exploration, personal counseling and advising. Growth of the college precipitated expansion into different parts of the district. The openings of Cascade campus, (1971), Rock Creek campus (1976) and Southeast Center (1981), necessitated reassignment of some Sylvania-based counselors to the new facilities.

The ratio of counselors to students has decreased dramatically over the years, even as the demand for counseling services has increased. PCC's larger and increasingly diverse students bring with them a rising demand for crisis-counseling, short-term psychological counseling, and career counseling--often in the face of sudden unemployment. Similarly, the demand for academic probation/suspension interventions has increased. Despite the fact that counseling services are thinly spread, the counseling department remains committed to helping students persist, succeed, and achieve their goals in college.

Changes since the Program Review of 2005

The counseling department did not receive an administrative response to the 2005 program review. However, the counseling department continues to face increasing challenges as the PCC population size and demographics shift and have responded accordingly. The major changes are reiterated and further discussed below:

New Challenges Due to Student Population Changes and Decreasing Community Resources

The role of counseling services continues to evolve as the student population changes. Counselors are seeing a higher demand for personal, career, and crisis counseling. One significant area of change is a marked increase in the number of students with psychological diagnoses served by Disability Access Services (DAS). The DAS reported a 60% increase in the number of students with documented psychological disabilities between 2005 and 2010.

New counseling staff has been added to the Disability Services (DS) and steps taken to integrate DS counselors more effectively and collaboratively with general counselors. Additionally, the economic downturn, which has led to record levels of unemployment, has prompted the entry into community colleges of students who are generally older, already in economic crisis, and often in need of extensive career and personal counseling.

Increased Demand for Counseling Services and Courses

From 1983 to 2011, the counseling staff shrank from 16 counselors to 9. PCC's current counselor to student FTE ratio is 1 to 3,206. However, this under-represents the number of individuals who may access counseling services because this number is not unduplicated (one FTE may represent multiple students) and does not include community members. This ratio dramatically conflicts with best practices and field standards. While the college currently lacks the funding to achieve the ideal, the potential consequences of maintaining a ratio this far below the standard must be considered. This topic is discussed in greater detail in section 3.

More Students on Academic Alert, Probation, and Suspension

A combination of changes in the grading policy at PCC and an increase in enrollment has led to a dramatic rise in the number of students on academic alert, probation or suspension. For example, in spring 2007 at Rock Creek, 555 students were placed on academic alert and 185 on academic probation, while 83 reached suspension status. In spring 2010 at the same campus, the numbers had increased to 1,038 students on alert, 359 on probation, and 134 on suspension. This represents an increase by 86%, in only three years, of the number of students in academic jeopardy.

District-wide, counselors serve students in probation and suspension status. There are some variances across the district in whether academic advisors also assist students for academic standing. Additionally, some students who first see a counselor to address academic status issues move into personal counseling. The boom in academic alerts, probations, and suspensions increasingly exerts a strain on counseling resources.

Behavioral Intervention Team

In 2008-09, the district gathered to implement Behavioral Intervention Teams (BIT) on all campuses. Counselors are represented on each campus BIT, except for SEC where there is not a full-time counselor employed. The relationship between the BIT and counseling includes referral of students of concern for counseling services, regular consultation with counselors

regarding action and safety planning, and on-site intervention when Public Safety or the deans request counseling support. Counselors have emerged as a key participant in the BIT process. Given counselors' knowledge of and experience providing crisis counseling and intervention services, they play a critical role in intervening with students of concern.

Safety Planning

In response to a situation in which a volatile student threatened the safety of a counselor, a safety planning committee was created to respond to the safety needs of counselors, advisors, and staff. The committee has developed a safety protocol, which includes:

- Moving phones to be accessible in an emergency (so that the counselor/advisor would not have to turn his/her back to the student)
- Safety drills each term, beginning spring 2011
- Small team meetings throughout the year to update safety protocols
- Consultation with Public Safety and administration
- Suggestions for office configuration to be considered during blond planning
- Installation of technology to assist in safety (e.g., panic buttons, surveillance cameras, etc.)
- Aligning service hours with those of other student services units, to ensure that counselors and advisors are not the only staff in the building.

A safety planning response template will be produced to share with other departments within the next year.

Some administrators have also taken an active role in seeking training on safety issues, which has had a very positive impact on the safety planning work of the counseling department.

Collaboration with Disability Services Counselors

General counselors have focused on developing a more collaborative relationship with the Disability Services (DS) counselors. Both groups acknowledge the importance of creating a community of support. However, DS counselors have additional responsibilities for providing accommodation services to students, most do not teach in the CG department, and historically this group has not been included in the general Counseling Department review process.

The Future of Counseling at PCC

"The emerging role of community college counseling is actually an expansion of traditional roles: community college counselors are becoming learning agents, student developers, and resource managers. This expansion of responsibilities is being activated by the influx of 'new,' nontraditional college students into the nation's community colleges and by declining resources caused by internal budget reductions and declining support from government resources" (Pulliams, 1990, p.5). Pulliams' words, although written in 1990, remain remarkably relevant today. As enrollments increase while resources decline, PCC counselors continue to be learning agents, as teachers of career and guidance courses, and student developers through direct counseling services and career counseling.

Current Counseling Staff

Counselors currently employed at PCC and their locations are shown below:

Cascade Campus				
2.0 Permanent FTE				
Counselor	Position	Permanent	Temporary	Part-time
Pam Miller-Tatro	1.0 FTE Dept Chair	X		
Simone Frank	.5 FTE Job Share	X		
Keith Dempsey	.5 FTE Job Share	X*		
Carly Kennedy	1-year Temporary		X	
Catha Loomis	Variable			X

*Interim job share (.5) for 2010-2011 year.

Rock Creek Campus				
2.0 Permanent FTE				
Counselor	Position	Permanent	Temporary	Part-time
Adrian Rodriguez	1.0 Dept Chair	X		
Nancy Stoutenberg	.5 FTE Job Share	X		
Dawn Tsongas	.5 FTE Job Share	X		
Jim Earley	1-year Temporary		X	
Pending hire	1.0 FTE	X		
Carolyn Kreitz	Variable			X

Sylvania Campus				
6.0 Permanent FTE				
Counselor	Position	Permanent	Temporary	Part-time
Karen Paez	1.0 Dept Chair	X		
Sonya Bedient	1.0 FTE	X		
Jackie Elliott	1.0 FTE	X		
Roger Frank	1.0 FTE	X		
Hal Lee	1.0 FTE	X		
Anne O'Reilly	1.0 FTE	X		
Catherine Sills	Variable			X
Kathleen Waldron	Variable			X

Southeast Center				
0 Permanent FTE				
Counselor	Position	Permanent	Temporary	Part-time
Shannan Fasold	Variable			X
Catha Loomis	Variable			X

Each campus has some funds budgeted for part-time counselors, but the amount varies from campus to campus. One of the dilemmas faced by the counseling department is that some budgets are underfunded for part-time coverage.

Program Goals: Instruction & Direct Service

The PCC counseling department is committed to implementing instructional and direct services in a manner which is consistent with the mission, values, and goals of the college. The importance of an intentional approach to facilitating adult learning and student development is recognized. As such, program-specific mission, values, and goals have been developed to guide the work that counselors perform in both the instruction and direct services context.

Mission

“Portland Community College advances the region’s long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve” (PCC, College Mission - B101, 2010, para. 1).

The college mission emphasizes a holistic approach to student development, which is a driving force in PCC’s counseling and CG department. The PCC Counseling (2005) mission aligns with this updated college mission:

“To assist a diverse population of learners to develop and accomplish personal, educational and career goals in an atmosphere that encourages the full realization of each individual’s potential” (p. 9).

Values

Portland Community College (2010) has developed a set of values to guide the counseling department’s work:

- “An environment that is committed to diversity as well as the dignity and worth of the individual
- Leadership through innovation, continuous improvement, efficiency, and sustainability
- Leadership through the effective use of technology in learning and all College operations
- Being a responsible member of the communities we serve by actively participating in their development
- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
- Continuous professional and personal growth of our employees and students including an emphasis on fit and healthy lifestyles that decrease disease and disability
- Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated
- Collaboration predicated upon a foundation of mutual trust and support
- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve - making students marketable for jobs in the future and promoting economic development
- The public’s trust by effective and ethical use of public and private resources”
(PCC, 2010b, para. 3)

In 2005, the PCC Counseling and CG Department clarified the core values guiding the counseling department’s work. These values include:

- Professional comprehensive counseling

- Dignity and potential of each individual
- Diversity and social justice
- Innovation
- Collaboration and cooperation
- Effective teaching and optimal learning
- Positive academic environment
- High ethical standards

Based on the counseling department's mission and values, the department's diverse roles as a unified department providing both instruction and direct services incorporate the following emphases:

Instruction

- Provide instruction in order to assist, support, and encourage students' learning to build a pattern of success in personal, career, and educational pursuits.

Counseling and Retention

- Provide personal counseling in which students are assisted with personal, family, or other social concerns when that assistance is related to students' education
- Provide career counseling in which students are assisted in assessing their aptitudes, abilities, and interests and are advised concerning the current and future employment trends
- Provide academic counseling in which students are assisted and supported in assessing, planning, and implementing their long-range academic goals
- Provide retention counseling to assist students in persisting toward their goals
- Provide crisis intervention either directly or through cooperative arrangements with other resources on campus or in the community.

Advocacy, Outreach, and Institutional Activities

- Advocate for and provide outreach to students and the campus community to encourage students to use services that are focused on maximizing all students' potential
- Provide consultation to the college governance process and serve as a resource to the college community to make the environment beneficial to the intellectual, emotional, and physical development of students.

Staff Training, Professional Development, and Research

- Pursue training and professional development for counseling staff, interns, and others within the college community as well as research and review Counseling Departments and services with the goal of improving their effectiveness.

The chart below indicates the overlap between the PCC institutional and counseling department values.

<i>Alignment of PCC Counseling Department (2005) Values with PCC (2010) Institutional Values</i>	<i>Comprehensive Counseling</i>	<i>Dignity & Potential</i>	<i>Diversity & Social Justice</i>	<i>Innovation</i>	<i>Collaboration & Cooperation</i>	<i>Effective Teaching & Learning</i>	<i>Positive Academic Environment</i>	<i>High Ethical Standards</i>	<i>Professional Growth & Development</i>
An environment that is committed to diversity as well as the dignity and worth of the individual.	X	X	X		X	X	X	X	X
Leadership through innovation, continuous improvement, efficiency, and sustainability.	X	X	X	X		X		X	X
Leadership through the effective use of technology in learning and all College operations.	X			X		X		X	X
Being a responsible member of the communities we serve by actively participating in their development.	X	X	X		X	X	X	X	X
Quality, lifelong learning experiences that helps students to achieve their personal and professional goals.	X	X	X	X	X	X	X	X	X
Continuous professional and personal growth of our employees and students including an emphasis on fit and healthy lifestyles that decrease disease and disability .	X	X				X		X	X
Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated.	X	X	X		X	X	X	X	X
Collaboration predicated upon a foundation of mutual trust and support.	X	X	X		X	X	X	X	
An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve - making students marketable for jobs in the future and promoting economic development.	X	X	X	X	X	X	X	X	X
The public's trust by effective and ethical use of public and private resources.	X	X	X	X	X	X		X	X

Goals

In 2010, the college updated its institutional goals. The counseling department strives to align its goals in the both instructional and direct service contexts with the college as indicated below:

Institutional Goal—“Quality Education: Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do” (PCC, 2010b, para. 5).

- Counseling Department Goal: Provide instruction in order to assist, support, and encourage students’ learning to build a pattern of success in personal, career, and educational pursuits.

Institutional Goal—“Student Success: Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer” (PCC, 2010b, para.5).

- Counseling Department Goal: “Provide personal counseling in which students are assisted with personal, family, or other social concerns when that assistance is related to students’ education” (PCC, 2005, para 3).
- Counseling Department Goal: “Provide career counseling in which students are assisted in assessing their aptitudes, abilities, and interests and are advised concerning the current and future employment trends” (PCC, 2005, para 3).
- Counseling Department Goal: “Provide academic counseling in which students are assisted and supported in assessing, planning, and implementing their long-range academic goals” (PCC, 2005, para 3).
- Counseling Department Goal: “Provide retention counseling to assist students in persisting toward their goals” (PCC, 2005, para 3).
- Counseling Department Goal: “Provide crisis intervention either directly or through cooperative arrangements with other resources on campus or in the community” (PCC, 2005, para 3).
- Counseling Department Goal: “Provide consultation to the college governance process and serve as a resource to the college community to make the environment beneficial to the intellectual, emotional, and physical development of students” (PCC, 2005, para 3).

Institutional Goal—“Economic, Workforce, and Community Development: Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs” (PCC, 2010b, para 5).

- Counseling Department Goal: “Advocate for and provide outreach to students and the campus community to encourage students to use services that are focused on maximizing all students’ potential” (PCC, 2005, para 3).

Institutional Goal—“Sustainability: Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served (PCC, 2010b, para. 5).

- Counseling Department Goal: “Pursue training and professional development for counseling staff, interns, and others within the college community as well as research and review Counseling Departments and services with the goal of improving their effectiveness” (PCC, 2005, para 3).

Instruction: Curriculum

National Standards and Instruction

The CG department makes every effort to align CG curriculum with national and professional standards. CG curriculum has been evaluated using the 2009 criteria from the Council for Advancement of Standards in Higher Education (CAS). According to those national standards, sixteen criteria should be included in college Counseling Departments and curricula.

The content of all CG courses were analyze and it was determined that CG curriculum addresses all sixteen criteria. Some of the CAS criteria are covered more thoroughly and completely than others. The following CAS criteria are well embedded in CG course content:

- Satisfying and Productive Lifestyles
- Personal and Educational Goals
- Enhanced Self Esteem
- Realistic Self Appraisal
- Clarified Values
- Effective Communication
- Appreciating Diversity
- Career Choices

The CAS criteria that are covered less thoroughly in CG courses content are:

- Healthy Behavior
- Independence
- Meaningful Interpersonal Relationships
- Intellectual Growth
- Spiritual Awareness
- Collaboration
- Social Responsibility
- Leadership

Below is a table depicting which CG courses align with each CAS standard.

CAS Standard	Corresponding CG Courses
Satisfying and productive lifestyles	CG0693: Confidence Building CG114: Financial Survival CG140: Career and Life Planning CG145: Stress Management CG146: Values Clarification CG147: Decision Making
Personal and educational goals	CG100: College Survival and Success CG105: Scholarships/\$ for College CG140: Career and Life Planning CG147: Decision Making CG225: Transferring to a 4-Year College
Healthy behavior	CG144: Assertiveness CG145: Stress Management CG146: Values Clarification
Enhanced self-esteem	CG0693: Confidence Building CG144: Assertiveness

	CG190: Mentorship of Latino/a Students CG191: Exploring Identity and Diversity
Realistic Self-Appraisal	CG0693: Confidence Building CG114: Financial Survival CG140: Career and Life Planning CG146: Values Clarification CG191: Exploring Identity and Diversity
Clarified values	CG140: Career and Life Planning CG144: Assertiveness CG146: Values Clarification CG147: Decision Making
Independence	CG100: College Survival and Success CG144: Assertiveness CG191: Exploring Identity and Diversity
Meaningful interpersonal relationships	CG100: College Survival and Success CG144: Assertiveness CG191: Exploring Identity and Diversity
Intellectual growth	CG100: College Survival and Success CG111: Study Skills for College Learning CG112: Managing Test Anxiety
Effective communication	CG100: College Survival and Success CG144: Assertiveness CG190: Mentorship of Latino/a Students CG191: Exploring Identity and Diversity
Spiritual awareness	CG146: Values Clarification
Appreciating diversity	CG100: College Survival and Success CG191: Exploring Identity and Diversity
Collaboration	CG100: College Survival and Success CG190: Mentorship of Latino/a Students
Career choices	CG130: Today's Careers CG130H: Introduction to Today's Career: Health CG140: Career and Life Planning CG147: Decision Making CG225: Transferring to a 4-Year College CG280A: CE: Career Development CG280B: CE: Career Development-Seminar CG280L: Career Development
Social responsibility	CG100: College Survival and Success CG191: Exploring Identity and Diversity
Leadership Development	CG190: Mentorship of Latino/a Students

Changes to Course Content or Outcomes since 2004 Instructional Program Review

The CG department has made a number of changes since the 2004 Instructional Program Review. These changes follow:

1. All CCOGs have been revised since the last review
 - Revised in 2009-2010: CG111, CG140, CG144, CG 147, CG209 revised in 2009-10.

- Currently under revision: CG100, CG130, CG130H, CG145, CG146, CG190, CG280L
2. The following new courses were added:
 - CG105: Scholarships: \$\$ for College
 - CG130H: Intro to Today's Career: Health
 - CG 130H was created to address the dramatic increase in demand for health care careers. It explores career opportunities in the health professions, with a focus on educational and licensing requirements, professional and ethical responsibilities, physical demands, workplace environments and the career pathways available within each health profession. Besides offering information, the course provides a “reality check” for students who may be drawn to health professions because of high demand or income opportunities without also examining their individual suitability for work in these occupations.
 - CG114: Financial Survival
 - CG190: Mentorship/Latino(a) Students
 - CG 191 is designed to help students gain deeper understanding of the impact of cultural diversity and social justice issues on human development, particularly on their experiences as college students.
 - CG191: Exploring Identity and Diversity
 - CG225: Transition to a 4-Year College

These courses were added based on recommendations from the 2004 Instructional Review and SACC recommendations aimed to align with best practices in community colleges nationwide. In response to the needs of students and PCC programs, additional courses were added.
 3. The CG 100C curriculum was revised to align with the acclaimed *OnCourse* program by Skip Downing. This curriculum addresses the academic and personal factors related to college success, and emphasizes personal responsibility for achieving success. Twenty sections are offered per year at the Cascade, Rock Creek and Sylvania campuses tuition-free to students. At the SE Center 10 sections are, have been offered.
 4. Reading and Writing prerequisites were adopted for CG 140: Career and Life Planning and for CG 111: Study Skills for College Learning.
 5. Distance learning sections of the following courses were added: CG 105, CG 114, CG130, CG 130H, and CG 209
 - The following courses are also offered online, but are not new additions: CG 100, CG 111, and CG 140

Assessment of Course Outcomes

Assessments are an integral part of ensuring that course outcomes are met and students are applying what they have learned in the real world. The full-time faculty joined for a meeting in spring 2010 to identify a list of counseling outcomes that apply to both direct service and instruction in the counseling department. The following four counseling outcomes were identified using the CAS standards as a guide:

- Educational Competence
- Intrapersonal Competence
- Interpersonal Competence
- Cultural Competence

CG course outcomes were analyzed using two different sets of outcomes (1) *counseling outcomes* derived from the CAS standard learning and development outcome domains and (2) *CCOG outcomes* (see Appendix A and B).

In Appendix A, the following CG courses were evaluated using the counseling outcomes developed from the CAS standards (educational competence, intrapersonal competence, interpersonal competence, and cultural competence): CG100C, CG105, CG111A, CG112, CG114, CG140A, CG144, CG145, CG146, CG190, CG147, and CG191.

In Appendix B, CG courses were evaluated using CCOG outcomes for CG 100 and CG 111. In addition, there is a review of the corresponding class activities. Overall, most CCOG outcomes have matching assessments and corresponding class activities. However, some of the outcomes were found without assessments. For example, both CG 100A and CG 111A CCOG describe outcomes with no corresponding assessments. Some of the outcomes described for those courses seem to be class activities that should instead be described as broader outcomes. The CG SACC also believes it is essential to assess course outcomes and ensure that class assessments align with these outcomes.

Appendix C provides an example of a template that can be used to ensure a match between college course outcomes, course assessments, and activities/assignments provided in faculty syllabi.

Assessment of College Core Outcomes: Instruction

By their nature, CG courses embody the college core outcomes. Inherent in the CG instructors work with students is a value for facilitating myriad developmental goals which are essential to their personal, college and career success. Additionally, CG instructors seek to enhance student awareness of career options and capacity for the critical thinking and problem-solving skills that are highly prized in the workplace.

CCOG outcomes have been evaluated and compared to the college core outcomes, as reflected in the table below.

Course	Course Title	College Core Outcome
CG 100 CG 144 CG 146 CG 130	College Survival & Success Assertiveness Value Clarification Today's Careers	Communication Cultural Awareness Professional competence
CG 111 CG 112 CG 147	College Learning & Study Skills Stopping Test Anxiety Decision Making	Communication Professional Competence Critical Thinking and Problem Solving
CG 0693 CG 105 CG 114 CG 145	Confidence Building Scholarships: \$\$ for College Financial Survival Stress Management	Communication Professional Competence Critical Thinking and Problem Solving
CG 140 CG 191 CG 280	Career and Life Planning Exploring Identity & Diversity Co-op Work Experience	Communication Cultural Awareness Professional Competence Critical Thinking and Problem Solving Community & Environmental Responsibility

Evidence that instruction is aligned with core outcomes is reflected in course activities and requirements. Most recently a rubric was developed to assess critical thinking for a term paper in CG 140. CG 191 Exploring Identity and Diversity specifically meets the core outcome of Cultural Awareness.

Distance Learning: Instruction

In response to student and community demands, the CG department has increased the number of CG courses offered in the distance learning (DL) format. Of the 18 CG seat/ground courses currently offered, 9 are also offered in the distance learning format. All 3-credit versions of CG's most popular seat/ground classes: CG 100A, CG 111A, and CG 140A are offered every quarter in a DL format. DL classes now account for approximately 10% of total CG class enrollment.

Significant revelations and concerns exist in two particular aspects of DL course delivery: uses of technology and DL student retention.

Technology issues. Audio/visual content is used sparingly, if at all, in CG classes. However, instructors have expressed interest in incorporating more multi-media content into their online classrooms. Doing so would enhance the learning experience by:

- increasing students' enjoyment of learning
- making the DL environment more user-friendly
- accommodating a variety of student learning styles

Possible audio/video improvements include digital streaming, audio-augmented PowerPoint presentations, and links to YouTube and PCC-produced live lectures. At the same time, DL instructors are confronted by factors that limit their ability to implement these ideas. These include:

- the time and expenses required to learn, produce, and implement these technologies
- concerns about audio/video content accessibility to students with disabilities
- issues related to understanding and adhering to copyright law

In 2011, PCC moved to a new content management system called Desire2Learn (D2L). Several faculty have decided to make media content improvements as part of the general migration to the new system.

Though still uncommon in CG distance learning, there is much discussion about the potential use of e-books as a way to augment or replace traditional hardbound textbooks. Electronic books are increasingly popular among students because they are much less expensive than printed texts. Increasing numbers of publishers offer e-book options, many of which are already used in other departments at PCC.

Distance learning retention issues. In the 2008-09 academic year, the CG DL classes had a student withdrawal rate of 10.4%, compared to a rate of 9.7% for non-DL classes offered during the same period. These figures improved somewhat for the 2009-10 academic year, when DL classes had a withdrawal rate of 9.4%, compared to a 7.3% rate for non DL classes. CG instructors express uniform concern about the need to address retention issues. More specifically, instructors list the following concerns regarding the struggles students have in DL classes:

- in CG100 there are no WR/RD prerequisites and many students are not capable of writing at a high school level
- many students take DL classes in their first quarter at PCC, when they are already overwhelmed with the challenges of starting or returning to school

- the learning styles of some students often don't match the teaching style and learning environment of distance education
- Desire2Learn can be cumbersome and challenging for new users to navigate
- time management and inability to follow instructions are the most commonly deficient study skills among students, but are essential to success in DL courses

Curricular Changes from the CG SACC

Four initiatives that have garnered particular attention since the last program review are financial literacy, diversity, retention and access. These issues are discussed in more depth below.

Financial literacy. Students must make informed decisions on how to fund their education, so it is imperative that we provide the necessary knowledge and tools to promote financial independence and give students more control over their financial lives. To meet these needs, we have added 2 new classes to the curriculum since the last program review: CG 105: Scholarships/\$\$ for College and CG 114: Financial Survival.

CG 105 is taught with a co-requisite class, WR 199: Scholarship Essay Writing. In these companion courses, students learn how to research scholarships using the internet and to navigate the application process, applying for 2 Oregon Scholarships as part of course requirements. Reviewing their life experiences, students identify strengths, important values, and goals as they develop and write statements of purpose.

CG 114 focuses on strategies to improve financial literacy. Topics include funding college, budgeting, wise use of credit, and controlling debt. Students also learn about the financial aid process, addressing a major stressor for many PCC students.

Diversity. In step with PCC's overall goal to develop diversity in the student body, and to reflect the needs and values of a more diverse student body, the CG department has added CG 191: Exploring Identity and Diversity. CG 191 helps students develop a broad understanding of diversity, identity and the experiences of others. The class is taught in an experiential format to facilitate better understanding of the different facets of identity development and how culture plays a role in the college experience.

Retention. Keeping students in school and helping them realize their educational goals are high priorities at PCC. This is reflected in PCC's mission, which "encourages the full realization of each individual's potential" (PCC, 2010b, para. 1). CG faculty members are committed to improving student retention.

CG 100: College Survival and Success is a good example of concrete changes made in the curriculum to foster better retention. Most CG 100 faculty have adopted Skip Downing's popular *OnCourse* as a required textbook. Personal responsibility, self-motivation, self-management, and employing interdependence are among the topics that help students improve their ability to succeed in school and in life.

Access. Addressing PCC's overall goal to improve access by effective use of technology, CG faculty have continued to add distance learning options to the existing curriculum. As outlined in Distance Learning: Instruction.

Instruction: Needs of Students and Community

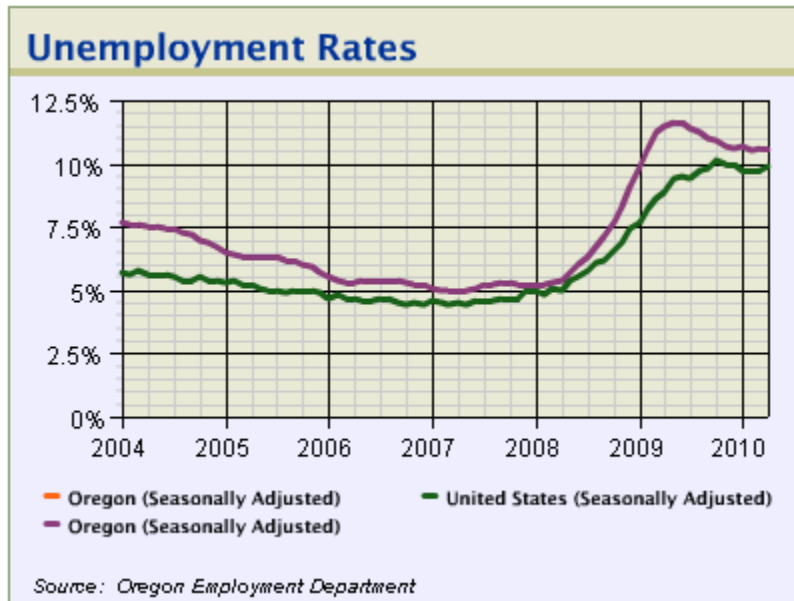
Effect of Student Demographics on Instruction

Significant socio-economic shifts have impacted CG curriculum and instruction since the 2004 program review. These changes include increases in:

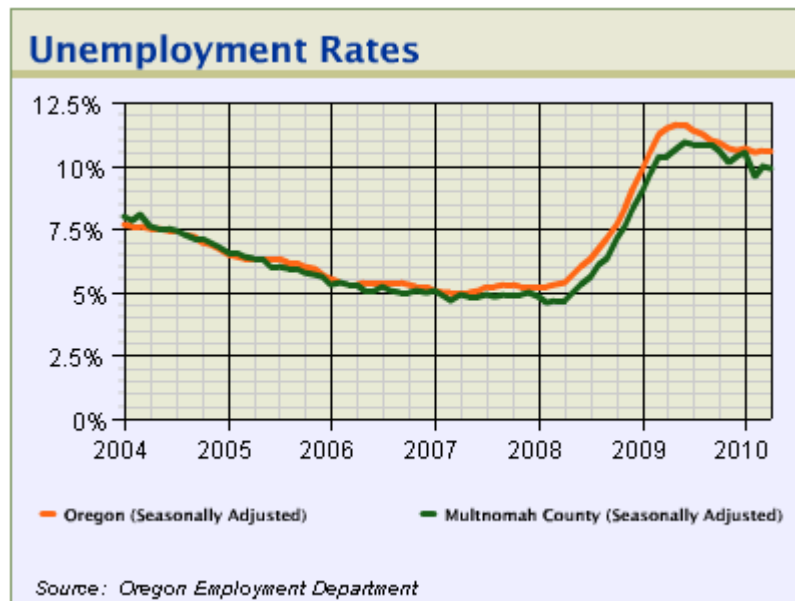
- Unemployed students
- Post-deployment veterans
- Students from underserved/special populations
- Students with pre-college level basic skills
- Overall district enrollment, including CG courses

Unemployed students. Since the 2004, Oregon has experienced a significant increase in unemployment rates, often exceeded U.S. statistics during the continuing economic recession. This has translated into increased enrollment across the district.

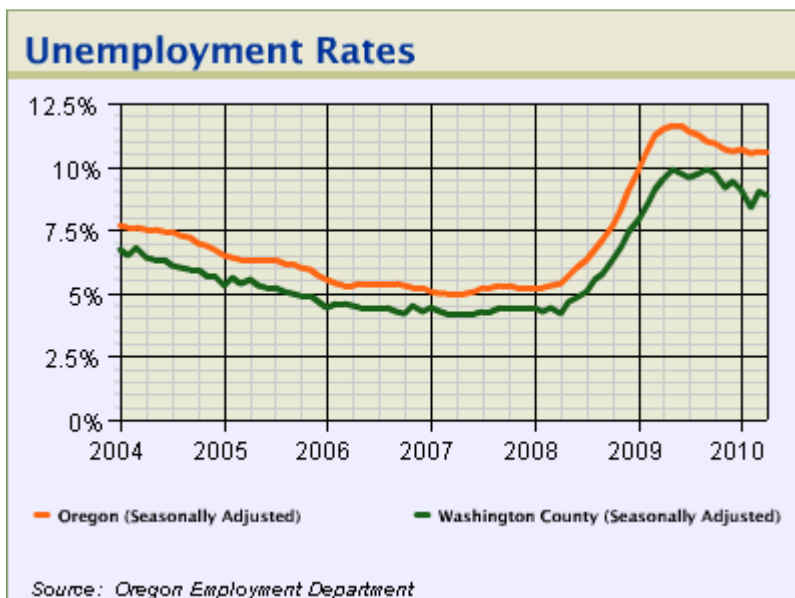
As shown below, the Oregon Employment Department (2010) data show that statewide unemployment was 7.7% at the start of 2004, peaked at 11.6% in 2009, and remained at 10.7% at the start of 2010.



In Multnomah County, unemployment sat at 8.0%, .3% less than the statewide rate, in early 2004. At the start of 2010, it had risen to 10.5% (10.7% statewide). Unemployment peaked in Multnomah County at 10.9% in 2009. These county and state statistics are illustrated below.



The chart below illustrates unemployment in the Washington County area, compared to statewide rates. At the start of 2004, Washington County unemployment stood at 6.7%, 1% less than statewide. It peaked at 9.9% in 2009 and was 9.1% (10.7% statewide) at the start of 2010.



In order to better serve the increasing number of unemployed students, course offerings have been increased for career-related classes (e.g., CG130: Today's Careers, CG140: Career & Life Planning) at Sylvania, Rock Creek, Cascade, and Newberg.

Veterans. PCC's veteran population increased substantially between 2008 and 2009 (see table below) and the CG department responded.

Veterans Students Certified for VA Education Benefits					
2004	2005	2006	2007	2008	2009
1,304	1,285	1,283	1,295	1,247	1,421

In addition, nearly 2,700 Oregon National Guard soldiers returned from deployment in 2010. With their easy access to the GI Bill, many have sought an education at PCC, and will continue to do so as U.S. military operations continue abroad.

At the Rock Creek Campus, the need for a specialized stress management course was recognized and a CG145: Stress Management course was added specifically for veterans. A counselor from the local Veterans Center was recruited to teach the course with a memorandum of understanding. This course is also offered at CA, starting spring 2011. The CG department also added a CG100C: College Survival and Success offering for veterans. Should this trend continue, similar course offerings will be added on other campuses.

Underserved students and special populations. The CG department recognizes the importance of responding to the needs of underserved students and provide program-specific course offerings, including Men of Color Mentoring, ROOTS, Upward Bound, Gateway to College, Oregon Leadership Institute (OLI), Steps to Success, Project Independence, Transitions, New Directions, and Life Tracks.

Population-targeted sections of the following courses have been added: CG100C: College Survival and Success (veterans, older adults and ESOL), CG145: Stress Management (veterans), CG209: Job Finding Skills (older adults), and CG111B: Study Skills for Lifelong Learning (students with disabilities).

In addition, the CG department strongly emphasizes the value of culturally competent teaching practices. As part of the hiring process, instructors are screened for cultural competence and are encouraged to include multicultural content as faculty develops their curriculum. Some CG instructors have included a diversity statement within their course syllabi, setting standards for a climate of inclusiveness within the classroom.

Students at pre-college level. Since the last program review, PCC has implemented standard pre-requisites, creating a higher need for students below the standard pre-requisite levels to take appropriate CG courses that match their academic skills. Such students are typically under-prepared for college and initially have few options for transferable course offerings. This has likely influenced the increase in CG enrollment over the last 2 years. In order to address these students' needs, the CG department has been actively involved with the creation of the First Year Experience (Panther Tracks) CG100C: College Survival and Success program. Skip Downing's acclaimed *OnCourse* curriculum is utilized department-wide to encourage success in the first year. Full- and part-time instructors teaching from the *OnCourse* curriculum were invited to multiple trainings and a system for sharing curriculum has been developed.

The CG department continues to monitor enrollment patterns and needs of students in efforts to offer relevant courses.

Increased overall enrollment. PCC has experienced an increase in student enrollment overall since the last program review, as represented in the following table:

Percent Change in PCC Overall FTE Enrollment				
2004-05 to 2005-06	2005-06 to 2006-07	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
-2.6%	0.9%	3.4%	11.0%	19.0%

There have also been several notable changes in CG enrollment district-wide since 2004-05. As illustrated below, enrollment in CG courses overall has increased, with the most notable changes from 2007-08 to 2008-09.

Percent Change in FTE Enrollment for CG Courses				
2004-05 to 2005-06	2005-06 to 2006-07	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
16.2%	-2.8%	18.3%	21.9%	23.1%

While data are not yet available for the percent change between 2008-09 and 2009-10, it is projected that CG courses will continue to experience sizable increases, especially CG100: College Survival and Success.

Given the sharply increased enrollment since 2004, sections of courses (e.g., CG100C: College Survival and Success, CG140C: Career and Life Planning, CG145: Stress Management, CG191: Exploring Identity and Diversity, etc.) have been added to meet the increased demand. New classes have been developed: CG105: Scholarships: \$\$ for College, CG114: Financial Survival, CG130H: Intro Today's Careers: Health, CG225: Transfer to a 4-Year College, and CG191: Exploring Identity and Diversity for College Success.

To increase access for new students in their first year of college, the institution has provided free sections of CG100C: College Survival and Success. CG full- and part-time instructors have been actively involved in the planning, implementation, and curriculum development of the First Year Experience courses.

Instruction: Sources of Feedback

Sources of Feedback and Influence on Instruction

The CG department values the role of feedback in the process of instruction, curriculum development and revision of courses. In Spring Term 2010, CG instructors were surveyed to get a better sense of the ways that they solicit and utilize feedback to inform instruction. The results of this survey follow.

46 instructors responded to the instructor survey. Of these participants:

- 15% were full-time counselors teaching CG courses
- 9% were part-time counselors teaching CG courses
- 28% were full-time PCC employees teaching CG courses (e.g., administrator, AP, faculty from other departments)
- 35% were part-time CG instructors teaching CG courses
- 13% identified as “other” (i.e., part-time instructor for another department also teaching CG, AP also teaching CG Courses, full-time PCC employee teaching for a specific program, full-time counselor not currently teaching)

The majority of instructors indicated that they solicit feedback at least 1 time per term or more:

- Never (4%)
- Annually (4%)
- 2-3 times a year (11%)
- 1 time per term (37%)
- 2 times per term (22%)
- 3 or more times per term (22%)

Instructors indicated the sources of feedback that inform their instruction included:

- Student end-of-course evaluations (83%)
- Student mid-term course evaluations (17%)
- Pre and post evaluation of student learning outcomes (17%)
- Department chair classroom observation (22%)
- Division dean classroom observation (13%)
- Peer feedback (30%)
- Course content review (e.g., quality matters rubric, peer review of materials, etc.) (20%)
- Other sources:
 - Ongoing review with students (written and oral feedback)
 - Asking students in the beginning of the term what they would want covered in the class
 - Final exit interviews with students
 - Student response to assignments to tweak, add or delete material (not formal evaluations)
 - Weekly check-ins with students
 - Grades on assignments
 - On the last day of class, asking students to write down what they liked best about the class, what they didn't like and what they wish would have been included that was not

- Asking students personally about their experience in the class: what worked, what didn't
- Daily in-class evaluations
- For CG courses taught to specific populations, reviewing course materials with program administrators to ensure continuity across program coursework and similar programs
- Professional development to identify best practices in instruction
- Weekly feedback forms

Instructors reported using this feedback to inform their teaching and make changes in the following ways:

- Make adjustments to learning tools
- Revise and develop curriculum
- Review and make changes if something doesn't seem to be reaching the desired student learning outcomes
- Adjust classroom activities
- Revise assignments (especially to meet diverse learning styles)
- Revise course topics and design
- Standardize delivery of instruction with other instructors
- Revise test questions
- Alter or clarify syllabus
- Develop or change grading rubrics
- Inform classroom management practices
- Inform accessibility of classroom materials and outside resources
- Adjust presentation style and methods
- Coordinate material with other CG course offerings to ensure consistency and continuity of coursework
- Change guest speakers
- Adjust student workload
- Have students set "classroom standards" rather than rules
- Teach curriculum through lens of culture, gender, and economic class
- Add more content based on student feedback
- Add group activities
- Use more icebreakers
- Develop more rigorous assignments and test questions
- Change the time of the class or number of sessions
- Include a walking tour of student services
- Locate new materials
- Add information from websites
- Return to more concrete presentation style (e.g., use of overheads, whiteboard, handouts, etc.)
- Improve consistency with learning objectives
- Change order in which material is presented
- Use online assessments
- Use pre- and post-assessments
- Course-specific modifications (e.g., creating a Linked-In profile for networking in a Job Search class, using "My Academic Plan" in a Career & Life Planning class, etc.).
- Change textbook

Some instructors commented that they either do not receive a report of the end-of-term evaluation feedback in a timely manner, or not at all. This is valuable feedback. As course evaluations are a vital instrument in providing feedback to the instructor, it is essential to make every effort to ensure that faculty are aware of the importance of using this tool and that they receive feedback in a timely manner.

Instructors identified the methods used to learn more about engaging students in learning:

- Literature on adult learning **(61%)**
- Training session at PCC (e.g., TLC-sponsored sessions, Anderson conference, materials available on PCC's website, etc.) **(76%)**
- Professional development beyond PCC (e.g., conference attendance, CEU classes, seminars, etc.) **(72%)**
- CG Subject Area Committee (SACC) meetings **(50%)**
- Other **(17%)**:
 - Casual peer conversation with other instructors
 - Downing (textbook author) website
 - Student feedback

Instructors reported that they attend CG Subject Area Curriculum Committee (SACC) meetings:

- Never **(35%)**
- One time per year **(30%)**
- Two times per year **(35%)**

The CG department was interested in assessing whether there is a difference between full-time and part-time instructor attendance to SACC meetings. Analyses indicated that the majority (55%) of full-time instructors attend SACC meetings twice per year, while only 13% of part-time instructors attend that often. The CG department believes that attendance at SACC meetings, of both full-time and part-time instructors, is important to the success of CG and consistency as a department and will make additional efforts to encourage attendance at SACC meetings (see recommendations).

Instructors reported that they send their course syllabi to the CG department chair at their campus:

- Never **(11%)**
- Once per year **(12%)**
- Every time I make changes to the syllabus for a course(s) I am teaching **(22%)**
- Upon request from the department chair **(41%)**

The following comments were provided by those who indicated they “never” send their course syllabi to the chair of their department:

- “Some chairs have asked for it, some have not.”
- “I am not a PCC employee.”
- “I guess it’s just a matter of no formal process in place or I’m not following it if there is one that I’m not aware of regarding the syllabus. An email from [DC] would be helpful to cue me to pass along a copy of my syllabus. I do always forward on syllabi to other PT faculty as requested by [DC].”
- “Never thought of it but will do so if requested.”
- “I AM the department chair!”

- “When I first started I emailed my syllabus for every class, but now I don’t send it in as often.”

The differences between full-time and part-time instructors in regard to submissions of syllabi to the campus department chair (see table below) was also evaluated. Ideally, instructors submit their syllabi at least once per year and when significant changes are made. However, only 13.6% of full-time instructors and 37.5% of part-time instructors are submitting syllabi on a yearly basis. The CG department believes it is important that instructors consistently submit syllabi, once per year, and the department will make changes to encourage this process (see recommendations).

<i>How often do you send your course syllabus to the CG department chair at your campus?</i>				
	Full-time Instructors		Part-time Instructors	
	N	%	N	%
Never	2	9.1%	2	8.3%
Once per year	3	13.6%	9	37.5%
Every time I make changes	6	27.3%	4	16.7%
On request from department chair	11	50.0%	9	37.5%

It is important to note, that the CG department employs a large number of part-time and program-specific instructors (e.g., ROOTS, Transitions, Gateway to College, etc.). In the Spring of 2010, the department district-wide employed 75 part-time instructors. There are efforts on each campus to keep up communication with these part-time instructors through such means as regular emails, regular meetings and invitations to SACC meetings; however, the department acknowledges that we could make additional efforts to increase involvement and inclusion of CG part-time instructors (see recommendations).

Summary of Feedback: Instruction

Students. The CG department emphasizes the importance of receiving regular feedback directly from students. Instructors solicit student feedback in various ways. For example, standardized end-of-course evaluations, verbal input during classes, written suggestions for the instructor, and pre- and post-test measures of learning objectives, are among the methods chosen by individual instructors. The results of the instructor survey above emphasize the role of student feedback in instruction, curriculum development and revision of courses.

PCC Academic Departments and Programs. CG solicits and receives input from other academic departments and programs on enhancements to classes and course offerings. In addition, some departments have proposed courses that are CG related. For example, the Developmental Education (DE) department has recently proposed a course in DE that focuses on study and college success skills for DE students. The CG department strives to work in collaboration with departments when creating new courses. Such was the case with *CG114: Financial Survival*, which is cross-listed with business.

Programs also incorporate CG courses into grant proposals. This may create a conflict, as often the instructors hired by these programs do not meet the instructor qualifications based

on CG's CCOGs. The CG SACC has taken steps to review syllabi from instructors in these programs, is working towards better aligning instructor qualifications with CCOGs, and communicating instructor qualifications required to teach CG courses. This will affect the future hiring of CG faculty throughout PCC.

Community groups. As a department focused on career guidance and college success, CG's primary community groups are current and potential students. In the community, some of the populations the CG department strives to serve are veterans, the unemployed, high school students, people with disabilities, immigrants, and people of color. The CG department attempts to maintain open communication with community members to keep a pulse on the specific needs of these groups.

Building relationships within the community is critical to expanding knowledge of constituent groups and their needs. Therefore, faculty are encouraged to develop these relationships and consider community needs as they develop curriculum. SACC meetings and communications between department chairs are used to share information gathered within the department and across the district.

Many efforts are focused on the needs of new students who are second language learners, first generation college students, low-income students, students of color, and students with disabilities. The CG department has closely collaborated with academic advisors to encourage these students to enroll in CG courses, especially CG100: College Survival and Success. The goal is to increase retention of those groups that are at greater risk for dropping out of school.

The CG department actively coordinates with student groups on campus to further inform practices. As a result, CG now coordinates class offerings for specific populations served by various college resource centers, including Women's Resource Centers, Multicultural Centers, Career Resource Center, and programs such as PAVTEC, Transitions, Gateway to College, and International Education.

Transfer institutions. When new CG courses are developed, transferability to schools within the Oregon University System (OUS) is considered. The CG SACC also investigates whether a course is being offered at other community colleges. While most CG courses transfer within the OUS as a general elective, the SACC is taking steps to identify courses that may transfer as social science or other foundational electives. For example, CG191: Exploring Identity and Diversity is now accepted at the University of Oregon as a course meeting multicultural competency requirements. The same course transfers to Portland State as a social science elective.

Business and industry. CG's most prominent feedback sources related to business and industry have emanated from the effects of the recession, such as increases in unemployment, and from trends in environmental sustainability.

The recession has increased students' need for financial management and planning skills. The cost of college is at an all-time high and many students lack financial literacy. According to a College Board (2009) study on trends in student aid, federal loans for FTE students have grown at a rate of 4% annually since the 1998-99 academic year. As a result, students in the 21st Century are taking on greater educational loan debts than their predecessors.

In order to meet the money management demands created by the recession, the CG SACC created CG114: Financial Survival. A future mandate from the federal financial aid office is anticipated, requiring that students receiving federal financial aid take a financial management course. The CG department is prepared to respond to this projected demand by adding additional sections of CG114.

Government. In courses with career content (e.g., CG140: Career & Life Planning and CG209: Job Finding Skills), faculty make use of government agencies and statistics to inform students on trends. Faculty also provide government-based resources such as the Oregon Career Information System, O*Net, OLMIS, Occupational Outlook Handbook, and federal Bureau of Labor Statistics.

In addition, many CG courses are offered as components of the college's grant-funded programs, including the ROOTS, CAMP and MOTT programs. In order to maintain compliance with the federal mandates for these programs, the CG department works in close conjunction with program administrators.

Instruction: Demand and Enrollment Patterns

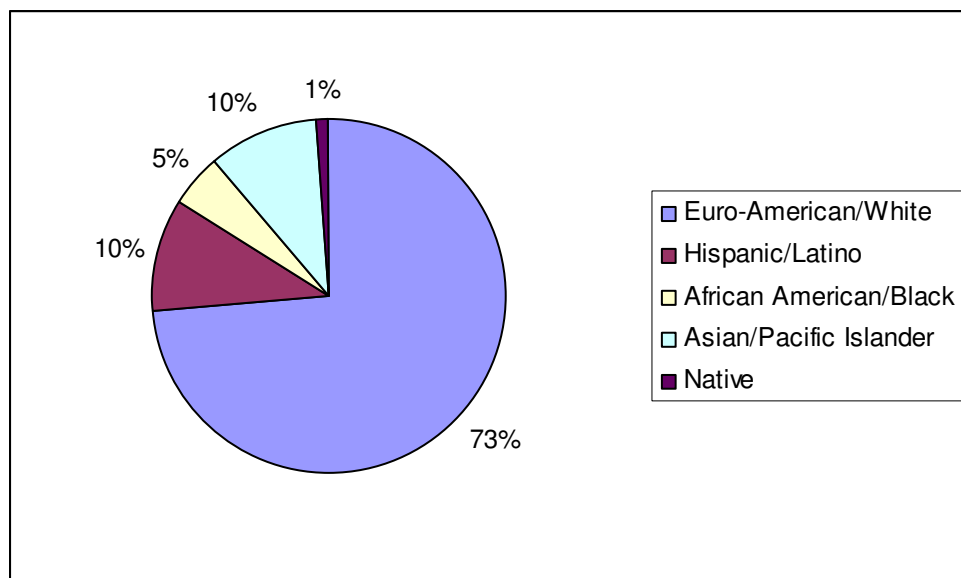
Demand and Enrollment Patterns for Instruction

According to the PCC Office of Institutional Effectiveness (2009), a 16% increase in additional residents within the PCC community by 2020 is anticipated. Within the last year alone, PCC has experienced a significant increase in FTE (see section Needs of Students and Community).

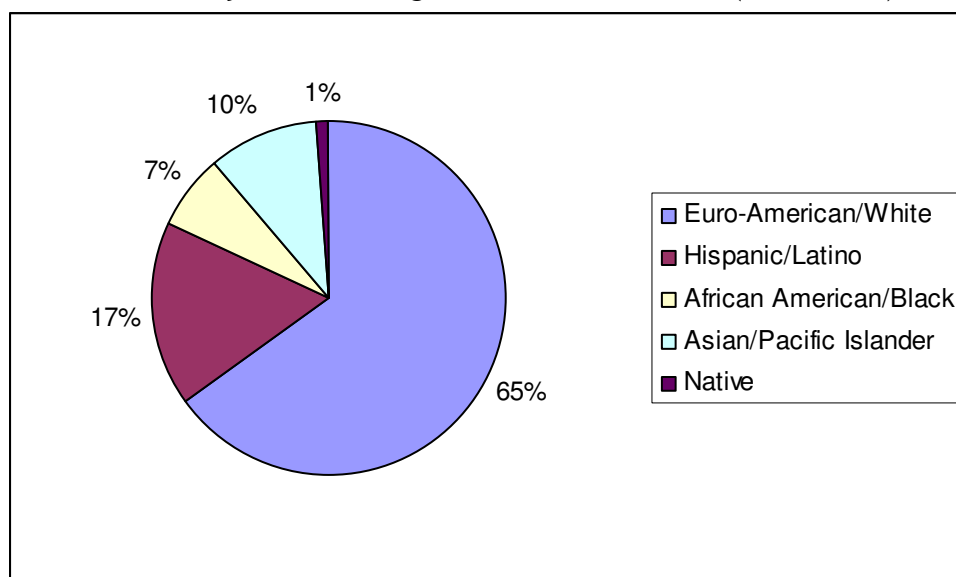
These trends suggest that enrollment will continue to increase, placing a great demand on the CG department to meet the needs of incoming students by offering additional course sections in multiple formats. In addition, CG will need to offer courses at more varied times. Demographic changes based on ethnicity data for preschool-to 12th grade students (PCC Office of Institutional Effectiveness, 2009) are also anticipated. as illustrated in the following tables. The following tables suggest these future changes in the student ethnicity :

- Euro-American/White (-8%)
- Hispanic/Latino (+7%)
- African American/Black (+2%)
- Asian/Pacific Islander (0%)
- Native American (0%)

PCC Student Enrollment (from 2008-2009)



Community Pre-K through 12th Grade Students (from 2009)



In response to these changes, following needs are predicted:

- Faculty improvement and expansion of cultural competence and responsiveness in their teaching methods and curriculum
- Faculty support of developing of cultural competence in students, to facilitate effective intercultural relations and preparation for a diverse workforce
- Faculty diversity that represents that of the student population
- Continued attention to underserved populations through the offering of courses that support their population-specific personal growth and academic success
- Address cultural issues related to retention, support, and student success in the classroom.

Currently, there appears to be an underrepresentation of men within higher education. The U.S. Census Bureau's (2009) Current Population Survey reported that women who attain associate's degrees outnumber men by 16%. Institutional Effectiveness data (2009) show 14% more females than males attending PCC. While PCC currently funds a Men of Color Mentoring program, which incorporates CG courses into its curriculum, the counseling department recognizes the need to further address men's issues related to retention, support, and student success in the classroom, as it is anticipated this trend will continue.

It is expected that PCC will continue to increase in cultural diversity. To address the cultural shifts of the future, the counseling department hopes to incorporate faculty trainings on how to facilitate sensitive dialogues related to culture defined broadly (e.g., race/ethnicity, gender, class, sexual orientation, class, age, religion, nationality, etc.). See recommendations.

Strategies to Facilitate Access and Diversity in Instruction

In order to facilitate access and diversity to CG courses, the department has increased course offerings to special populations. In some cases, PCC programs serving diverse student populations incorporate CG courses into their curricula. In other instances, courses are

offered by the CG department to specific populations. The following lists illustrate such targeted offerings to-date:

PCC Programs Utilizing CG courses for Diverse Populations

- Men of Color Mentoring Program
- ROOTS (a federal TRiO Program)
- Upward Bound (a federal TRiO Program)
- Women in Transition Programs across the PCC district (including SYL *Transitions*, RC *New Directions*, CAS *Project Independence* and SE *Life Tracks*)
- Oregon Leadership Institute (OLI)
- College Assistance Migrant Program (CAMP)
- PAVTEC
- Gateway to College

CG Courses Specifically Designed for Diverse Populations

- CG 100C: College Survival and Success for ESOL students
- CG 100C: College Survival and Success for International Students
- CG 100C: College Survival and Success for Veterans
- CG 145: Stress Management for Combat Veterans
- CG 209: Job Finding skills for Older Adult Job Seekers
- CG 191: Exploring Identity and Diversity for College Success
- CG 190: Mentorship for Latino(a) Students
- CG 280L: Career Development (Special focus on providing Latino(a) high school students an opportunity to develop leadership skills and explore career and educational options)

Transferability of CG Course Focused on Issues of Diversity

CG 191: Exploring Identity and Diversity for College Success provides a wide range of students an opportunity to develop cultural competency skills to enhance their chances for success in college and in a diverse society. During spring term 2010 Portland State University agreed to accept CG 191 as a Social Science lower division elective. In addition, University of Oregon now accepts CG 191 as satisfying part of its Multicultural Requirements, in Category II: "Identity, Pluralism, and Tolerance." CG 191's transferability marks a significant step forward for the CG curriculum. This is the first time a CG course has been approved for requirement satisfying transferability (formerly this CG course could only be used as an elective credit).

The SACC would like to continue to work on getting CG courses approved as multicultural requirements within the Oregon University System and to develop courses that meet general education requirements for PCC degrees (see recommendations).

In order to facilitate access and diversity to students receiving counseling services, the department has engaged in the following strategies:

- PCC Counseling Department sponsored trainings
- Off Campus Trainings
- More visibility within the campus community
- Counseling Service Assessment
- United efforts towards Counselor Licensure District Wide

Instruction: CG Student Survey Results

In the spring of 2010, a survey was sent electronically to all students who were enrolled in CG courses during the previous term. A total of 425 students responded.

Students were asked to indicate which CG course they took in Winter term. If multiple CG courses were completed, they were asked to choose one course to refer to in the survey. For every course offered in winter term, minimum of 1 response was received. Rates of response following in order of highest to lowest responses:

CG Course Completed in Winter 2010	
Course	N
CG 100C: College Survival and Success	78
CG 100A: College Survival and Success	56
CG 140A: Career and Life Planning	29
CG 140A: Career and Life Planning	29
CG 105: Scholarships/\$\$ for College	28
CG 11A: Study Skills for College Learning	24
CG 140C: Career and Life Planning	23
CG 140B: Career and Life Planning	21
CG 145: Stress Management	21
CG 111B: Study Skills for College Learning	18
CG 0690: Stopping Test Anxiety	15
CG 100B: College Survival and Success	14
CG 114: Financial Survival	14
CG 209: Job Finding Skills	12
CG 144: Intro to Assertiveness	10
CG 112: Stopping Test Anxiety	15
CG 280A: CE / Career Development	8
CG 130: Today's Careers	7
CG 130H: Intro to Today's Careers: Health	7
CG 146: Values Clarification	6
CG 147: Decision Making	5
CG 191: Exploring Identity and Diversity	4
CG 199: Transferring to a 4-Year College	4
CG 0693: Confidence Building	3
CG 111C: Study Skills for College Learning	3
CG 190: Mentorship of Latino/a Students	2
CG 280B: CE / Career Development Seminar	1
CG 280L: Career Development	1

This appears to be a strong sample of students across a variety of classes and representing diverse demographics, as indicated below:

Gender

Female **292**

Male **125**

Transgender **2**

Other: **0**

Hispanic/Latino/Latina

No **358**

Yes **57**

Self-Described Racial Categories

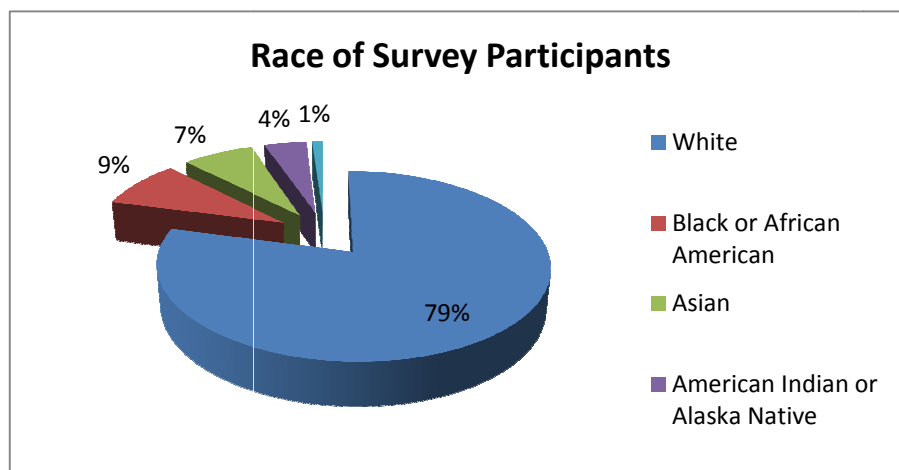
White **322**

Black or African American **35**

Asian **29**

American Indian or Alaska Native **17**

Native Hawaiian or Pacific Islander **4**



Sexual orientation

Heterosexual **329**

Bisexual **26**

Lesbian or Gay **16**

Other: **17**

Eligible for or receiving services/accommodations through PCC's Disability Services

No **348**

Yes **66**

Number of people in household (including self)

1 Person **58**

2 People **105**

3 People **94**

4 People **75**

5 People **42**

6 People **17**

7 People 16
8 People 9
9+ People 3

Total family income for last year (from all sources)

No income - \$9,000 112
\$9,001-\$18,000 95
\$18,001-\$27,000 55
\$27,001-\$36,000 46
\$36,001-\$45,000 17
\$45,001-\$54,000 24
\$54,001-\$63,000 22
\$63,001-\$72,000 7
\$72,001 or more 29

Either of parent (or step-parent, legal guardian) has high school diploma or GED

Yes 354
No 60

Either parent (or step-parent, legal guardian) has a four-year college degree

No 292
Yes 124

Served in Military

No 396
Yes 20

Single parent or sole guardian of a child under the age of 18

No 337
Yes 81

Enrollment status for the Winter Term 2010

Full-time student (12 or more credits) 274
Half-time student (6-11 credits) 123
Part-time student (1-5 credits) 26

These demographics affirm that a diverse sample of students was recruited. These results appear comparable to the demographic data available for the PCC population at large, and thus they appear generalizable.

While some of the demographic data collected are typically not requested in PCC surveys (e.g., sexual orientation, single parent status, family household income), this information is important for us, as we aim to encourage retention of all students and counselor faculty recognize that those from underrepresented groups typically face greater barriers in college.

Students indicated their reasons for taking CG courses. The majority (n =150) cited interest as a reason for enrolling. Other reasons included wanting to learn the subject area (n=143), someone recommending the course (n=124), needing extra credits (n=91), the course being required for completion of a program (n=70), and required to take the course (n=28).

Students were asked to rate their satisfaction with the variety and types of courses offered in the CG department, using a 4-point Likert scale (very satisfied, satisfied, dissatisfied, very dissatisfied). The majority indicated satisfaction with the variety of courses offered (173 very satisfied, 219 satisfied), while approximately 15% indicated that they were either dissatisfied (n=20) or very dissatisfied (n=7).

Students also rated their level of agreement with a variety of statements about their CG course, using a 5-point Likert scale (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree). The results are indicated in the following table:

Level of Agreement with Specific Statements						
<i>Statement</i>	<i>Strongly Agree or Agree</i>	<i>Strongly Agree (n)</i>	<i>Agree (n)</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree (n)</i>	<i>Strongly Disagree (n)</i>
This course helped me develop skills related to the subject area.	81%	160	179	50	19	11
This course added to my knowledge and understanding of the subject area.	86%	186	173	38	13	9
This course helped me become more aware of my behaviors and habits related to the course content.	80%	168	166	54	21	9
This course had a positive impact on my educational goals.	92%	167	165	0	10	17
This course has a positive impact on my life goals.	78%	158	169	63	16	14
I would recommend this CG course to a friend.	79%	193	138	50	21	19
This course helped me stay in school.	47%	101	95	151	43	31

Most notably, the majority of students agreed with each statement, with the exception of “this course helped me stay in school.” A large number of students indicated that they neither agreed nor disagreed with this statement (n=151, 35.5%), while only 17.5% of students indicated that they disagreed or strongly disagreed with this statement.

In addition, a great majority (92%) of students reported that the CG course “had a positive impact on my educational goals.” As supporting educational success is one of the primary goals of the CG department, this appears a good indication that this goal has been met and that students find relevance in CG courses.

Instruction: Faculty

Size, Composition, Qualifications and Distribution

The number of full-time counselor/CG faculty remains low, given increased student numbers and the number of CG course offerings. Currently, most CG courses are offered at Sylvania, Rock Creek and Cascade campuses. A limited number are also offered at Southeast Center, many of the workforce training centers, and the new outreach centers in Newberg and Columbia County. As shown in the following table, only three campuses employ at least one full-time counselor (or equivalent FTE). Permanent, full-time counselors also teach CG courses. The Southeast Center—part of the Extended Learning Campus--hires only part-time counselors, who do not teach CG courses as part of their regular loads, because they do not have any full time counselors. Full-time faculty demographics and credentials are discussed in the *Direct Service: Faculty* section of this document.

Needed Expansion of CG Faculty

Given enrollment growth trends and the addition of CG courses throughout the district, the counseling department sees the immediate need to hire a minimum of three new full-time counselors, two at Southeast Center (SEC) and one at Cascade Campus (CA). Further discussion of these needs is provided in the *Direct Service: Faculty* section of this document.

An exciting goal of the CG SACC is to offer more CG courses at the Southeast Center, beginning with the 2011-12 academic year. Consistent offerings of CG courses there will require the presence of at least a full-time counseling department chair to coordinate CG offerings. In addition, this faculty member will be instrumental in nurturing the growth and development of the CG department and oversight of hiring future adjunct instructors.

Adjunct faculty. Given the economic climate of the past several years, the employment of adjunct faculty for CG instruction has increased significantly. The CG departments on all campuses rely heavily on the time and dedication of CG adjunct instructors and part-time counselors. Full-time counselor loads include only up to 20% instruction, with 80% allocated to direct student and campus service. Therefore, adjunct faculty consistently teach the majority of CG courses district-wide.

CG adjunct faculty is highly dedicated to PCC and its students. A number of them have continued to teach for the CG department year after year. For the majority of CG courses, adjunct instructors have the minimum education level of masters degrees in counseling or related fields. For some courses, such as CG100A/B/C, instructors also come from other campus roles (e.g., academic advisors, program directors and college administrators), offering students meaningful connections with other PCC staff.

SACC Changes to Instructor Qualifications

Since the last program review, instructor qualifications have not changed for the following courses:

- CG 100A/B/C: College Success and Survival
- CG 111A/B/C: College Learning and Study Skills
- CG 130 and CG130H: Today's Careers
- CG 140A/B/C: Career and Life Planning

Instructor qualifications have changed for the following courses:

- CG 144: Introduction to Assertiveness

- CG 145: Stress Management
- CG 146: Values Clarification
- CG 147: Decision Making
- CG 112: Managing Test Anxiety
- CG 0693: Confidence Building
- CG 0690: Stopping Test Anxiety

The previous qualifications for teaching the courses above were:

- Masters in Counseling, Psychology, Social Work or Education Psychology, including 3 graduate credit hours in Tests and Measurements and 3 graduate credit hours in Adult Development, or
- Masters in any subject + 30 graduate hours in Counseling, Psychology, Social Work, or Educational Psychology, including 3 graduate credit hours in Tests and Measurements, and 3 graduate credit hours in Adult Development.

The revised qualifications are more specific:

- Masters in Counseling, Psychology, Social Work, Education Psychology or related field.

Rationale for changes. Given feedback from the Deans of Instruction, it was imperative that the CG SACC clarify the instructor qualifications for all CG courses. “Masters in any subject” was eliminated in order to better align instructor training with course content and outcomes. In several areas specific coursework requirements because the graduate programs associated with educational requirements met the coursework qualifications.

The following table illustrates the revision timeline for all CG courses.

CG Instructor Qualification Revision Schedule		
<i>Course</i>	<i>Last Revision Date</i>	<i>Revision Deadline</i>
CG 190	None posted	Currently revising
CG 280L	None posted	Currently revising
CG 105	None posted	2010-2011
CG 114 (update)	None posted	2010-2011
CG 280A & B (update)	None posted	2010-2011
CG 100A,B,C	2009	2010-2011
CG 130/130H	2009	2010-2011
CG 111A,B,C	2009	2011-2012
CG 191	None posted	2011-2012
CG 209	None posted	2011-2012
CG 225	None posted	2011-2012
CG 140A,B,C	2009	2012-2013
CG 144-147	2010	2012-2013
CG 0693,0690	2010	2012-2013
CG112	2010	2012-2013

CG Courses in PCC Programs

There has been a recent increase in the need for classes related to CG content area in other academic or student service areas. Many of the grant-funded programs at PCC offer CG classes for the populations they serve led by a program staff. If instructor qualifications are not considered in the hiring of the program staff who will be teaching these courses, it may be a challenge to maintain course quality and standards.

Faculty Professional Development: Instruction

Faculty professional development has enhanced instructional improvement on a number of fronts. In particular, the relationship is evident in three examples:

- CG100: College Survival & Success
- Online classes
- Financial literacy courses

CG 100C: College Success. In conjunction with the First Year Experience program, the CG department has joined 375 other North American colleges and universities in adopting Skip Downing's *OnCourse* material for CG100C: College Success. Student enrollment increased in CG100C when PCC decided to offer sections of the one-credit course tuition-free.

Many of the full-time counselors who teach CG100C, as well as part-time instructors, have enthusiastically embraced *On Course*. *Some of the faculty have sought training in On Course* curriculum. During the 2008-09 academic year, *OnCourse* training was offered multiple times at PCC for current and new faculty (PCC, 2010a).

Online classes. As mentioned in a prior section, in order to meet the demands of PCC students, many of the CG classes are offered distance learning. CG distance learning instructors have undergone the technical and organizational training that online classes necessitate. These trainings have included two separate "Quality Matters" workshops, sponsored by PCC, and two workshops offered by PCC distance education department. One workshop covered the basics of video production; the other was an introduction to the photo editing software program "Photoshop Elements." Some instructors also attended a workshop on "Camtasia," video production software for online instruction.

Financial Literacy. As discussed in a prior section, Career Guidance has added two classes to address students' needs for greater financial literacy: CG105: Scholarships: \$\$ for College, and CG114: Financial Survival. Instructor qualifications include having taken a personal finance course. CG faculty have met this requirement by taking such classes as BA 218, which meets the instructor qualifications to teach CG 114.

Instruction: Facilities and Support

Classroom Space

CG classes are currently taught at the Sylvania, Rock Creek and Cascade campuses, and the Southeast, Hillsboro and Newberg Centers. At Cascade and Sylvania, CG classrooms are scheduled after general education courses; leaving CG classes “leftover” rooms. Some location specific descriptions follow.

Sylvania. At Sylvania, the classrooms assigned to CG classes are typically inadequate to meet the needs of the instructors and their students. The classrooms are frequently small and cramped. Because CG classes are grounded in experiential learning and often utilize small group activities, the lack of space creates challenges for CG instructors.

CG classrooms also tend to have the least amount of technology. Although all classes require the use of technology now more than ever before, classrooms often lack adequate equipment. Some are equipped with only a blackboard and chalk, rather than a computer podium. There have been instances when instructors have reserved laptop carts for classroom use, but the carts were never delivered. Poor technological support can be very problematic if the instructor’s lecture and/or other course material is supposed to be accessed in PowerPoint or other presentation media.

Technology is integrated into the curriculum of most CG classes. In CG 100, students are taught how to use their *MyPCC* accounts and how to access course materials from it. CG 111 teaches students study skills, including how to use the library to do research. However, the library computer labs at Sylvania, as well as other labs on campus that can be reserved for class use, typically aren’t large enough to fit a whole class. Most labs have 20-25 computer stations, while the typical CG class has 30 students. Lack of space in computer labs is also an issue for CG 140 classes, in which students need to access internet resources such as the Oregon Career Information System (CIS), online career inventories like the Strong Interest Inventory and Myers-Briggs Type Indicator.

Cascade. At the Cascade campus, it can be difficult to get a classroom at all if the department chair (DC) tries to add a new, previously unscheduled, CG class. Many times, the department chair is unable to offer that particular class. Technology, however, isn’t as problematic as at Sylvania, the classrooms at Cascade have multi-media podiums. Because of difficulty with classroom access, CG classes often cannot be offered during the prime times, when students demand is highest. The only exception is for those CG classes that have been historically scheduled in prime time slots.

Like Sylvania, sometimes CG enrollment caps must be reduced when assigned rooms are too small. As a result, potential CG FTE is reduced.

Rock Creek. With only a few exceptions, the majority of academic departments at the Rock Creek campus have pre-assigned classroom space. CG is one of the exceptions. There are a few general purpose classrooms that are available to CG. CG classes, as a result, fall primarily on non-peak days and times when classroom space is more available.

Rock Creek classrooms for the most part have sufficient technology with at minimum, a podium/LCD projector. Many of the classrooms have additional technology including document projectors and software is up-to-date. Computer labs tend to be smaller and it is

sometimes difficult to accommodate larger class sizes into available computer labs for presentations.

Office Space

Space for full-time counseling faculty is provided because of their role providing direct services. Part-time CG faculty do not have office space, which can provide great challenges in providing support to students outside of the classroom.

Use of PCC Resources: CG Classes

Most CG classes require that students access library resources in order to do required research. For example, in CG 100, students get a tour of the library and an overview of how to use its resources.

In addition to the library, various CG classes use other resources outside the classroom. For example, CG 100 introduces students to the many student services available on campus. Some of these resources vary by campus but may include the Student Learning Center, Women's Resource Center, Multicultural Center, computer labs, the Library, Co-Op/Job Placement, service learning opportunities, advising, counseling, ASPCC/student clubs, Career Resource Center assistance, Middle College High School and other high school transitions support programs. Guest speakers from these areas may also come to CG 100 classes to inform students about their services. At Sylvania, CG 140 requires a trip to the Career Resource Center, where students can access various books and other print materials, the MAP program in *MyPCC*, and career inventories.

Support Services

Clerical, technical, administrative, and tutoring support for CG classes varies a great deal, depending on the departmental structure of campuses where CG classes are offered.

Instructional support. Clerical support for instruction is more available at some campuses than others. At both Sylvania and Cascade, the department chairs (DC) have excellent support from administrative assistants, who can build classes in Banner, coordinate class scheduling, order textbooks and fill out Human Resources paperwork for newly hired part-time faculty. These administrative assistants also do NWRINAS, FANS, and all BANNER work related to hiring part-time faculty. The Rock Creek DC, however, does not have administrative assistant support for these tasks. Instructional support at Southeast Center is shared with all aspects of student services, including Advising, Admissions and Financial aid.

Technical support. Technical support for computer issues is available to CG faculty at all of the campuses through TSS. CG also receives technical support for its web page, AdvisorTrac, classroom AV equipment, and technical instructional support for Desire2Learn.

Patterns of Scheduling Classes

The CG department teaches classes at multiple campuses and at a broad variety of times to accommodate students' schedules. In addition to morning, afternoon and evening classes, sections are offered during weekends and in distance learning format.

Changes in scheduling, or the addition of CG classes, at one campus may affect class enrollment on other campuses. Class size for CG classes varies, depending on the campus and the sizes of the rooms available. Many CG classes cap enrollment at 30 students. With the recent increase in enrollment at PCC, classes typically fill quickly. However, the addition of

more courses by all PCC programs to address the increase in enrollment has led to competition in accessing large, well-equipped classrooms during peak times, between 9:00 am -3:00 pm.

Unfortunately, since CG classes are generally not considered general education classes, CG instructors often are left with classrooms that are available but not most desirable. For fall 2010, Sylvania had 21 classes that needed to be rescheduled due to the lack of classrooms available at their originally-scheduled times. Four of those rescheduled classes were CG offerings.

Direct Service: Standards and Assessment

National Standards and Direct Service

The counseling department provides students with personal counseling, crisis counseling, career counseling, academic/retention counseling, advocacy and outreach. PCC counselors are also involved in institutional activities, providing consultation and serving as resources to the college community.

Some of the issues for which students seek help are listed in the CAS criteria and addressed during counseling sessions. For example, multi-year tracking of student issues at the Cascade Campus revealed that the most common concerns are depression, relationships, stress and anxiety, poor study habits, decision making, and communication concerns. Through individual counseling and coaching, promotion of student learning and development in these areas and more occur.

Counselors use many approaches to address the needs of students seeking counseling services. Below is a list depicting common counseling approaches that may be used by PCC counselors:

- **Motivational interviewing:** goal-setting, decision making, and problem solving
- **Vocational/Career approaches:** interests/skills/values/personality appraisal, career planning, assessments, access, barrier-reduction, work relationship skill development
- **Person-centered approaches:** confidence/esteem building, life/college success skill development, general support
- **Cognitive-behavioral approaches:** evaluating and correcting negative self-talk, stress management, test anxiety, behavior change, anxiety and depression reduction
- **Dialectical-behavioral approaches:** self-soothing, mindfulness, coping
- **Crisis intervention approaches:** resolution and coping skill development, resource referral, risk assessment, BIT coordination
- **Interpersonal and Family Systems approaches:** relationship skills, conflict resolution, grief/loss, adjustment
- **Multicultural and Feminist approaches:** identity and identity development, interdependence, empowerment, advocacy
- **Addictions approaches:** substance abuse, gambling, sex, pornography, etc.
- **Resource referrals:** community and on-campus resources
- **Symptom management**
- **Case management**
- **Consultation and Collaboration:** college personnel, outside providers

The table below shows how the approaches above align with the CAS standards.

CAS Standard	Corresponding Counseling Interventions
Satisfying and productive lifestyles	<ul style="list-style-type: none">• Motivational interviewing• Vocational/career approaches• Person-centered approaches• Cognitive-behavioral approaches

	<ul style="list-style-type: none"> • Dialectical-behavioral approaches • Crisis intervention approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches • Resource referrals • Symptom management • Case management • Consultation and collaboration
Personal and educational goals	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Crisis intervention approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches • Resource referrals • Symptom management • Case management • Consultation and collaboration
Healthy behavior	<ul style="list-style-type: none"> • Motivational interviewing • Person-centered approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Crisis intervention approaches • Multicultural and Feminist approaches • Addictions approaches • Resource referrals • Symptom management
Enhanced self-esteem	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches
Realistic Self-Appraisal	<ul style="list-style-type: none"> • Vocational/career approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches
Clarified values	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches

	<ul style="list-style-type: none"> • Person-centered approaches • Cognitive-behavioral approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches
Independence	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches • Resource referrals
Meaningful interpersonal relationships	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches • Resource referrals • Symptom management • Consultation and collaboration
Intellectual growth	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Consultation and collaboration
Effective communication	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Crisis intervention approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches • Resource referrals • Symptom management • Consultation and collaboration
Spiritual awareness	<ul style="list-style-type: none"> • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Addictions approaches • Resource referrals
Appreciating diversity	<ul style="list-style-type: none"> • Vocational/career approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Resource referrals

Collaboration	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Resource referrals • Consultation and collaboration
Career choices	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Cognitive-behavioral approaches • Dialectical-behavioral approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Resource referrals • Consultation and collaboration
Social responsibility	<ul style="list-style-type: none"> • Vocational/career approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Consultation and collaboration
Leadership Development	<ul style="list-style-type: none"> • Motivational interviewing • Vocational/career approaches • Person-centered approaches • Cognitive-behavioral approaches • Interpersonal and Family Systems approaches • Multicultural and Feminist approaches • Resource referrals • Consultation and collaboration

Changes to Direct Service since 2005 Program Review

Service changes since the last review are primarily changes in staffing (see section on faculty) and intercampus counselor collaboration. A district-wide counseling group was created, which includes both general and Disability Services counselors, who meet once a term to discuss issues relevant to counseling service delivery. Topics of discussion include assessments, ethics, and specific counseling issues (e.g., responding to increases in students with significant mental health problems, serving returning combat veterans, counseling diverse students, eating disorders, ethics and law, etc).

Counselors are committed to making changes that will result in consistent services throughout the district. Most notably, is the newly developed informed consent and release of information forms that are now used by counselors at all locations. AdvisorTrac appointment software has also been adopted by all counselors. PCC's counselors also participate in campus Behavioral Intervention Teams (BIT).

Assessment of Direct Service Counseling Outcomes

Lacking counseling outcomes prior to this review, Counseling Department outcomes were created (see Appendix D), based on relevant outcomes from the *CAS standards*. As stated above four outcome domains were identified: Educational Competence, Intrapersonal

Competence, Interpersonal Competence, and Cultural Competence. These outcomes are relevant to personal counseling, career counseling, and retention counseling, and they reflect the Counseling mission: “to assist a diverse population of learners to develop and accomplish personal, educational, and career goals in an atmosphere that encourages the full realization of each individual’s potential” (PCC, 2005, p. 9).

The counseling department relied on various counseling assessments to evaluate the degree to which students are meeting newly-developed outcomes. Personal and career assessments include the Strong Interest Inventory, Myers-Briggs Type Indicator, Skills Scan, values inventories, educational plans, study schedules, LASSI, Career Readiness Scale, Online CIS, Online Discover, Personal Career Profiles, depression inventories, and GAS assessment. Each instrument relates to some dimension of the Interpersonal, Intrapersonal, Educational, and Cultural competencies. Many such assessments, however, lack the specificity to attribute changes solely to a student’s counseling experience. In addition, counseling assessments are selected individually, for particular issues and needs, and are not administered to all students.

In order to better assess counseling learning outcomes, a pre/post self-report questionnaire containing items related directly to each of the core outcomes was created (see Appendix E). For the future, students will complete this questionnaire during their first and—when possible—last counseling sessions to assess changes in their personal insight, learning and behavior, as well as to identify which learning outcomes have been met.

A primary challenge in assessing counseling services is that many students stop coming to counseling once they have reached their goals, or when they begin to feel emotionally better, eliminating the opportunity for closure and final-session (post) assessment. Due to the lack of a termination session, it may not be possible to give a post-service questionnaire to students who access services. A proposal has been made to use a short assessment that can be administered at the conclusion of each counseling session (see Appendices F & G).

The combination of a pre/post questionnaire and individual session questionnaires should provide sufficient data to assess counseling effectiveness and the extent to which counseling outcomes are being met. Given that these assessment initiatives are new for 2010-2011, assessment-driven changes are not available to report for this review.

Assessment of College Core Outcomes: Direct Service

All of the college core outcomes are addressed in direct counseling service, as illustrated below:

College Core Outcome	Counseling Outcomes
Communication <i>Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.</i>	<ul style="list-style-type: none"> • Collaboration: Seeks involvement with others and works cooperatively with others. Contributes to the effectiveness of a group. • Effective Communication: Writes and speaks clearly and effectively. Reflects before communicating. • Listening Skills: Exhibits effective listening skills. • Demonstrate professionalism: Articulates difference between professional and personal environments. Demonstrates appropriate professional boundaries and interactions.

<p>Community and Environmental Responsibility <i>Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.</i></p>	<ul style="list-style-type: none"> • Social Involvement: Participates in college activities, service organizations and/or volunteer activities. • Appreciate Diversity: Understands and appreciates own culture. Articulates the advantages of a diverse society.
<p>Critical Thinking and Problem Solving <i>Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.</i></p>	<ul style="list-style-type: none"> • Critical Thinking: Employs critical thinking and problem solving. Seeks new and multiple sources of information, asks questions and makes judgments based on evidence. • Self Evaluation: Continually evaluates own learning and comprehension. • Prior Learning: Evaluates and applies previous learning to new learning.
<p>Cultural Awareness <i>Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community</i></p>	<ul style="list-style-type: none"> • Social Responsibility: Appropriately challenges stereotypes and preserves the dignity of others. • Appreciate Diversity: Understands and appreciates own culture. Articulates the advantages of a diverse society. • Diversity in the workplace: Comprehends multicultural dimensions in the world of work.
<p>Professional Competence <i>Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.</i></p>	<ul style="list-style-type: none"> • Educational Goals: Produces educational goal statements and completes educational goals including course work and certificates and degrees. Articulates goal of lifelong learning. • Study Skills: Uses effective learning and study skills. • Resiliency: Able to overcome obstacles that hamper life-long goal achievement and to persist toward those goals. • Satisfying and Productive Lifestyles: Achieves satisfying balance between education, work, and personal life and intentionally works to achieve educational, professional, and personal goals. Manages time effectively.
<p>Self-Reflection <i>Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and</i></p>	<ul style="list-style-type: none"> • Autonomous: Demonstrates increasing inner direction and persistence. • Realistic Self Appraisal: Acknowledges personal strengths and weaknesses. • Enhanced Self Esteem: Demonstrates self respect and appropriate assertive behavior. Treats others with

how these impact others.

respect.

- **Choosing Healthy Behaviors:** Chooses behaviors and environments that promote safety and well being and reduce risk. Takes reasonable risks.
- **Clarify Values:** Articulates personal values and acts in congruence with those values.
- **Meaningful Personal Relationships:** Develops and maintains healthy satisfying relationships. Demonstrates attitude of support toward others.
- **Manages Conflict:** Considers others' points of view; manages conflict appropriately and respectfully. Treats others with respect.
- **Demonstrate professionalism:** Articulates difference between professional and personal environments. Demonstrates appropriate professional boundaries and interactions.

Distance Delivery: Direct Service

The actual counseling process does not lend itself well to distance delivery. However, many adjunct services are enhanced in a DL mode. Some of them are discussed below.

Information and referral. Students can access important information about PCC Counseling through a "Counseling Services" page located on PCC's website. The site describes services offered, provides profiles of PCC counselors, offers contact information for each campus, and has a link to an online mental health screening. There is also an emergency crisis line list for Multnomah, Clackamas, and Washington counties.

Students can access the site quickly through PCC's home page: www.pcc.edu>Resources>Counseling. There are other access points to the counseling services web page available throughout PCC's website, including links from *Advising*, *Career Assessments*, *Career Resource Center* and *Panther Tracks* pages.

Career counseling assessments and research information. Counselors use several online assessments to augment career counseling, including the Strong Interest Inventory and the Myers-Briggs Type Indicator. Using online assessments allows counselors to be more effective at delivering services. Students can take the assessments at their convenience, and at a time and setting that fits their schedule, giving counselors more of face-to-face time to work with them.

PCC offers students free access to the Oregon Career Information System (CIS). Managed by the University of Oregon, this career information web site provides other career assessments, as well as comprehensive data and statistical information related to a number of career areas. A similar site, Discover, is also offered by some PCC campuses, at no charge to students, as part of their counseling services.

Mental health assessments and referrals. A link to an anonymous mental health screening is provided through the counseling services page. This service is free to PCC students, as part of a partnership with Screening for Mental Health, Inc (SMH). Results and recommendations from the screening point students to helpful information and resources, including PCC counseling services.

Consideration of significant revelations, concerns and questions offers the following insights regarding distance delivery of counseling services:

- **Balancing Cost with Effectiveness:** Counseling services at PCC are more effectively delivered with the addition of online resources. It is critical that the counseling department keep pace with students as they increasingly look to the internet as a source of information and services. The greatest challenge is cost. With tighter budgets during this economic crisis, some might question whether the costs of assessments such as the Strong and MBTI are justified. These are, however, widely used and well validated instruments that offer useful insight to students. While the counseling department endeavors to stay current with career and mental health assessments, the department also continues to examine alternative resources and look for ways to balance quality and effectiveness with the cost of services.
- **Directing Students to Counseling Services:** It is critically important to design navigation within the PCC website to make counseling resources easy to identify and locate. While the system is designed with several portals to the counseling web page, PCC can still improve access through the addition of links in other related services (i.e., Disability Services, Multicultural Center, Women's Resource Centers).
- **Distinguishing Counseling from other Student Services:** Many students are unclear on the distinction between counselors and academic advisors. This is especially true with students coming to PCC directly from high school, where the roles of academic advising, vocational counseling, and personal counseling are traditionally handled by the same individual (guidance counselor). As a result, a good deal of time is wasted re-routing and re-assigning students to the appropriate resource.
- **Distinguishing Personal and Career Counseling:** Students also have a hard time distinguishing the difference between career counseling and job/employment assistance. PCC's website search results associated with the keyword "career" leads to resources associated with Career Pathways, Career Resource Center, PAVTEC conferences, PCC news items, career fairs and other links that are unrelated to career counseling. Career and job information tend to be bundled together, which makes it difficult for students to determine the source of appropriate services in regard to their career situation.
- **Connecting Students to Community Resources:** PCC counseling offices are often a destination for students with serious personal problems. Many require intervention that is beyond the scope of services and can be more effectively addressed by practitioners in the community. The counseling web page has the potential to connect students to these important community services. However, given the high turnover rate of social services, and the constant change in contact information, it is also important that these links are consistently reviewed and kept up-to-date—a task that requires permanent allocation of professional resources.

Direct Services: Needs of Students and Community

Effect of Student Demographics on Direct Service

When examining the effect of student demographics on services, the following trends have been noted:

- Increase in students with mental health and crisis concerns
- Increase in unemployed students
- Increase in enrollment across the district
- Increase in veterans
- Increase in underserved students/special populations

Following is a discussion of these demographic changes and their impact on provision of direct services.

Increase in students with mental health and crisis concerns. According to the most recent National Survey of College Counseling Center Directors (NSCCCD, 2009), colleges across the nation have been affected by an influx in students suffering from more severe mental health concerns. This annual survey is aimed at identifying trends faced by colleges providing personal counseling services.

93.4% of directors reported that the trend toward greater number of students with severe psychological problems continues to affect their campuses. In addition, over the past five years, directors have noted increases in the following problems (NCCSD, 2009, items 23-24):

- Psychiatric medication issues (reported by 75.9% of respondents)
- Crisis issues requiring immediate response (70.6%)
- Learning disabilities (57.7%)
- Self-injury issues (e.g. cutting to relieve anxiety) (55.7% at smaller schools, 75% at larger schools)
- Illicit drug use, other than alcohol (46.5%)
- Alcohol abuse (45%).
- Eating disorders (26.5%)
- Sexual assault (on campus) concerns (24.7%)
- Problems related to earlier sexual abuse (23%)

Directors also reported that 48.4% of their clients have severe psychological problems. 7.4% of these were so seriously impaired that they could not remain in school or could do so only with extensive psychological/psychiatric help. 40.9% experienced severe problems that could be treated successfully with available treatment modalities (NSCCCD, 2009, p. 6).

It is important to note that with PCC's open enrollment policy, the PCC counseling department's numbers may be even greater than those reported in the NSCCCD 2009 study.

The number of students reporting thoughts or plans of suicide or homicide is on the rise as well. The NSCCCD 2009 survey indicated that "260 centers hospitalized an average of 8.5 students per school (2,200 students in all) for psychological reasons" (p.7). Hospitalizations averaged 1.5 per 1,000. Directors also reported 103 student suicides in the prior year. A 2009 Center for the Study of Collegiate Mental Health study indicated that 15% of students had **seriously** considered suicide and that 8% of students had **seriously** considered harming another person. At the Sylvania campus alone, counselors facilitated 6 hospitalizations in the

2009-10 year. This does not include students who were seeking support from counselors before, during, or after they were hospitalized voluntarily or by outside providers.

In a survey of community college counselors (American College Counseling Association, 2010), the majority (74%) described the level of the clinical issues they saw, relative to past years, as “higher severity” (the highest risk category allotted). The most common presenting issues indicated by the counselors surveyed were:

- Stress
- Depression
- Anxiety disorders
- Academic problems
- Relationship issues
- Test anxiety

Anecdotally, PCC counseling faculty has also recognized a sharp increase in student with severe mental health concerns. There is an influx in students who acknowledge thoughts of suicide or other forms of self-harm, while some reports thoughts of homicide. Counselors have also been faced with hospitalizing students and/or requesting Portland Police Bureau to perform a welfare check on students who may be in imminent risk of harm to self or others.

By reviewing the strategies being employed nationwide to address the shift in mental health demographics of PCC students, best practices can be determined. The NSCCCD 2009 study provided the following information on what other colleges have done to address the increase in students with serious mental health problems:

- 60.6% increased the amount of time spent training faculty and others to respond in a helpful way to students in trouble and to make appropriate referrals
- 59.3% served on campus-wide Student Assistance Committees
- 53% expanded external referral networks
- 48.7% provide psycho-educational assistance on center websites
- 47.4% increased training for staff on working with difficult cases
- 30.5 % increased psychiatric consultation hours
- 28.5% increased counseling center staff
- 19.9% increased part-time counselors during busy time of year (p. 6).

PCC counselors have utilized many of these strategies to address the influx as well, including:

- Counselor participation in training faculty and staff on ways to respond to students in distress
- Counselor participation in the Behavioral Intervention Teams on the Rock Creek, Sylvania, and Cascade campuses
- Continued use of referrals in the community (it should be noted that many low-cost counseling resources in the community have been reduced as a result of the recession)
- Providing a mental health screening assessment tool on the counseling website.
- Offering additional training for counselors in working with difficult students and in recognizing symptoms of typical mental disorders
- More frequent consultation (weekly at the Sylvania campus) among counselors.
- Use of part-time counselors during busy periods

PCC counselors have not utilized the following strategies suggested in the NSCCCD survey results:

- Psycho-educational assistance on counseling website
- Consultations with a psychiatric provider
- Increased permanent counseling center staff (in fact, the number of counselors has been reduced since the last program review)

Increase in unemployed students. Since the 2004 program review, Oregon has seen a great increase in unemployment rates, which has translated into increased enrollment across the district. As previously discussed, state and county unemployment rose sharply between 2004 and 2010.

Students receiving unemployment benefits (especially TUI and Trade Act) are required to choose individual career pathways. Many of these students seek counseling services for assistance with career decisions. In order to accommodate the TUI and Trade Act students the counseling department has:

- Researched appropriate majors and career options, given the time restraints and specifications mandated by these government programs
- Attended mini-trainings on the protocol and paperwork associated with the process
- Educated students about these programs

This is an area of increasing demands on the counseling department. As the recession appears to be persisting and unemployment is still very high, it appears that more such training programs will be necessary to support PCC's unemployed students.

Increase in student enrollment. As discussed with regard to instruction, PCC has experienced an increase in student enrollment overall since the last program review. The table below details the changes in overall FTE across the college. Given the sharp increase in student enrollment since 2004, the demand on services has been higher. The counselor to student ratio is well below the national average and recommended ratios.

Since 1983, the District counseling staff has been reduced by almost half (from 16 counselors in 1983), while the need for counseling services has increased tremendously. The following chart shows the historical trends in student-to-counselor ratios since 2000.

Number of FTE* Counselors by Campus and Counselor-to-Student Ratios District-Wide+							
Year	SYL	RC	CA	SE	Total District Counselors	Student FTE	Counselor - Student Ratio
2000-01	7	3	2	0	12	19,743.06	1:1645.26
2001-02	7	3	2	0	12	22,494.95	1:1874.58
2002-03	6	3	2	0	11	23,173.64	1:2106.69
2003-04	6	2	2	0	10	21,654.67	1:2165.47
2004-05	6	2	2	0	10	21,245.62	1:2124.56
2005-06	6	2	2	0	10	22,442.78	1:2244.28
2006-07	5	2	2	0	9	20,759.60	1:2306.62
2007-08	5	2	2	0	9	21,518.56	1:2390.95
2008-09	5	2	2	0	9	24,299.30	1:2699.92
2009-10	5	2	2	0	9	28,855.25	1:3206.13

*Some full-time positions are staffed as job sharing arrangements

+Not including students in CEU, community education, PAVTEC, or high school students who received PCC credit for courses taken at their high school, all of whom aren't included in the FTE count, as they typically do not seek counseling services.

The national average for the ratio of full-time mental health providers to students is 1413.3 (Association for University and College Counseling Center Directors, 2009).

The accrediting body for counseling centers, the International Association of Counseling Services, states, "Every effort should be made to maintain minimum staffing ratios in the range of one F.T.E. professional staff member (excluding trainees) to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies" (2009,p. 14).

Given that there are few low-cost counseling resources in the community and no other mental health services on campus, a 1:1,000 ratio is most desirable. In addition to direct service, counselors also provide teaching, consultation, committee, advising, and other services, which have an impact on this ratio. The current ratio of 1:3206.13 is one third the recommended ratio and approximately half the national average. However, this under-represents the number of individuals who may access counseling services because this number is not unduplicated (one FTE may represent multiple students) and does not include community members. Clearly, the counseling department is in great need of additional full-time counseling faculty.

The International Association of Counseling Service's Accreditation Standards for University and College Counseling Centers (2000) further indicates that "counseling services must provide crisis intervention and emergency coverage either directly or through cooperative arrangements with other resources on campus and in the surrounding area" (p. 4). With the increase of students with significant mental health concerns and the decrease in counselors, crisis and personal counseling services have been in high demand. Many campus counseling offices have been forced to implement a crisis counseling system. This system varies from campus to campus, depending on staff coverage and demand for crisis services. However, the increase in crisis counseling and personal counseling appointments has also put a tremendous strain on the staff and faculty in these offices. Students requiring subsequent appointments often must wait up to 1 month for follow-up appointments. As a result, students are returning in crisis because they have had to wait so long between appointments.

In 2009, The Center for the Study of Collegiate Mental Health (CSCMH) conducted a pilot study of over 28,000 college students. Findings suggest that college success is clearly linked to mental health, especially symptoms of depression and anxiety. "These preliminary results clearly suggest that the goal of academic success is intimately tied to students' mental health and related variables. This, in turn, lends credence to the conclusion that, if institutions of higher education truly want students to succeed academically, they must simultaneously invest in a broad range of student services and activities which promote mental health" (Center for the Study of Collegiate Mental Health, 2009, p. 14).

Access to services is also impacted by the number of sessions allowed. Currently, 1-8 counseling sessions is the standard. In a national survey of community college counselors, done by the American College Counseling Association (2010), the majority of survey participants (60.6%) indicated that their counseling centers did not provide a limit on the number of personal counseling sessions provided.

In order to meet the increased demand, counselors have engaged in more regular consultation and collaboration with disability services counselors, and continue to advocate for more full-time counseling positions.

Increase in veterans. In order to accommodate substantial increases in the number of veterans attending PCC, the counseling department has been actively working to develop relationships with the campus Veteran's Centers. Some counselors have also taken part in trainings on veteran's issues.

Services provided to veterans are at varying stages on the different campuses. Rock Creek has done an exceptional job of coordinating and supporting efforts with their student-veterans. Through a memorandum of understanding, they have made a counselor from the Vet Center available to counsel students who are veterans one day a week on the campus. They are also supporting the process of creating a space for veterans. It is important that more outreach and support is provided to PCC's veterans.

Underserved students and special populations. District-wide counselors recognize the importance of responding to the needs of underserved students and emphasize the importance of counselors developing multicultural competence. Professional standards require counselors to be educated in multi-culturally competent practices (Sue, et. al, 1998). To support these efforts, participation in cultural competence training and systems of oppression training as well as continued discussion of cultural dynamics in consultation is encouraged. Further, some counselors participate in campus Diversity Councils and provide outreach services for diverse student groups and programs (e.g., Women's Resource Center, Multicultural Center, CAMP, ROOTS, etc.).

Survey Information on Demographic Changes in the Student Population

In order to get a better sense of the demographic changes PCC counselors are experiencing on the front line, counselors were surveyed in spring 2010.

When asked what *general demographic changes and changes to presenting concerns* counselors are noticing, the following themes emerged:

- Fewer resources available to students in the community
- More students with severe mental health issues who don't have access to services in the community to treat their conditions
- More homeless or nearly homeless students
- More unemployed students and re-careering students
- More students coming for counseling services (less stigma around attending counseling)
- Many more students coming in to see us in crisis because of the stress of the economy and other contributing stressors
- More students seeking services in general
- More students in financial distress due to lay-offs
- Increasingly culturally diverse population of students
- Large increase in Axis II diagnosis
- Many students lack health care insurance and are in need of medication and cannot receive services in the community
- Increase of students in crisis and students with suicidal ideation
- Influx in students reporting that they feel hopeless or helpless

- Students with more academic problems who are in school because they have lost their jobs, rather than because they want to be here
- Higher demand in personal counseling

In response to a question asking how the *economic climate* has impacted work with students, the following response themes were provided:

- Fewer places to refer these students when their 8 sessions are up because community resources have been cut due to underfunding
- More students are presenting in crisis, many are suicidal, and many are also without work
- Enrollment is up so high and students are under so much stress due to the economy that there are many more students seeking counseling services
- Many students are re-careering because they lost their jobs and now they are seeking a new career with a hope for a better job outlook
- Many of the students are unemployed and trying to get connected to Training Unemployment Insurance, Voc Rehab, or TRADE Act funding, so this has increased the amount of paperwork, need for knowledge of rules and regulations, and sometimes stress for both students and staff
- Students are in need of a variety of community resources (low-cost counseling, housing, emergency food, etc.) during a time when resources in the community are dwindling
- Increased stress due to lack of finances and possibility of not having their basic needs met
- Many students are homeless and lack resources such as food and insurance
- Career counseling now has a personal/crisis component to it
- Students need referrals to find food and shelter more often
- More people who are trying to cope with unemployment
- Increase in individuals seeking career counseling
- Increase in couples' issues as they pertain to long-term relationships

In order to *address these changes*, counselors reported:

- Having to function more as case managers
- Increased need to research community resources
- Providing triage services
- Communicating more with fellow counselors and colleagues in the community to develop short-term solutions to address the needs of a changing student population in an economic crisis
- Working to become familiar with TUI, VR, and TRADE Act procedures
- Seeking out both supervision and consultation (and, when available and funding allows, trainings) to work more competently with students from diverse backgrounds (e.g., culture, ethnicity, sexual orientation, gender identity, disabilities, elders, and veterans)
- Beginning the process of acquiring licensure
- Working increased hours to barely keep up with work loads
- Sharing resources
- Utilize brief counseling approaches

When asked the *counseling department needs* to more effectively meet the needs of the PCC student population, the following were reported:

- More full-time counselors
- Additional community referral resources
- Support of the administration to protect the confidentiality of counseling students
- Continued training on crisis intervention, suicide/homicide assessment, common mental health conditions, diverse populations, veterans, job-finding, and career counseling in difficult economic times
- Clarify roles and ethical responsibilities as counselors, while functioning within College policies and procedures
- Reduce the emphasis on advising
- Provide more time to maintain important case notes and records of counseling meetings with students
- Health Center with a psychiatrist or psychiatric nurse practitioner available to students
- More counselors of color to reflect student population
- Coordinating with other departments to find resources
- More privacy, especially sound-proofing in offices and a separate waiting area for visibly upset students

The data described herein on demographic changes nationwide, statewide, and within PCC appear to coincide with the anecdotal experience of counselors described above.

Direct Service: Sources of Feedback

Sources of Feedback and Influence on Direct Service

The PCC counselors value the role of feedback in the process of improving service delivery. In the spring 2010, counselors were surveyed to assess the ways that counselors solicit and utilize feedback to inform their counseling practice.

Nine counselors responded to the survey. Of these, six were full-time counselors, one was a counselor job-share, and two were part-time counselors. The participants indicated that they seek feedback:

- Never (11%)
- Yearly (11%)
- Monthly (22%)
- Weekly (33%)
- Daily (22%)

Counseling outcome literature suggests that soliciting feedback from clients is of great importance. The counseling department is concerned with those who indicated they seek feedback less than monthly. In order to address this concern, the department will ensure that all counselors are aware of best practices around soliciting feedback by discussing the issue at a district-wide counselor meeting.

These results also underscore the importance of supporting continuing education and training for PCC counselors, to ensure that they are up-to-date and aware of best practices (see recommendations).

Participants also indicated the following sources of feedback they solicit to enhance their counseling practice:

- Informal verbal inquiry of clients during a session (89%)
- PCC Counseling Assessment form to assess general counseling services (78%)
- Faculty concerns about students (67%)
- Concerns about students from public safety/deans/administration (67%)
- Counselor meetings (group consultation) (67%)
- Peer feedback (one-on-one consultation, formal written feedback solicited from colleagues) (56%)
- Counselors' personal assessment forms/surveys used to solicit feedback from students (22%)
- Supervision (44%)
- Pre- and post- evaluation of counseling outcomes (11%)

Counselors were asked to provide information on how the various forms of feedback inform their counseling. The following themes emerged:

- Student feedback
 - Shift intervention strategies or approaches to meet individual needs
 - Body language, to know if something is "working" or not
 - Personal assessment surveys confirm changing needs of students and relevance to today's student population
 - Concerns raised by students
- Professional development

- Counseling theory/practice
- Increasing knowledge/skill base
- Crisis intervention
- Ethical concerns
- Self-care
- Instructor
- Behavioral Intervention Team (BIT) participation
- Administrative feedback, giving me an idea of behaviors the student may be exhibiting that have caused concerns on campus.
- College Feedback
 - Referrals and/or faculty/staff input regarding students of concern
 - Student grades
- Overview of challenging cases - conceptualization, diagnosis, treatment
- Update on community resources
- Self care evaluation and advice
- Strengths and weaknesses as a counselor
- Client referrals
- Different approaches to counseling

Counselors provided the following descriptions of the changes they have made as a result of receiving feedback:

- Researched community resources
- Shifted to a more solution-focused style/technique
- Utilized campus resources more actively
- Advocated for students who are experiencing discrimination due to legitimate mental health issues
- Developed interventions based on student feedback to meet their individual needs
- Studied and implemented new counseling tools/techniques
- Reviewed latest research on relevant issues
- Reviewed counseling theory/practice with my colleagues and supervisors
- Strengthened documentation practices (i.e., case notes)
- Developed plan of action with crisis students
- Consulted
- Continued to do more of the same when feedback suggests that interventions are working
- Learned something new and made efforts to try it
- Became more proactive in following up on no-shows and students of concern
- Refined methods of diagnosis and treatment
- Made changes in personal lifestyle to reduce stress and improve overall health
- Asked for advice during individual and group supervision
- Utilized more focused approaches

The counseling department was also interested in identifying the methods used to find information to maintain/develop counseling competence, as this is a form of industry feedback. Counselors reported that they maintain and develop their counseling competence by:

- Reviewing counseling literature **(89%)**
- Attending staff trainings **(89%)**

- Attending campus-based departmental counselor meetings (89%)
- Research on community resources available to your clients (89%)
- Attending district-wide counselor meetings (78%)
- Reviewing ethics codes and laws (78%)
- Membership in professional organizations (67%)
- Licensure (obtaining or maintaining license) (67%)
- Research on community college counseling center best practices (56%)
- Presentations/liaison relationships on campus and in the community (56%)
- Active participation in professional organizations (33%)
- Behavioral Intervention Team (33%)

Given the importance of consultation to increase counseling competence and an ethical mandate towards frequent consultation, counselors were asked how often they attend counselor meetings within their campus teams. Results are as follows:

- 2-3 times per year (33%)
- Quarterly (11%)
- Monthly (11%)
- Weekly (44%)

Summary of Feedback: Direct Services

Students. The counseling department emphasizes the importance of receiving feedback directly from students. It appears the majority of feedback solicited and used by counselors is from students. The methods used to solicit student feedback include 1) informal verbal inquiry during counseling sessions, 2) PCC Counseling Assessment form to evaluate general counseling services, 3) reported faculty concerns about students, and 4) pre- and post-evaluation of counseling outcomes.

Emphasizing the importance of student feedback with all counseling staff (full-time, job share, and part-time) is critical to success as a department. It is encouraged that department chairs hold campus counseling staff accountable for soliciting feedback and strongly recommend continued district-wide administration of counseling survey results (see recommendations and counseling assessment results below).

Community groups. Given the department's focus on career guidance and college success, the department's primary community group is the students themselves. PCC Counseling strives to maintain open communication with community members to keep aware of the specific needs of underserved groups. In PCC counselors' experience, building relationships within the community is critical to expanding counselor knowledge of specific students groups and their needs. Therefore, counselors are encouraged to develop these relationships, take part in student events, and provide outreach to student groups (see recommendations).

Professional counseling providers within the broader community are also an important source of feedback. They serve as referral resources for students requiring assistance beyond the scope of PCC counseling practice and/or those who require longer-term counseling. The counseling department has made efforts to keep up-to-date on these community referral sources. However, given the frequent turnover or elimination of community programs, the department's list of services has been greatly reduced and is in almost constant flux. The department needs to consistently update and search for additional resources in the

community and is in great need of support staff to maintain an updated list of community referral sources so students can be better served (see recommendations).

Counselors also participate in community organizations that influence work with students. These organizations provide training, consultation opportunities, and a professional standard that enables us to provide high quality services.

Counselors serve as liaisons between departments on campus and community resources. Within PCC, these liaison relationships are critical to the counseling department's ability to support faculty and staff who may be struggling to meet the needs of students in distress. Concerns from faculty, staff, public safety and college administration are addressed through collaborative relationships with counselors.

Finally, fellow counselors serve as an important source of feedback vis-à-vis 1) peer feedback, 2) one-on-one consultation, 3) group consultation/meetings, 4) formal written feedback, and 5) supervision.

Industry. Counselors look to the broader counseling profession for guidance in working with counseling students. The sources of industry feedback utilized by PCC counselors include 1) research on best practices, 2) professional counseling journals and literature, 3) membership in professional organization, and 5) licensure/certification. In addition, counseling practice conforms to industry ethics.

Government. The government has a great impact on the work of PCC counselors, as counseling practice is regulated through laws and licensure. Oregon legal statutes include guidelines and laws pertaining to confidentiality, informed consent, abuse reporting, and duty to warn. Given the legal and ethical ramifications, counselors must remain up-to-date on laws related to the provision of mental health services. The counseling staff recently took part in a formal presentation reviewing mental health law to ensure that all staff are knowledgeable and updated on relevant Oregon legal statutes (see recommendations).

Administrative Support of Feedback Sources

Continued efforts to inform administrators of counseling best practices and legal/ethical mandates are essential in evolving counseling services within PCC. In addition, this ensures the integrity of the counseling department and prevents potential legal risks. The changing landscape of community college counseling and PCC lends to the need for additional training and support at all levels on counseling best practices.

Direct Service: Demand and Enrollment Patterns

Demand and Enrollment Patterns for Direct Services

In response to the changes listed earlier in *Demand and Enrollment Patterns for Instruction*, the following needs and demands for direct service are predicted:

- Need for more diverse counseling staff to reflect the populations represented on campus.
 - Currently the counseling staff has 3 people of color (full-time/permanent), with no African American/Black or American Indian counselors. The PCC Workforce Analysis Report Executive Summary (2010c) identified that the counseling department is in need of 3 additional African American counselors in order to achieve parity (p. 1). It should be noted that Cascade currently has a temporary .5 job share who is an African American male.
 - Currently the counseling staff includes 3 male counselors.
- There is a growing need for counselors to develop their knowledge of diverse populations and appropriate counseling interventions for working with diverse clients.
 - Additional training is needed for diversity issues and practices.
 - Increase knowledge base for all counselors to work with all cultural groups such as race/ethnicity, gender, class, sexual/affectional orientation, class, age, religion, nationality, etc.
- Need to address cultural issues related to retention, support, and student success in counseling students under academic standards progress (alert, probation or suspension).
- Need for additional training in regards to men's issues as the college moves towards supporting programs such as Men of Color Mentoring program.
- Need to support the development of advocacy and empowerment skills for all students, but it is crucial for underrepresented populations for retention in success in college and the "spillover effect" that will carry into their life outside of college.
- As enrollment continues to sky rocket and students are returning to school to re-career it has created a higher demand for career counseling.
 - Career counseling has taken on a personal and sometimes crisis component.
 - This is due to factors such as unemployment and financial distress.
 - Due to the emerging issues with career counseling, it is relevant for counselors to be able to address issues related to preparing minority students for their experience in the workplace.
 - Additional staff is necessary to meet those demands.

Strategies to Facilitate Access and Diversity in Direct Service

The counseling department is committed to serving the diverse PCC student population and ensuring that the counselors are well trained and culturally competent. Therefore, we emphasize training as an important means of facilitating access to diversity.

PCC Counseling Department Sponsored Trainings. District wide the Counseling Department values trainings relevant to student issues that have developed since the last program review. Listed below are some examples of trainings sponsored by PCC Counseling Department:

- Veteran's Training with Dr. Jim Sardo (Spring, 2007)
- Diversity Training (Spring, 2009)
- Eating Disorder Training (Winter, 2009)
- Safe Space Training (Spring, 2006)

It should be noted that “counseling centers must provide training, professional development and continuing education experiences for staff and trainees” (International Association of Counseling Services, 2005, p. 5).

Off Campus Trainings. PCC counselors also participate in trainings off campus relevant to student issues that are not on campus. Below are some examples of trainings in which PCC counselors have participated:

- Student Success Conference (Annually, Winter)
- MBTI trainings (Annually, Spring)
- International Career Development Conference (Fall, 2006)
- Suicide Prevention (Summer, 2008)
- Veteran’s Summit (Spring, 2009)
- Oregon Diversity Institute (Fall, 2009)
- Hugh Vasquez Uniting to Understand Racism (Fall, 2009)

Facilitating student access to counseling is supported by the following efforts:

United Efforts towards Counselor Licensure District-Wide. In a national study of community college counselors conducted by the American College Counseling Association (2010), only 15.4% of college counselors were not licensed or working towards licensure. This suggests that attaining licensure is a best practice in the counseling field.

At a district counseling meeting in the fall of 2009, counselors district-wide recognized licensure as part of best practices. Some of the PCC counselors are licensed by their State and National credentialing bodies, however those that are not have started the process with the State of Oregon. As a part of licensure, counselors must participate in individual and group supervision. PCC counselors seeking licensure have participated in this program outside of their work load and sought individual malpractice insurance. State legislation requiring counselors in the State of Oregon to be licensed was implemented in January 2011. While there is an exemption for counselors practicing in public settings, the assumption is that these systems will regulate and hold counselors accountable to state law and ethical standards. The counseling group recognizes that obtaining licensure is a best practice in community college settings (Putman, 2010, p. 5-6) and acknowledges trends nationwide towards requiring licensure without exceptions. Anecdotally, those counselors who obtaining licensure have indicated that they recognize the process has enhanced their counseling skills. They explain that the regular group and individual supervision provide vital professional and ethical guidance and development of critical thinking and problem solving skills. Historically, PCC has not had the resources to provide such supervision to counselors.

More Visibility within the Campus Community. The counseling department recognizes the need to be more visible and to reach out to diverse groups. Some examples of this include the following: counselors serving as instructors for courses specified for special populations, attendance at campus and community events, involvement on campus diversity councils and club sponsorships. Counseling departments at each campus participate in student fairs and collaborate with special populations/programs including veterans, women’s resource centers and multicultural centers.

Instruction: Counseling Student Survey Results

Throughout the 2009-10 academic year, hard-copy surveys were submitted to students at random when they received personal or career counseling services. The survey was adapted from the counseling survey utilized for the 2005 Program Review. Through this anonymous survey, counseling students had the opportunity to provide essential feedback regarding the quality of direct counseling services.

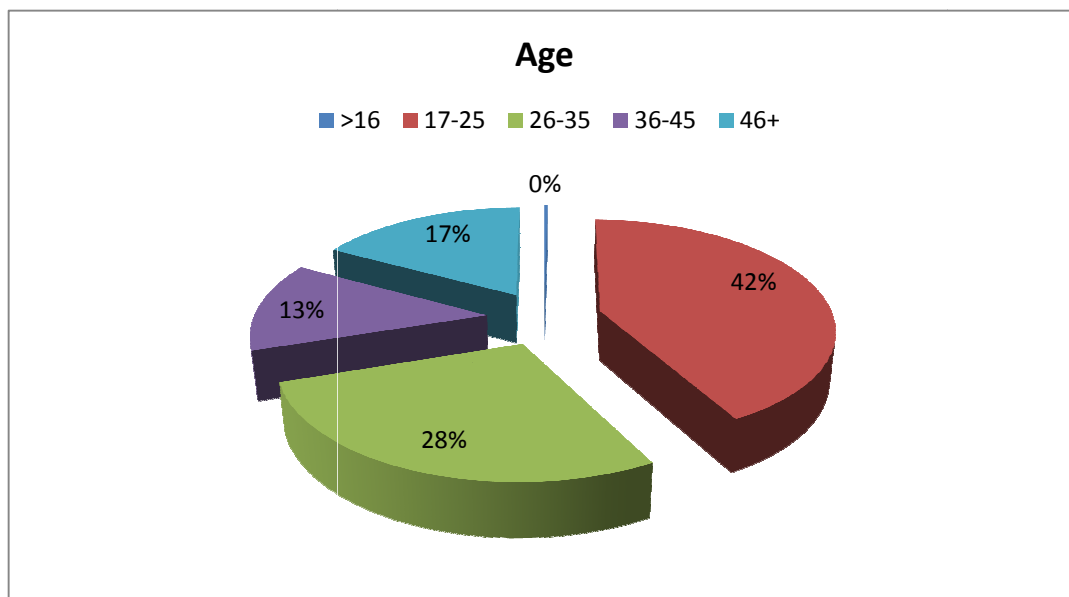
A total of 489 students responded. Of those completed surveys, 227 were receiving services at Rock Creek, 150 at Cascade, 71 at Sylvania, and 23 at Southeast Center. Eighteen students did not indicate where they received services.

The surveys were distributed by either the front desk staff or the counselors themselves. It appears that survey response rate was highest where receptionists handed out and collected counseling surveys (based on data from Rock Creek).

Demographics

Of survey respondents, 298 identified as female, 186 as male, and none as transgender. Five students did not indicate gender.

As illustrated below, the largest number of participants were 17-25 years old (n=202), followed by 26-35 years (n=134), then 46+ years (n=82), 36-45 years (n=63), and 16 years younger (n=1).



Ethnically, the largest group of participants identified as White (n=328), followed by Hispanic (n = 56), Asian/Pacific Islander (n=42), African American/Black (n=69), American Indian (n=9), and other (n=7). Students were asked to check all boxes that apply.

Heterosexuals comprised the largest group reporting sexual orientation (n=416), followed by Lesbian/Gay (n=22), Bisexual (n=19), and other (n=5).

The majority of students (n=404) surveyed disclosed that they were not receiving disability services. Sixty-four students confirmed that they were eligible and/or receiving accommodations from Disability Services. 21 students did not answer the question.

The majority (n=296) reported that they did not have a parent who attended college, whereas 167 participants indicated that they had a parent who previously attended college. 26 students did not answer this question.

Of the 489 students surveyed, 433 answered that English is their primary language, while 53 reported another primary language.

Regarding enrollment levels, 123 (27%) indicated that they were not currently enrolled, 160 (35%) were enrolled for 12 or more credits, 91 (20%) for 9-12 credits, 46 (10%) for 5-8 credits, and 38 (8%) for 1-4 credits.

231 of the students said that this was the first time they had used counseling services at PCC, while 249 students indicated they had previously used PCC counseling services.

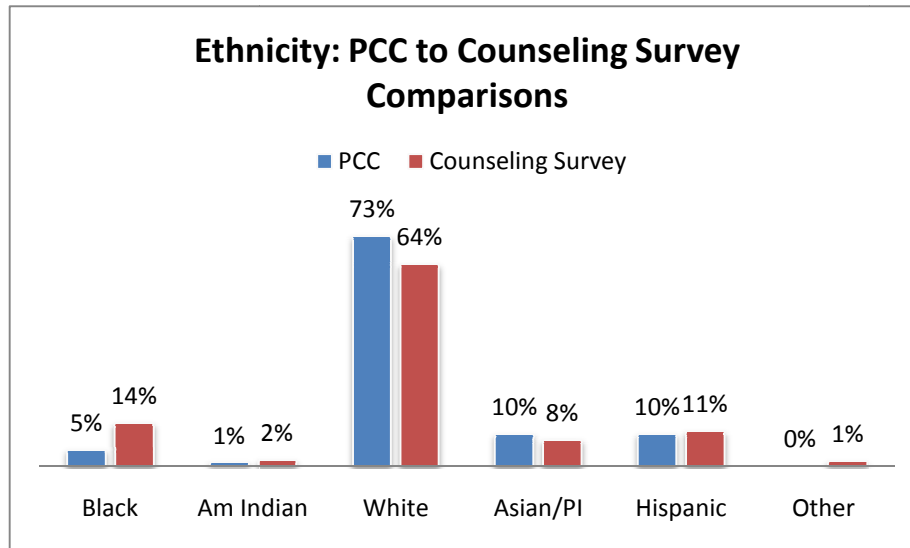
Comparison with College Demographics

Of the demographic data collected in this survey, PCC also collects and has published information on gender, age, race/ethnicity, and enrollment levels using data from 2008-09.

Gender. 57% of PCC students identify as female and 43% as male (Office of Institutional Effectiveness, 2009). The counseling survey sample was comparable, with 57.5% of participants identifying as female and 42.5% identifying as male. IE does not collect information on students who identify as transgendered.

Age. In 2008-09, the average age of PCC students was 34 and the most frequent age was 20 years old (Office of Institutional Effectiveness, 2009). While information from students on age range rather than specific age was requested, it appears that the majority of students surveyed fall into the 17-25 years old, with 26-35 years old falling closely behind, suggesting that this sample is representative of the PCC general population.

Race/ethnicity. The following chart compares the racial/ethnic identity of PCC students (as reported by Office of Institutional Effectiveness, 2009) and Counseling Survey respondents. PCC does not report data for those who identify as “other.” Survey demographics appear consistent with the PCC demographics, with a slightly higher representation of African Americans in the counseling survey sample.



Sexual orientation. PCC does not collect general statistics of student sexual orientation, so it is impossible to generalize the counseling survey sample to the larger PCC community.

Disability services accommodations. Approximately 14% of the sample reported that they were receiving services from Disability Services. According to Disability Access Services, approximately 2,850 students utilize their services. The number of survey respondents who reported receiving disability accommodations appears to be elevated when compared to PCC data on the general population.

First-generation college students. Approximately 64% of the students in this sample identified as first-generation college students. According to Institutional Effectiveness, 39% of students indicated on their applications that they did not have parents (including step-parents or guardians) who earned four-year degrees. This number suggests that the number of first-generation college students in this sample is elevated compared to the general PCC population. However, 30% of students did not respond to the question about their parents' college background on the PCC application.

English language learners. The majority of the sample (89%) listed English as their primary language. In 2009-10, the FTE for students enrolled in ESOL was 1,200, approximately 4% of the total College FTE. This suggests that the sample adequately represented English language learners.

Enrollment level. In 2008-09, 38% of credit students were enrolled in 12 or more credits (Office of Institutional Effectiveness, 2009). The survey results showed 35% taking 12 credits or more. This is comparable to the PCC demographics. It should be noted, however, that 27% of survey respondents reported that they were not enrolled in classes. This number appears very high. While the level of career services being provided to students who are planning to enroll at PCC is rising, it does not appear that these represent 27% of all students. There are two possible hypotheses for the high number of non-enrolled students: 1) PCC counseling provides services to students who are not enrolled in PCC (if this is the case, it may benefit the counseling departments and counseling managers to explore whether this is an effective use of counseling resources), or 2) students may have misinterpreted this question.

Number of counseling visits. Nearly half the sample indicated that they had previously used PCC counseling resources, while the other half was seeking counseling for the first time. This provides a strong foundation for exploring early vs. later experiences in counseling at PCC and suggests that the sample is broad in terms of the number of counseling visits represented.

Type of Counseling Services Received at PCC

As shown in the table below, survey participants sought services for a variety of reasons.

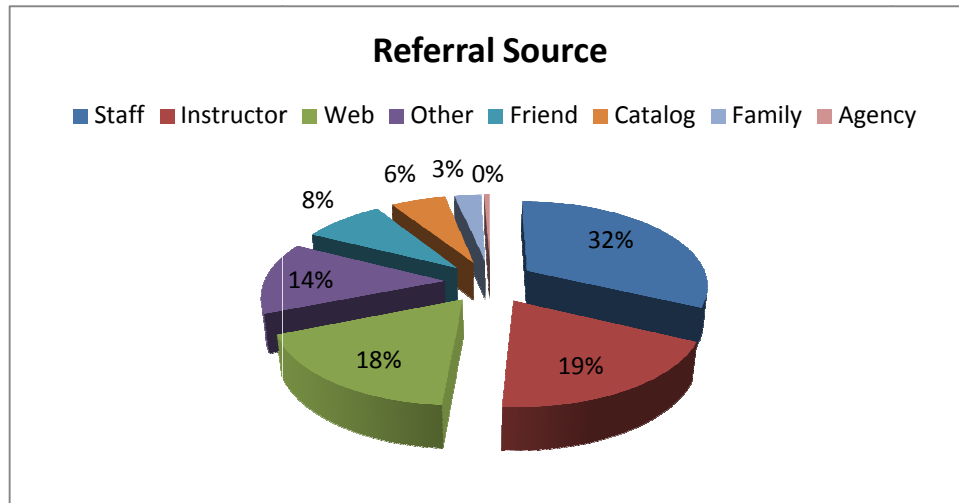
Reasons for Seeking Counseling Services	
	N
To help clarify their career direction	188
Assistance or help clarifying/resolving a personal issue	174
Assistance with academic status issues such as academic alert, probation, or suspension	148
Developing an academic plan	120
Advice choosing a major	128
Information about transferring to another institution	49
Help with a family or relationship problem	60
Explanation of placement test results	20
Help communicating with instructors	22
Help with “other” issues	37

These results are not surprising. It appears that the primary reasons students seek counseling services are 1) career counseling (“to help clarify a career direction”), 2) personal counseling (“assistance or help clarifying/resolving a personal issue”), and 3) academic standing (“assistance with academic status issues such as academic alert, probation, or suspension”).

The remaining reasons for seeking counseling are also likely integrated into the 3 categories above. At the time of data collection, the Sylvania counseling office was also providing routine advising services. Therefore, the number of students seeking academic planning, transfer assistance, or placement test results may be related to routine advising provided by Sylvania counselors. It is expected that these numbers will be lower in the future, while the demand for personal and career counseling services will continue to rise.

How Participants Heard About Counseling Services

Students were asked to indicate how they heard about counseling. The three most influential referral sources were staff, instructors, and the Internet. These and additional sources are identified in the following chart.



One of the charges from the last program review was to update the Counseling website. The counseling department has made many such improvements since that time, most significantly: 1) crisis hotline and emergency numbers were added so that students can access 24-hours a day, and 2) individual counselor profiles were added so that students can view the credentials, experience, and specializations of each counselor. The counseling department will continue to update the counseling website, given the high percentage of referrals, and as needs change for the PCC student population.

In addition, survey results illustrate the importance of providing outreach and continuing to network/collaborate with faculty and staff, who appear to be important referral sources.

Referrals to Other Students

When participants were asked if they would recommend the counselor seen to other students, 462 responded “Yes” and 2 responded “No.” This suggests that students are satisfied with services and have trust in their counselors to provide effective services to their peers.

Response to Services Provided

Students were asked to indicate how strongly they agreed with a series of statements on a 4 point Likert scale (4 = strongly agree, 1 = strongly disagree). They were also given an opportunity to indicate if a statement did not apply. Mean scores appear in the following table:

Student Evaluation of Counseling Services	
Statement	Mean Level of Agreement
The counselor showed a real interest in me and my concerns.	3.85
I have a return appointment or plan to make a return appointment with this counselor.	3.84
The counselor was knowledgeable about the subjects discussed.	3.80
My counseling sessions have helped me stay in school.	3.77
I received information, assistance, encouragement, options and/or support that I felt I needed.	3.77
I felt comfortable sharing personal information with the counselor.	3.70
The counselor interpreted test results in a meaningful way.	3.57
The counselor helped me see more options when I was faced with difficult decisions.	3.55
I was able to schedule a counseling appointment in a timely manner.	3.47
The counselor made appropriate on-campus referrals.	3.46
The counselor made appropriate off-campus referrals.	3.26

The mean responses show that respondents generally agree with positive statements regarding counseling services received at PCC. The statements and responses are discussed individually below:

The counselor showed real interest in me and my concerns (x=3.85)

Active listening and attending skills are imperative to the counseling relationship (Ivey and Ivey, 1999). The majority of students responded “strongly agree” to this statement, suggesting that they feel listened to and respected by their counselors. Thus, these results suggest that PCC Counseling is successful at providing strong foundations for effective therapeutic relationships.

I have a return appointment or plan to make a return appointment (x=3.84)

Students appear to be returning for follow-up appointments. This suggests that counselors are encouraging follow-ups and/or that students’ needs are being met to the extent that they choose to return.

My counselor was knowledgeable about the subjects discussed (x=3.80)

PCC counselors strive to keep abreast of recent trends and interventions in the field of college counseling. This suggests that students are perceiving counselors to be educated and knowledgeable in their field. Some research suggests that the client’s perception of the counselor as knowledgeable has an impact on their compliance with counseling suggestions/interventions (Miller, Kelly, Thomas, Cowger, & Tobacyk 2001).

My counseling sessions have helped me stay in school (x=3.77)

Counseling ethics, as published by the American Counseling Association, American Psychological Association, and National Association of Social Work, require that counselors aim to intervene in a way that supports what is in the best interest of the client. For community college counselors, supporting retention is very often a top counseling priority. However, it is essential to recognize that counselors occasionally encounter a student who is facing life circumstances that can best be mediated by withdrawing from school. These

circumstances are rare, but when it appears that it is in the best interest of the student to withdraw from school, counselors will offer support in the withdrawal process, and often assist students to strategize ways to deal with their life issues, often with the hope that they can eventually return to and succeed in school.

I received information, assistance, encouragement, options and/or support that I felt I needed (x=3.77)

Providing support that aligns with a student's needs is essential to achieve successful counseling outcomes. Survey data suggest that counselors are intervening in a student-specific manner, a best-practice in the field.

I felt comfortable sharing personal information with the counselor (x=3.70)

In order for counseling to be effective, a counseling client must feel supported and safe to disclose.

The counselor interpreted test results in a meaningful way (x=3.57)

Counselors strive for a student-focused approach, whereby students are able to make informed choices regarding career or personal decision-making. Counselor knowledge of student growth and development emphasizes the importance of relating tests or materials to the student experience so that the client can more easily apply what is learned to their life path. These survey results suggest that counselor attempts to meaningfully relate tests to student experiences were successful.

The counselor helped me see more options when I was faced with difficult decisions (x=3.55)

An empowerment centered approach suggests that identifying options is critical to supporting individual change (McWhirter, 1994). Further, a solution-focused approach has been shown to be effective in working with students (Metcalf, 2008). This also ties in with a brief-therapy approach, which is especially important in the short-term college counseling context (Cooper & Archer, 1999). This suggests that are counselors are taking a more active approach to supporting students, leading them to report that they developed options useful in moving forward when facing academic and life challenges.

I was able to schedule a counseling appointment in a timely manner (x=3.47)

It was not expected that this response would be as high as it is! With increased demand for counseling services, students frequently must wait at least 2 weeks (on most campuses) for an appointment; wait times are sometimes up to 4 weeks at high traffic times. Since 1983, increasing numbers of students have enrolled at PCC, while the number of counselors has declined district-wide.

The counselor made appropriate on-campus referrals (x=3.46)

Given that student engagement in on-campus resources has been shown to increase retention and persistence, it is clear that students may benefit from increased focus on on-campus referrals. It is recommended that counselors make more intentional efforts to incorporate on-campus referrals for every student seen.

The counselor made appropriate off-campus referrals (x=3.26)

Available services in the community have become scarce, likely due to the poor economy, so this relatively low response is understandable. Further, PCC Counseling has little interaction with community-based individual providers, who may be willing to see students on a sliding scale basis. Due to frequent changes in the availability of community resources, it would be

helpful to have a point person who maintains and frequently updates a resource list for off-campus referrals. Ideally, this would include a database of individual and group providers, provider specialties, and fee information. Such a database would help provide multiple options to students in need of counseling or other resources outside of PCC.

Direct Service: Counselor Faculty

Size, Composition, Qualifications and Distribution

The number of full-time counseling faculty remains low, given increased student numbers and greater demand on services.

Until recently, the number of full-time counselors, both district-wide and at each campus, has diminished over the past decade: from 16 FTE to 10 FTE, while student numbers have steadily increased. In 2010-11, the college restored one position at Rock Creek (lost in 2004) and one at Sylvania (lost in 2006).

Three counselors hold doctorate degrees and ten with master's degrees. Two are Oregon-credentialed Licensed Psychologists (LP), one is a state Licensed Professional Counselor (LPC) and three are Nationally Certified Counselors (NCC). Five of the counselors who are not currently licensed are registered with the state of Oregon and are in the process of acquiring licensure. Part-time (adjunct) counselors are also employed at all three campuses, as well as Southeast Center. The minimum requirement for counselors in the part-time pool is a master's degree in counseling, psychology, social work, or closely related fields. Some of the department's part-time counselors also have the LPC and/or NCC credentials.

Full-Time Permanent Faculty: Highest Degree Obtained					
Location	Total F-T Faculty	Total .5 FTE Faculty	Doctorate	Masters	Not yet Hired
Sylvania	6	0	2	3	0
Rock Creek	2	2	0	4	1
Cascade	1	2*	1*	3	0
District-wide	9	4	3	10	1

*Interim 2010-2011 job share (.5FTE)

The table below reiterates the upward enrollment trends at PCC:

PCC Student FTE			
Location	Total SFTE 2008-09	Total SFTE 2009-10	% Change
Sylvania	81.47	108.9	33.7%
Rock Creek	64.73	98.3	51.9%
Cascade	61.27	85.8	40.2%
District-wide	207.47	293	41.2%

Needed Expansion of Counselors

Given enrollment growth trends, the counseling department sees the immediate need to hire a minimum of three new full-time counselors, two at Southeast Center (SEC) and one at Cascade Campus (CA). Further discussion of these needs is provided below:

Southeast Center. As a result of the successful 2009 bond approval, Southeast Center is on track to become a full campus; initial build-out is expected to begin in mid-to-late 2011. As

with the other campuses, Southeast has experienced significant growth since the last program review. In response to this growth, CG course offerings have increased, particularly with the implementation of CG100C as part of the New Student Experience program. Ten of those sections are taught at SEC. In addition, sections of CG 112: Managing Test Anxiety, CG 145: Stress Management and CG140: Career & Life Planning have been offered intermittently at Southeast.

Despite its growth, and its significance in district expansion, SEC does not have a full-time counselor. In the 2005 program review, that the addition of a full-time counselor at SEC was strongly recommended. In response to this recommendation, no action was taken. At this point, however, a single counseling position is no longer adequate to meet current and anticipated student demand. Full-time counselors are also needed to ensure consistent faculty networking/outreach and availability to respond to crises on site. In addition, one of the requested full-time faculty members will be instrumental in nurturing the growth and development of a new counseling department and oversight of hiring future part-time counselors and faculty.

Cascade Campus. As noted previously, Sylvania and Rock Creek have recently restored counseling positions. Cascade currently has 2 FTE positions (one full-time and one permanent job share). Increased enrollment, with subsequent increases in demand for counseling services, has forced Cascade to rely increasingly on part-time counselors. There is a need for additional full-time counselors.

In addition to increasing the number of full-time counselors across the district, it is recommended to hire counselors to be liaison to specific populations, such as TRiO and CAMP. By their nature, these programs support students who are considered “at risk.” These students enter the PCC system with personal, career, and academic counseling needs to which the counseling department could respond.

Faculty counselor turnover and anticipated changes. As discussed in prior sections, the number of full-time counselors has decreased district-wide in the last decade. While the counseling department is hopeful that the recent increase in full-time positions will prove to be a continuing trend. If the counseling department is fully staffed, counselors will be better able to respond quickly, efficiently, effectively, having a more active presence on campus.

Part-time counselors and interns. The counseling departments on all campuses rely heavily on the time and dedication of part-time counselors. Full-time counselor loads include only up to 20% instruction, with 80% allocated to direct student and campus service.

The Cascade and Rock Creek campuses (Sylvania starting fall 2011), have offered practicum and internship opportunities to masters- and doctoral-level counseling and psychology students. These student interns gain the experience of a community college counselor, including direct service and instruction. Many of them come from Portland area colleges and universities—both public and private—allowing the counseling department to develop beneficial partnerships.

Full-time faculty counselor demographics. Counselors recognize the importance of having a diverse staff to complement the student demographics. Given the stigma of counseling, the diversity of the counseling staff is especially important in reducing the discomfort that some

ethnic and cultural minority students may feel when seeking counseling from a provider outside of their demographic.

The table that follows illustrates the demographic composition of full-time/permanent faculty counselors, who represent a diverse collection of academically successful professionals.

Full-Time/Permanent Counselor Faculty Demographics							
Location	Gender		Ethnicity				Bilingual
	Male	Female	White	Asian	Hispanic	Black	
Sylvania	2	4	4	1	1	0	0
Rock Creek	1	1	1	0	1	0	1
Cascade	0	2	2	0	0	0	0
District-wide	3	7	7	1	2	0	1

The district-wide gender ratio among full-time/permanent counselors is approximately 68.4% female and 31.6% male. Previously-cited demographics indicate that the PCC student population is 57% female and 43% male, suggesting a degree of gender imbalance in terms of matching counselor to student demographics.

Although one third of counseling faculty composition is technically “non-white,” there are still obvious gaps in reaching parity with the diversity of student ethnic groups. One particularly significant gap is the absence of full-time/permanent African-American counselors at all campuses. In particular, Cascade campus has a larger proportion of African-American students. The PCC Workforce Analysis Report Executive Summary (2010c) identified that the counseling department is in need of 3 additional African American counselors in order to achieve parity (p. 1). It should be noted that Cascade currently has a temporary .5 job share who is an African American male.

Faculty Professional Development: Direct Service

PCC counselors serve students dealing with a number of personal issues and needs, including:

- Counseling service
- Intern supervision
- Professional licensure
- Cultural competency
- Harm to self issues
- Needs of combat veterans
- Behavior Intervention Teams
- Career counseling

In order to meet growing needs in all of these areas, PCC counselors have completed a number of professional development courses and workshops, as detailed in the following sections.

Counseling. Counselor professional development is a constant need, one met in a variety of ways—from online “webinars” to formal graduate coursework, and numerous, varied workshop opportunities. As not all counselors can attend all training opportunities, attempts have been made to share information, handouts and recommendations, through email contacts and during quarterly district-wide counselor meetings.

Intern supervision. One way to increase staffing without vital financial resources is to utilize interns from local counselor education programs. Counseling interns are currently part of the Cascade and Rock Creek staff. Beginning fall of 2011, Sylvania will also have counseling interns. The interns will see students with mental health concerns.

To meet the programs' requirements for qualified supervision, several counselors have undergone training in counselor supervision. Thirty hour courses in clinical supervision are offered by both Lewis and Clark College and Portland State University.

Professional Licensure. As discussed in above, the increased number of students with mental health concerns, and changes in state law regarding licensure, many counselors are now either licensed or pursuing licensure. This requires additional supervision training outside of the counselor workload. Since September 2009, five of the PCC counselors participate in monthly individual and group clinical supervision as Registered Interns with The Oregon Board of Licensed Professional Counselors and Therapists, which grants the Licensed Professional Counselor (LPC) credential.

Cultural Competency. As a result of recommendations from the last program review, the counseling department have sought to find cultural competency workshops specifically relevant to counselors. Excellent resources, attended by several full- and part-time counselors, have included:

- Oregon Diversity Institute's 2009 Conference "Shift Happens: Courage in Times of Uncertainty" in November 2009
- A "Living Diversity" workshop presented at Sylvania by Mary M. Clare, Ph.D. of the Lewis & Clark College Counseling faculty in April 2009
- "Stop the Hate" in Summer 2009
- "Uniting to Understand Racism" in November 2009

Harm to Self. Counselors hold a deep concern for the enormous increase of students in crisis, including those at risk of self-harm and/or suicide. The counseling department has been represented by PCC counselors at such events as:

- "Recognizing and Responding to Suicide Risk: Essential Skills for Clinicians" in August 2008
- Training presented by Barry N. Feldman, Ph.D., Director of Psychiatry Services in Public Safety for the University of Massachusetts Memorial Medical Center, which was attended by three PCC counselors
- An 8-hour "Question, Persuade, Refer (QPR) Gatekeeper Instructor Certification Program" to learn how to train community members on the QPR method for suicide prevention in August 2008
- "Assessment and Management of Eating Disorders" training with Barbara Oyler, M.N., P.M.H.N.P, Clinical Coordinator at Providence Saint Vincent Hospital's Eating Disorders Program, provided at Cascade in February 2009

Veterans. In response to the increased numbers of combat veterans on all of the campuses, counselors have increased their training in mental health care for veterans, including knowledge about traumatic brain injury, Post-Traumatic Stress Disorder, and suicide prevention for veterans. Training events attended by PCC counselors include:

- A two-hour presentation, "Coming Home from War," sponsored by "211" Information and Referral in May 2008

- "Mental Health Care for Today's Combat Veteran" offered locally by the University of Texas Health Science Center in March 2009
- "Traumatic Brain Injury" seminar presented by PESI, a nationally-recognized professional development organization in October 2010
- "Community Education Day: Suicide Prevention & Veterans" in February 2010

Behavioral Intervention Teams. In the interest of providing support to students experiencing serious difficulties and preventing disruption to the campus community, PCC created campus based Behavioral Intervention Teams (BIT) in 2008. Deans of Students, counselors, and Public Safety officers consulted with Scott Lewis, Assistant Vice Provost for Judicial Affairs & Academic Integrity at the University of South Carolina, and the head of their BIT.

With the increased awareness of faculty and staff and reports of students of concern, counselors are even more involved with the BIT process since its inception in June 2008. The counseling department attended a "Developing a Behavioral Intervention Plan" workshop presented by Scott Lewis and The National Center for Higher Education Risk Management, Ltd in 2008.

Career Counseling. Counselors continue to meet the needs of students and community through career counseling services. As career counselors taking advantage of professional development opportunities, the following workshops presented locally by Judith Grutter, M.S., N.C.C., M.C.C., of the Consulting Psychologists Press, are:

- "Career Development Combining the Myers-Briggs and Strong Assessments" in March 2008 and
- "Counseling Type: Helping Students and Clients Through Individualized Career Counseling" in March 2009.

In the last program review, recommendations for professional development activities were:

- Explore the development of a district-wide counselor intern supervision program
- Ensure cultural competence of counselors through ongoing training and development
- Support state and national professional licensure and certification for counselors district-wide
- Support professional development in the areas of career and mental health including ongoing training in psychological and career assessments

The counseling department has achieved all of these previous recommendations.

Direct Service: Facilities and Support

Office Space

Space for counselors to provide direct service to students is also an issue on all PCC campuses and at Southeast Center. PCC's increased enrollment over the last two years has necessitated the hiring of more part-time counselors and increased use of graduate interns to help with the workload. At the same time, it has become increasingly challenging to find private, confidential workspaces in which to place them. Despite the long-acknowledged need for a full-time counselor at Southeast, current lack of space would preclude hiring one.

At some campuses, space is shared with other departments, such as Advising. This creates issues, such as confidentiality of fax machines and lack of private waiting areas for counseling clients and students in distress. At both Sylvania and Cascade, there is also a lack of confidentiality when students are trying to make appointments and to access direct service in shared office spaces.

Safety

In response to safety issue in counseling offices across the district, office configuration has become a focal point for upcoming bond planning. In particular, ensuring that counselor offices are arranged allowing easy access to phone, panic button, and door (without being blocked by a potentially volatile student) is essential.

Use of PCC Resources: Direct Service

In terms of direct service, counselors frequently refer students to various resources on campus. Such referrals are given to students in personal counseling in order to address a variety of issues. Counselor referrals may also include off-campus resources, such as low cost counseling, psychological evaluation services, health clinics, hospitals and financial resources. Students may also be referred to prescription medication assistance programs, agencies providing housing resources, access to food and legal aid. Other community-based referral resources include mental health hotlines, Veterans' Centers, Worksource Portland Metro, and a number of state agencies.

Support Services

Support for direct service varies by location. At Cascade campus the front desk schedules appointments and checks students in. The staff is shared with advising and the Associate Dean of Students. It is comprised of two full time and four part time casual employees. In addition, a part time casual administrative assistant is assigned to counseling, to perform additional clerical duties.

Sylvania counseling shares two full time front desk staff with advising. They assist students with checking in, creating fliers to advertise CG classes and make copies of counseling-related materials and other paperwork. A full time instructional administrative assistant is also shared between advising and counseling.

The counseling department at Rock Creek is supported by testing center staff. The staff includes one full time classified, plus casual and part time student help. They provide similar support services as does Cascade and Sylvania counseling.

Technical and tutoring support. Technical support for computer issues is available to counselors at all of the campuses through TSS. Counseling also receives technical support for

its web page, AdvisorTrac, classroom AV equipment, and technical instructional support for Desire2Learn.

Tutoring support is available in varying degrees as well at the different campuses, so that when providing academic counseling to students, counselors often refer students to one or more of the many tutoring resources.

Additional Resources

PCC Counselors work closely with many student service programs and staff, including the various retention advisors, Perkins advisors and DE advisors, the ROOTS Program, Women's Resource Centers, and the Transitions/Project Independence/Life Tracks/New Directions programs. For example, counselors routinely present free workshops on such topics as student success skills, test anxiety, and stress management for retention-focused program courses. In addition, counselors make specific referrals to student service programs in order to enhance students' success and retention.

Although counselors work closely with many programs, the greatest collaborative relationship is with Disability Service counselors and PCC advisors.

Advising. District-wide, PCC advisors provide students with a foundation for success. They address critical functions such as education planning, scheduling classes and providing information on programs, certificates, and degrees. In addition, they link students to support services, including counseling, tutoring, Disability Accommodation Services, and Career Resource Center.

At all of the campuses, counselors also provide academic support for students. Counselors also work closely with advisors in support of students who are on academic probation and suspension. Advisors often refer students to counselors, to work on issues like time management, study skills, stress management, or when students are in distress. Similarly, counselors refer students to advisors for specific transfer information, unofficial transcript evaluations, or term-by-term academic plans.

Disability Services. The Disability Accommodation Services department provides academic accommodations to students with documented disabilities. This may include extra time on exams, proctored and/or distraction-reduced test taking, and/or assistance using specialized technology. Disability Service counselors also consult with faculty and staff regarding the impact and nature of certain disabling conditions.

Disability Service counselors also consult extensively with the counseling departments at all locations. At most campuses, the two departments meet regularly to design interventions and approaches that promote student success and achievement. They especially consult regarding students with psychiatric disabilities and may share certain students with emotional difficulties or other learning and psychological challenges. Collaboration between Disability Service counselors and general counselors is further enhanced by their joint participation in quarterly district-wide counselor meetings.

Instruction & Direct Service: Summary of Recommendations

Best Practices: Direct Service

Throughout this document, the importance of aligned counseling practice with best practice has been stressed. As the role of counselor has shifted in response to changes in the community college setting, so have best practices. At a recent conference for college counselors sponsored by the American Counseling Association, best practices were discussed specific to community colleges. A study surveying college counseling, based out of Howard Community College, resulted in a number of best practice recommendations (Putnam, 2010, p. 5-6). The study author collected data from 125 college counseling center staff nationwide and compiled responses to develop a list of best practices in community college counseling. The best practice recommendations include services, technology, staffing, and office space/environment. The following chart identifies the recommendations and how PCC counseling has/has not met these recommendations:

PCC Counseling Best Practice Alignment		
<i>Best Practice Recommendation (Putnam, 2010, p. 5-6)</i>	<i>Met</i>	<i>Not Met</i>
<i>Services</i>		
Individual counseling	X	
Outreach/mental health screening days	X*	
Workshops aimed at prevention	X	
Faculty/staff consultation and outreach	X	
Graduate training program	X	
Resource library		X
Staff development (case conferences)	X	
<i>Technology</i>		
Use of computerized scheduling and tracking software to aid in collection of statistics/data (Titanium, for example)	X*	
Enhanced website, including resource library (i.e., University of Chicago virtual pamphlets)		X
Computerized assessments/resources for clients	X	
<i>Staffing</i>		
Licensed staff	X*	
Consulting psychiatrist with admitting privileges at nearby hospital		X
Outreach coordinator		X
Training coordinator		X
Referral coordinator		X
<i>Office Space/Environment</i>		
Separate entity on campus		X
Sound-proof offices/white noise machines		X
Disability accessible	X	
Relaxation room for clients		X
Locked filing cabinets	X	
Panic buttons for emergencies	X*	

*Indicates that this item has been met in some circumstances or on some campuses.

It appears that the counseling department is meeting many of the best practice guidelines, but could improve by:

- Developing a resource library for student, faculty, and staff use.
- Utilizing a computerized scheduling and tracking software designed specifically for Counseling Departments (e.g., Titanium)
 - Per recommendations in an above section, we could use this scheduling software to track student demographics and identify underrepresented students to whom we could reach out.
- Developing the counseling website, including a virtual resource library for students.
- Encouraging all staff to obtain a license.
 - This aligns with recommendations in a prior section to continue supporting the pursuit of licensure for counselors as well as offering on campus supervision meetings.
- Identifying a consulting psychiatrist to work with counselors.
- Identifying an outreach, training, and referral coordinator to implement associated tasks.
- Housing Counseling Departments in a separate space.
- Purchasing white noise machines and encouraging sound-proofing of offices in bond projects.
- Identifying space for a relaxation room for clients.
- Implementing panic buttons in all offices. Currently, Sylvania is the only campus with panic buttons installed in offices.

Additional Program Review Recommendations: Direct Service & Instruction

Many of the best practice recommendations above align with those discussed in prior sections of this program review. Further, the content herein identifies a need for additional alterations to the counseling and CG programs. These are detailed below:

Staffing

A consistent theme throughout this document is the need for additional counselors to meet national standards and better serve PCC students. The following staffing recommendations should be considered:

- Hire additional full time counseling staff, especially on the Southeast Center and Cascade campuses
- Hire counselors from backgrounds that complement the demographics of the PCC student community (ethnic and cultural minorities)
 - In particular, the counseling department is in need of three African American faculty, per Workforce Analysis Report parity goals (PCC, 2010c).
- Hire more male counselors to better reflect the gender representation of PCC students.
- Hire a counseling resource specialist who will manage a mental health referral list, provide information and education on mental health issues in the in person or online format, post community mental health links to counseling services web page and keep these resource links updated on a regular basis.

Safety

With the increase in student mental health issues, the safety of PCC students and campus community has become a concern. PCC has responded with the development of Behavioral

Intervention Teams and crisis counseling utilization has increased. Given these changes, the following recommendations have been made:

- Funding for professional development to enhance safety efforts (esp. suicide and homicide prevention) and for part-time counselor coverage while full-time counselors are out of the office for training.
- Reconfiguration of office spaces to maximize safety (seating designed so that the counselor can quickly exit without being blocked by a student)
- Safety technology (e.g., panic buttons, surveillance cameras, privacy film for windows, inside/outside lighting, etc.)
- Encourage administration to participate in trainings and continued communication to ensure the safety of counselors, students, and community.

Space

With bond planning in action, it is imperative that we move forward with the intention of creating spaces that accommodate student needs and support the safety issues described above. Therefore, the following recommendations have been made:

- Private waiting and reception area for students seeking counseling services
- Relaxation room, as described above in best practices.
- A room for counseling groups, CG classes, and consultation meetings
- Acquire additional private office space for full-time, part-time counselors and interns
- Acquire an office at each campus for adjunct CG faculty to have office hours

Continuous Evaluation and Improvement

In line with the values of the counseling profession, PCC counselors strive to continuously evaluate and reflect on changes that can be made to further develop the counseling department's instructional and direct services, and best serve PCC students. Future and continuous evaluation recommendations include:

- Continue yearly assessments at each campus, using an online format to collect follow-up data, to apprise counselors of the needs of students seeking counseling services.
- Continually evaluate and revise of CCOG's outcomes and align instructional outcomes with counseling learning outcomes (Educational, Interpersonal, Intrapersonal and Cultural).
- Pilot new counseling assessments (see Appendices D, E & F), make revisions and utilize revised assessments for ongoing use.
- Monitor assessment results and adjust service delivery to ensure that counseling outcomes are being met.
- Utilize a focus group format in the future to assess outcomes and student satisfaction.
- Explore new and innovative ways to deliver counseling services that go beyond 1:1 sessions (group sessions, online services, phone counseling, etc).
- Analyze standardized course evaluation data to review student satisfaction across groups or courses.
- Explore the student experience of cross-cultural content and process in the classroom, including:
 - Cultural competence of the instructor (e.g., how difficult dialogues are handled, use of inclusive terminology, knowledge and awareness of cultural differences, etc.)
 - Multicultural curriculum infusion
 - Cross-cultural communications in the classroom

Professional Development

Just as continuous evaluation is important to the counseling department faculty, so is professional development. Training opportunities support the development of counselor/instructor skills and competencies, resulting in the provision of higher quality counseling and instruction.

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

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 communication to ensure the integrity of the counseling program.

Ease of Access: Direct Service

There is often a stigma attached to counseling. This stigma increases the challenges that students face accessing counseling services; however, there are other challenges that also create difficulties accessing services. The counseling department would like to reduce these challenges and recommends the following:

- Add links to the following departmental web pages, under a heading such as “related pages:”
 - Advising (currently a link exists in the section titled *What is the difference between an academic advisor and a counselor*).
 - Careers and Jobs

- Disability Services
- Multicultural Center
- Roots - (Contacts and Resources)
- Women's Resource Centers
- Break down counseling services into more manageable and user-friendly clusters (e.g., career counseling, personal counseling, crisis counseling).
- Market career counseling as a personal service available to students.
- Use counseling web site to educate students on the career counseling process.
- Work with other PCC departments (Admissions, Start Lab, Advising) to educate students on the difference between counseling and advising services.
- Continue outreach to students through CG courses.

Resource Referrals: Direct Service

The counseling department relies heavily on resource referrals to support students. On-campus referrals ensure that students are connected to the campus community and are better able to access support that often translates into student success. Off-campus referrals provide auxiliary support to student who are in need of long-term counseling, medication, housing assistance, and much more. The following resource referrals recommendations should be considered:

- Continue to update the counseling website as needs and resources change.
- Make a more active effort to refer students to appropriate on-campus resources.
- Seek resources to assign a counselor to develop and maintain a community provider database to include individual and group providers, their specialties, and the cost of their services.

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.

Conclusion

The counseling department is unique in that it provides services to students in both the instructional and student services realm. The nature of counseling and CG instruction lends itself to meeting all of the PCC core learning outcomes. Thereby, counselor faculty are able to address students' needs holistically in the classroom and counseling office. Counselor faculty's work with students results in real world personal growth and professionalism.

The role of counselor is shifting as community colleges strive to meet the demands of an ever-changing student population and evolving best practices. The counseling department, working with the resources that have been provided by the institution, has provided high quality and relevant services that have contributed to the persistence, retention, and wellbeing of PCC students. The department is challenged by the need for adequate staffing that is representative of the diversity within the college, ongoing professional development, and an influx of students with significant mental health needs. With the support of the administration to address the evolving needs of the PCC community, the counseling department looks towards a brighter future for all.

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APPENDICES

Appendix A: Assessment of CG Learning Outcomes using CAS

Student Learning Outcome Domains	Corresponding Courses	Corresponding Assessments (per CCOGs)
Educational Competence	CG 100C: College Survival and Success	<ul style="list-style-type: none"> • Show awareness of campus resources and effective classroom behaviors. • Reflect on a short-term goal. • Report on use of calendar, planner, and to-do list. • Identify campus resources for assistance with personal, social and financial issues.
	CG 105: Scholarships - \$\$ for college	<ul style="list-style-type: none"> • Demonstrate research skills by reporting on scholarships for which they are eligible, accessed via internet searches. • Demonstrate an understanding of the importance of a high-quality scholarship essay by producing, and sharing, a minimum of two scholarship essays. • Discuss with other students, and the instructor, strengths and weaknesses as they apply to academic, personal (i.e. volunteering), and life experience (essay) aspects of scholarship applications. • Demonstrate an understanding of the importance of volunteering by finding a volunteer opportunity and participating during the term.
	CG 111A: Study Skills for College Learning	<ul style="list-style-type: none"> • Describe preferred learning style and how it applies to learning activities. • Demonstrate test-taking techniques. • Summarize personal strategies to reduce test anxiety. • Document knowledge of library resources, including research databases and use of bibliographies and citations. • Analyze texts for facts, opinions, and perspective. • Describe preferred reading-study method. • Describe long-term memory techniques. • Produce a personal study schedule; identify personally appropriate review tools.
	CG 112: Managing Test Anxiety	<ul style="list-style-type: none"> • Demonstrate test-taking techniques. • Summarize personal strategies to reduce test anxiety.
	CG114: Financial Survival	<ul style="list-style-type: none"> • Written and/or oral assignments designed to promote integration of course material. • Participation in group exercises, role plays, and/or discussions. • Quizzes that require integration of class material.

	CG 140A: Career and Life Planning	<ul style="list-style-type: none"> • Report on information interviews. • In-class participation demonstrating knowledge of subject matter. • Demonstrate research skills using both printed and electronic career information. • Develop a written plan of action to further define career and educational goals.
	CG 144: Introduction to Assertiveness	<ul style="list-style-type: none"> • Written and/or oral assignments designed to promote integration of class material. • Quizzes that require application of course material.
	CG145: Stress Management	<ul style="list-style-type: none"> • Design and develop a time analysis chart.
	CG 146: Values Clarification	<ul style="list-style-type: none"> • Record, through journalizing, thoughts and observations of personal behaviors, decision-making methods and attitudes that reflect personal value systems. • Write an essay on the evolution of their system, examining and defining their sources - then and now.
	CG 147: Decision Making	<ul style="list-style-type: none"> • Written and/or oral assignments designed to promote integration of course material. • Quizzes that require integration of class material.
	CG 191: Exploring Identity and Diversity	<ul style="list-style-type: none"> • Respond orally and/or in writing to course related assignments. • Participate in and report on an experiential or service learning activity • Develop a individual and/or group presentation based on a specific topic of the course • Write journals reflecting personal experiences and reactions to course related topics. • Participate in class experiences and discussions
Intrapersonal Competence	CG 100C: College Survival and Success	<ul style="list-style-type: none"> • Show awareness of campus resources and effective classroom behaviors. • Reflect on a short-term goal. • Report on use of calendar, planner, and to-do list. • Identify campus resources for assistance with personal, social and financial issues.
	CG 111A: Study Skills for College Learning	<ul style="list-style-type: none"> • Describe preferred learning style and how it applies to learning activities. • Describe preferred reading-study method. • Describe long-term memory techniques.

	CG 112: Managing Test Anxiety	<ul style="list-style-type: none"> Summarize personal strategies to reduce test anxiety.
	CG114:Financial Survival	<ul style="list-style-type: none"> Written and/or oral assignments designed to promote integration of course material. Participation in group exercises, role plays, and/or discussions.
	CG 140A: Career and Life Planning	<ul style="list-style-type: none"> Assess career development process in a personal reflection including career readiness and confidence in written or oral form.
	CG 144:Introduction to Assertiveness	<ul style="list-style-type: none"> Written and/or oral assignments designed to promote integration of class material.
	CG145: Stress Management	<ul style="list-style-type: none"> Keep a Stress Awareness Diary. Develop and write a life-change plan, incorporating stress management techniques. Design and develop a time analysis chart.
	CG 146: Values Clarification	<ul style="list-style-type: none"> Record, through journalizing, thoughts and observations of personal behaviors, decision-making methods and attitudes that reflect personal value systems. Write an essay on the evolution of their system, examining and defining their sources - then and now.
	CG 147: Decision Making	<ul style="list-style-type: none"> Written and/or oral assignments designed to promote integration of course material.
	CG 191: Exploring Identity and Diversity	<ul style="list-style-type: none"> Respond orally and/or in writing to course related assignments. Participate in and report on an experiential or service learning activity Develop a individual and/or group presentation based on a specific topic of the course Write journals reflecting personal experiences and reactions to course related topics. Participate in class experiences and discussions
Interpersonal Competence	CG 100C: College Survival and Success	<ul style="list-style-type: none"> Role-play effective student-instructor communication. Show awareness of campus resources and effective classroom behaviors. Reflect on a short-term goal. Report on use of calendar, planner, and to-do list.
	CG 105: Scholarships - \$\$ for college	<ul style="list-style-type: none"> Demonstrate research skills by reporting on scholarships for which they are eligible, accessed via internet searches. Demonstrate an understanding of the importance of a high-quality scholarship

		<p>essay by producing, and sharing, a minimum of two scholarship essays.</p> <ul style="list-style-type: none"> • Discuss with other students, and the instructor, strengths and weaknesses as they apply to academic, personal (i.e. volunteering), and life experience (essay) aspects of scholarship applications.
	CG 111A: Study Skills for College Learning	<ul style="list-style-type: none"> • Describe preferred learning style and how it applies to learning activities. • Describe preferred reading-study method. • Describe long-term memory techniques. •
	CG 112: Managing Test Anxiety	<ul style="list-style-type: none"> • Summarize personal strategies to reduce test anxiety.
	CG114:Financial Survival	<ul style="list-style-type: none"> • Written and/or oral assignments designed to promote integration of course material. • Participation in group exercises, role plays, and/or discussions.
	CG 140A: Career and Life Planning	<ul style="list-style-type: none"> • Report on information interviews. • In-class participation demonstrating knowledge of subject matter
	CG 144:Introduction to Assertiveness	<ul style="list-style-type: none"> • Participation in group exercise. • Role plays and/or discussions.
	CG 146: Values Clarification	<ul style="list-style-type: none"> • Role play and group discussion on the relationship between ethics and values.
	CG 147: Decision Making	<ul style="list-style-type: none"> • Written and/or oral assignments designed to promote integration of course material. • Participation in group exercises, role-plays, and/or discussions.
	CG 191: Exploring Identity and Diversity	<ul style="list-style-type: none"> • Respond orally and/or in writing to course related assignments. • Participate in and report on an experiential or service learning activity • Develop a individual and/or group presentation based on a specific topic of the course • Write journals reflecting personal experiences and reactions to course related topics. • Participate in class experiences and discussions
	CG 146: Values Clarification	<ul style="list-style-type: none"> • Record, through journalizing, thoughts and observations of personal behaviors, decision-making methods and attitudes that reflect personal value systems. • Write an essay on the evolution of their system, examining and defining their sources - then and now.
Cultural Competence	CG 146: Values Clarification	<ul style="list-style-type: none"> • Record, through journalizing, thoughts and observations of personal behaviors, decision-making methods and attitudes that reflect personal value systems. • Write an essay on the evolution of their system, examining and defining their sources - then and now.

		<ul style="list-style-type: none"> • Role play and group discussion on the relationship between ethics and values.
	CG 147: Decision Making	<ul style="list-style-type: none"> • Written and/or oral assignments designed to promote integration of course material. • Participation in group exercises, role-plays, and/or discussions.
	CG 191: Exploring Identity and Diversity	<ul style="list-style-type: none"> • Respond orally and/or in writing to course related assignments. • Participate in and report on an experiential or service learning activity • Develop a individual and/or group presentation based on a specific topic of the course • Write journals reflecting personal experiences and reactions to course related topics. • Participate in class experiences and discussions

Appendix B: CCOG Outcomes by Course

CCOG Course Outcomes	CCOG Course Assessments	Sample Syllabi Assignments and Classroom Activities
CG111A: Study Skills for College Learning		
Identify learning style and apply preferred learning style.	-Describe preferred learning style and how it applies to learning activities.	-Take assessment to identify personal learning style. -Group activity that identifies reasons why awareness of learning styles can make study more effective. -Identify how to adapt to various teaching styles.
Utilize test-taking strategies.	-Demonstrate test-taking techniques. -Summarize personal strategies to reduce test anxiety.	-Practice taking different types of exams. -Discuss how to prepare for an exam. -Identify ways to assess preparedness. -Group activity on what to do the day before and the day of an exam. -Take a test anxiety inventory. -Practice anxiety reduction techniques.
Utilize library resources for information and research	-Document knowledge of library resources, including research databases and use of bibliographies and citations.	-Take Library tour -Use a search strategy for a class assignment. -Conduct internet research
Use effective textbook reading techniques.	-Analyze texts for facts, opinions, and perspective. -Describe preferred reading-study method.	-Demonstrate Use the SQ3R reading/study system. -Demonstrate ability to choose a reading strategy depending upon the type of reading material and purpose of assignment. -Practice enhancement reading comprehension.
Apply critical thinking skills.	-Analyze texts for facts, opinions, and perspective. -Describe preferred reading-study method.	-Demonstrate ability to solve problems by examining the alternatives. -Practice how to ask critical questions. -Demonstrate ability to sort subjective content from factual information. -Class activity on the evaluation of differing viewpoints. -Practice developing and testing hypotheses.
Develop memory strategies and review tools.	-Describe long-term memory techniques.	-Demonstrate knowledge of the model of memory process and explain the stages of encoding, storage, and retrieval and the three stages of remembering. -Practice uses the 4 Rs of remembering. -Class activity on memory

Employ a study schedule and strategies to manage procrastination.	-Produce a personal study schedule; identify personally appropriate review tools.	-Create personal study schedule appropriate to the types of course taken. -Build a study schedule that allows for adjustment when extra study time is required. -Build a study schedule that uses distributed learning and practice. -Produce a plan for long term assignments. -Assess procrastination behaviors and identify and demonstrate knowledge of strategies to reduce procrastination. -Re-evaluate study schedule for adjustments so that its value is maximized. -List distractions to temporarily eliminate them.
Apply note-taking strategies.	None described	-Practice note taking for class lectures. -Binder assignment. -Discuss how to listen to a lecture. -Discuss how to increase concentration when listening to a lecture. -Identify different types of note taking outlines.

Course Outcomes	Course Assessments	Sample Syllabi Assignments and Classroom Activities
CG 100A: College Survival and Success		
Utilize effective motivational strategies and goal-setting tools.	-Describe methods of goal setting -Identify three motivational strategies	-List two intrinsic characteristics that motivate you -If your boss was to reward, what would motivate you the most? -Evaluation of Maslow's pyramid.
Demonstrate responsible behavior in a learning environment.	None described	-Classroom behavior expectations clearly described in syllabus and are part of grade.
Develop a one-year academic plan.	-Create a sample academic plan	-Create an academic plan
Apply principles of time management.	-Identify effective time management techniques	-Track how time is spent for one week and evaluate with emphasis on time for study.
Demonstrate understanding of diversity and cultural differences.	None described	-Group presentations on own generation. -Tell story about someone who changed personal perspective about diversity. -Define diversity.
Develop and monitor a responsible college	None Described	-Group exercise that calculates the total cost of a full schedule of classes at PCC.

money management plan.		<ul style="list-style-type: none"> -Calculate personal expenses and create budget. -Evaluate possible ways to fund college.
Use PCC online services to access effectively college resources and policies.	<ul style="list-style-type: none"> -Demonstrate appropriate use of campus resources -Access campus online information 	<ul style="list-style-type: none"> -Virtual tour of MYPCC -Exam that requires access to MYPCC
Access student services appropriately	<ul style="list-style-type: none"> -Demonstrate appropriate use of campus resources -Access campus online information 	<ul style="list-style-type: none"> -Scavenger Hunt of Campus with assignment. -Virtual tour of MYPCC -Exam that requires access to MYPCC
Understand college degree options.	<ul style="list-style-type: none"> -Create a sample academic plan 	<ul style="list-style-type: none"> -Look up transfer guides at University transfer centers. -Identify best degree choice for personal career goals.
Demonstrate effective student-instructor and peer communication	<ul style="list-style-type: none"> -Report on effective and respectful communication with instructors and students. 	<ul style="list-style-type: none"> -Evaluate different types of communication and own personal style of communication. -Role play different communication styles.

Appendix C: CCOG Outcomes by Class Assessments for *CG140: Career and Life Planning*

College Core Outcomes	Counseling Department Outcomes	CCOG Course Outcomes	CCOG Assessment of Course Outcomes (Corresponding Course Outcome)
Critical Thinking and Problem Solving	Educational Competence	<ol style="list-style-type: none"> 1. Research occupational information 2. Use and apply career theory to explain personal characteristics 3. Utilize a variety of decision making models 4. Integrate: career information, self awareness, career goal, & decision model 5. Design plan to achieve career goal 	<ul style="list-style-type: none"> • Assess career development process in a personal reflection including career readiness and confidence in written or oral form (2, 3, 4). • Report on information interviews (1). • In-class participation demonstrating knowledge of subject matter (1, 2, 3, 4). • Demonstrate research skills using both printed and electronic career information (1, 2, 4, 5). • Develop a written plan of action to further define career and educational goals (5).
Community & Environmental Responsibility	Cultural Competence	1. Understand dynamics of global economy	<ul style="list-style-type: none"> • Report on information interviews (1). • In-class participation demonstrating knowledge of subject matter (1). • Demonstrate research skills using both printed and electronic career information (1).
Cultural Awareness			
Professional Competence	Interpersonal Competence	1. Practice occupational interviewing	<ul style="list-style-type: none"> • Report on information interviews (1).
Communication			
Self Reflection	Intrapersonal Competence	<ol style="list-style-type: none"> 1. Identify personal characteristics 2. Assess own level of career readiness & career confidence 	<ul style="list-style-type: none"> • Assess career development process in a personal reflection including career readiness and confidence in written or oral form (1, 2). • In-class participation demonstrating knowledge of subject matter (1, 2). • Develop a written plan of action to further define career and educational goals (1, 2).

Appendix D: Counseling Outcomes

Counseling Learning Outcomes				
Learning Outcome	Dimensions of Outcome	Career Counseling	Personal Counseling	Academic Counseling
Educational Competence <i>Employs critical thinking in problem solving. Synthesizes multiple sources of information, identifies important problems and questions, and makes decisions regarding the relevance of that information</i>	Critical Thinking: Employs critical thinking and problem solving. Seeks new and multiple sources of information, asks questions and makes judgments based on evidence.			
	Study Skills: Uses effective learning and study skills			
	Self Evaluation: Continually evaluates own learning and comprehension.			
	Prior Learning: Evaluates and applies previous learning to new learning.			
	Educational Goals: Produces educational goal statements and completes educational goals including course work and certificates and degrees. Articulates goal of lifelong learning.			
Intrapersonal Competence <i>Employs self reflection to gain insight and uses that insight to make educational, career, and personal decisions. Engages in behaviors that promote health and reduce risk. Functions without constant reassurance from others.</i>	Autonomous: Demonstrates increasing inner direction and persistence.			
	Clarify Values: Articulates personal values and acts in congruence with those values.			
	Clarify personal goals: Continually Identify and pursue life-long goals.			
	Realistic self appraisal: Acknowledges personal strengths and weaknesses.			
	Enhanced self esteem: Demonstrates self respect and appropriate assertive behavior. Treats others with respect.			
	Resiliency: Able to overcome obstacles that hamper life-long goal achievement and to persist toward those goals.			

	Choosing healthy behaviors: Chooses behaviors and environments that promote safety and well being and reduce risk. Takes reasonable risks.			
	Satisfying and productive lifestyles: Achieves satisfying balance between education, work, and personal life and intentionally works to achieve educational, professional, and personal goals. Manages time effectively.			
Interpersonal Competence <i>Establishes healthy, mutually beneficial relationships with others, treats others with respect, seeks help from others when needed, manages interpersonal conflicts effectively, and demonstrates appropriately assertive behavior.</i>	Collaboration: Seeks involvement with others and works cooperatively with others. Contributes to the effectiveness of a group			
	Meaningful Personal Relationships: Develops and maintains healthy satisfying relationships. Demonstrates attitude of support toward others.			
	Effective Communication: Writes and speaks clearly and effectively. Reflects before communicating.			
	Listening Skills: Exhibits effective listening skills.			
	Manages Conflict: Considers others points of view, manages conflict appropriately and respectfully. Treats others with respect.			
	Demonstrate professionalism: Articulates difference between professional and personal environments. Demonstrates appropriate professional boundaries and interactions.			
	Social Involvement: Participates in college activities, service organizations and/or volunteer activities.			
Cultural	Social Responsibility:			

Competence <i>Understands own identity and culture; acts in congruence with personal identity, ethical, spiritual, and moral values. Articulates the advantages and impact of a diverse society and exhibits respect and preserves the dignity of others.</i>	Appropriately challenges stereotypes and preserves the dignity of others.			
	Appreciate Diversity: Understands and appreciates own culture. Articulates the advantages of a diverse society.			
	Spiritual Awareness: Develops and articulates personal belief system that is based on ethical, spiritual, and/or moral values.			
	Diversity in the workplace: Comprehends multicultural dimensions in the world of work.			

Appendix E: Questionnaire for Counseling Outcomes (Pre and Post-test)

	Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly	Does Not apply
1. I know how to study effectively. (educational)							
2. I am good at problem solving. (educational)							
3. I have chosen a major. (educational)							
4. I know what career I want to pursue. (educational)							
5. Before I make a decision I get as much information as I can. (educational)							
6. I want to keep learning after I earn my degree. (educational)							
7. I know what I value most. (intrapersonal)							
8. I set life goals. (intrapersonal)							
9. I am satisfied with my ability to achieve my life goals. (intrapersonal)							
10. I know my strengths and weaknesses. (intrapersonal)							
11. I appreciate and value who I am as a person. (intrapersonal)							
12. I do not give up on my important life goals even when obstacles are in my way. (intrapersonal)							
13. I have relatively few bad habits.							

(intrapersonal)							
14. I live a healthy lifestyle. (intrapersonal)							
15. I enjoy working with others. (interpersonal)							
16. I have several friends on whom I can rely. (interpersonal)							
17. I want others to live healthy and happy lives. (interpersonal)							
18. I usually think before I speak. (interpersonal)							
19. I am a good listener. (interpersonal)							
20. I handle conflict in a healthy respectful way. (interpersonal)							
21. I appreciate and value others' differences. (cultural)							
22. I try to learn as much as I can about other cultures. (cultural)							
23. I value my spirituality. (cultural)							
24. I challenge others' stereotypes. (cultural)							
25. There are many advantages to a diverse workplace. (cultural)							

Appendix F: Career Counseling Session Assessment

During this session I.....

(Check all that apply)

- ☐ 1. Learned more about myself.
Comment.
- ☐ 2. Made progress toward making healthy decisions for my life.
Comment.
- ☐ 3. Made progress toward setting educational/career goals
Comment.
- ☐ 4. Made progress toward identifying my interests, values, skills & strengths.
Comment.
- ☐ 5. Learned strategies to research careers.
Comment.
- ☐ 6. Made progress toward learning how to solve problems.
Comment.
- ☐ 7. Continued to work on my career counseling plan.
Comment.

Appendix G: Personal and Academic Counseling Session Assessment

During this session I.....

(Check all that apply)

- ☐ 1. Learned more about myself.
Comment.
- ☐ 2. Made progress toward making healthy decisions for my life.
Comment.
- ☐ 3. Understood more about how I think.
Comment.
- ☐ 4. Learned strategies to deal with loneliness, depression, anxiety, or anger.
Comment.
- ☐ 5. Learned strategies to enhance my academic success.
Comment.
- ☐ 6. Made progress toward learning how to solve problems.
Comment.
- ☐ 7. Learned more about healthy relationships.
Comment.