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|  | **2010** |
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| **[Guidance Program Review]** |

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**Table of Contents**

Contents

[Mission Statement 2](#_Toc277845418)

[Program Description 3](#_Toc277845419)

[**PART A: Overview of Program** 4](#_Toc277845420)

[Identify EVC’s Commitments to Action (CTA) for this year**.** 4](#_Toc277845421)

[State the goals and focus of this department/program 5](#_Toc277845422)

[Identify current student demographics 6](#_Toc277845423)

[Identify student success rate and patterns within the department/program 8](#_Toc277845424)

[**PART B: Curriculum** 9](#_Toc277845425)

[WIN/CalWorks Specific Guidance Courses 10](#_Toc277845426)

[Disabilities Support Program Specific Guidance Courses 11](#_Toc277845427)

[**PART C: Student Outcomes** 14](#_Toc277845428)

[**PART D: Faculty and Staff** 15](#_Toc277845429)

[**PART F: Future Needs** 23](#_Toc277845430)

[**PART G: Additional Information** 24](#_Toc277845431)

[**PART H: Annual Assessment** 25](#_Toc277845432)

# Mission Statement

The mission of the Guidance instructional courses is to support academic and personal growth for a diverse student population. Our goals are to:

* Advocate and recognize diversity
* Prepare students to function in a multicultural society
* Develop social and personal responsibilities
* Assist students with learning limitations and specific needs
* Encourage and assist with the process of setting and achieving goals
* Foster retention, graduation, and transfer to a four-year university
* Encourage civic responsibility as global citizens
* Provide necessary tools for career exploration
* Provide the tools needed for academic success
* Promote lifelong learning
* Educate the whole person

In summary our objective is to provide information, resources and referrals that empower students to persist towards graduation, transfer to four-year universities and enhance their personal and professional development.

# Program Description

Since 1975 numerous Guidance courses have been created and offered at Evergreen Valley College. These courses couple academic instruction with built-in student support services. They have been taught under the direction of the Dean of Counseling, by full-time and part-time faculty. These courses were designed to assist the student population and meet their diverse needs. The Guidance courses are designed to aid students with the following:

* Transitioning from high school to college
* Succeeding in college coursework
* Exploring careers
* Coping with disabilities
* Navigating the transfer process to four- year universities
* Persisting through graduation
* Evolving into life-long learners

The Guidance courses offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 and its amendment of 1998, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990. They are specifically designed to assist students with a variety of disability issues, including:

* Learning disabilities
* Speech/language impairments
* Visual limitations
* Hearing impairments

Of the current Guidance offerings, two courses are designated as transferable general education courses under CSU Area E: Lifelong Learning and Self Development requirement:

1. **Guidance 80- Career Planning**
2. **Guidance 95- College Success**

These courses also correspond with the general education requirement for Area E: Lifelong Learning and Self Development for Evergreen Valley College’s AA and AS degrees.

Beginning in 2008, the Counseling Division began evaluating the Guidance course offerings and how they meet current student needs. We reviewed programs offered at other community colleges in the bay area and noted that their courses were part of a larger degree or certificate program. With this new paradigm we are reevaluating our courses and planning to create new ones. In September 2010, the counseling faculty voted to change our discipline name to Counseling rather than Guidance. This is in line with similar courses at other bay area community colleges and is the foundation for our future goal of creating Counseling certificate and associate degree program.

**PART A: Overview of Program**

**Identify EVC’s Commitments to Action (CTA) for this year.**

EVC’s Commitments to Action focus on three vital areas:

Student Centered: Providing students access to quality and programs and services to ensure student success.

Community Engagement: Creating a trusting environment in which everyone is valued and empowered.

Organizational Transformation: Empowering students to make transformational contributions to their community, their college, and themselves

**Identify your program/department’s CTA for this year**

* Review and update current Guidance courses offered
* Create a forum for Guidance faculty to share curriculum ideas, guest speakers, and resources
* Engage additional Counseling faculty to teach Guidance courses
* Explore the possibility of creating additional Guidance courses
* Research existing guidance/counseling certificate and/or degree programs at other community colleges for future development.

**How did your program/department meet the overall CTA of the College? Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal. Strengths in meeting college CTA:**

The Guidance faculty is committed to encouraging students to enroll in Guidance courses. Several courses have been specifically designed to support a diverse student population by addressing their distinctive needs. The curriculum is continuously updated for relevance to intersect the changing global dynamic. In addition Guidance courses encourage the utilization of campus support programs and services that will foster student retention and success.

The Guidance courses promote community engagement by advising students of current activities and events on campus and in the community. Several courses offer a service learning component whereby students engage in acts of civic responsibility and service to others. Also several courses provide students with the opportunity to explore community partnerships through guest speakers, tours, and internship opportunities.

**Weakness in meeting campus CTA:**

* Current budget constraints will reduce the number of courses and sections offered.
* We currently do not offer a mandatory orientation course for first-year experience or returning students.

**Identify unmet goals:**

1. Increase the number of Guidance courses that assist first-year experience students
2. Increase the number of Guidance courses that promote and assist students with the transfer process from a community college to a four-year university.
3. Increase the number of Guidance courses that are offered online.

**Identify five accomplishments:**

1. Strong enrollment in Guidance courses.
2. Broad diversity of students enrolled.
3. Solid retention and success rates –Refer to Figure 4
4. Support from campus faculty and staff regarding the importance of a foundational Guidance Course.
5. Diverse faculty teaching in the discipline, providing multiple perspectives and reflecting our diverse student population.

**Identify three new initiatives:**

1. Continue to evaluate the needs of our student population and develop Guidance courses that meet their needs.
2. Explore the possibility of developing a certificate and associate degree.
3. Improve marketing of Guidance course offerings and actively share the benefits of completing a Guidance course with students.

State the goals and focus of this department/program **and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

In order to increase students’ awareness, educational competence and knowledge base, we need to increase the number of Guidance courses that are offered at Evergreen Valley College by:

* Reviewing and updating the Guidance course outlines that are older than 2001
* Offering Guidance 075 and Guidance 086 twice per semester to assist students in completing the application process and in meeting deadlines for both semester and quarter term four -year institutions
* Offering college orientations and first-year experience via a Guidance course format

Identify current student demographics**. If there are changes in student demographics, state how the program is addressing these changes.**

Over the past four years the ethnic breakdown of student enrolled in the Guidance courses has been representative of the overall college population. Figure 1 presents the four-year demographic trend. The student demographics by gender are also representative of EVC’s gender trend. There are more females enrolled at any given semester at EVC, and that trend is similar for the Guidance courses. The difference in enrollment in Guidance courses between males and females typically varies between 5-10% (See Figure 2). The data also indicates that 18-22 year olds enroll in Guidance course at a higher rate than other age groups (See Figure 3).

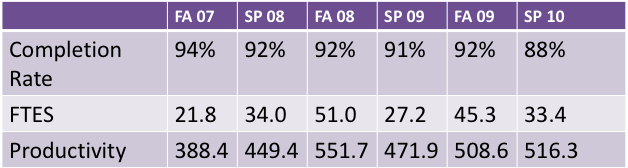
*Figure 1: Student Demographics by Ethnicity*

*Figure 2: Student Demographics by Gender*

*Figure 3: Student Demographics by Age*

## Identify student success rate and patterns within the department/program

The data indicate that student completion and success rate in Guidance courses are high. The patterns have been consistently strong for the past three years (*See Figure 4)*.

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*Figure 4: Student Completion and Success Rate*

The data for Guidance courses also indicate that students persist at a higher rate during the fall semesters. While there is no explanation why this is the case, the overall EVC college persistence rate is higher during the fall semesters (*See Figure 5)*. The Guidance faculty members have identified this issue and will explore strategies to improve the persistence rate of students who enroll in spring Guidance courses.

|  |  |
| --- | --- |
| **Semester** | **Persistence (%)** |
| Fall 2007 | 93% |
| Spring 2008 | 82% |
| Fall 2008 | 89% |
| Spring 2009 | 62% |
| Fall 2009 | 83% |
| Spring 2010 | 66% |

*Figure 5: Student Persistence Rate*

The data indicate that Guidance 80 and 95 are the highest enrolled guidance courses, which is expected as they are the only guidance courses that are UC and CSU transferable. The data also reflect a decrease in enrollment in the two courses due to the reduction of guidance course offerings caused by the current state of the college’s budget (See Figure 6).

*Figure 6: Student Enrollment by Course*

# PART B: Curriculum

**Identify all courses offered in the program and describe how the courses meet the needs of the students.**

**GUIDE-075 Units: 1 -**This course assists students through their active participation in all aspects of transfer to a 4-year public or private institution. Major topics include selecting a transfer college or university, choosing a major, examining lower division major and general education requirements, reviewing admission procedures, identifying application deadlines, exploring financial aid and scholarship options, and completing the transfer application. (**Updated: 2011)**

**GUIDE-080 Units: 3 -**This course assists students with career/major selection. Students will identify personal interests, abilities, goals, values, and lifestyle preferences and relate them to the world of work. Career trends and opportunities, employment outlook and the nature of today's workplace will be examined. Students will learn about personal and professional planning as it relates to careers through job search techniques, resume writing, interviewing, career building and realistic decision making. (Guidance 080 formerly Guidance 096) **(Updated: 2011)**

**GUIDE-081 Units: 1 -**This is the first course in a three-course sequence of career planning and development. This course is designed to assist students identify personal qualities and skills useful in selecting possible career paths. Using inventories and exercises of self-assessment, students will gather information about their abilities, aptitudes, interests, goals, lifestyle preferences, personality and values, and relate these qualities and skills to the world of work. Students will identify personal and workplace stereotypes and barriers that act as impediments to career selection and career exploration (1st course in a three part sequence, one third of Guidance 080). **(Updated: 2011)**

**GUIDE-082 Units: 1-** This is the second course in a three course sequence which explores pertinent external factors affecting career selection as well as the decision-making process used in career selection. The course emphasizes where and how to gather, analyze and integrate information about economics, employment, demographic, salary and workplace trends, as well as corporate and entrepreneurial career opportunities that match students' interest, skills, values, aptitudes and abilities. Students will develop and use effective decision-making skills to compare and contrast career options, analyze conclusions and arrive at satisfactory career decisions. **(Updated: 2010-In Progress)**

**GUIDE-083 Units: 1-** This is the third course in a three course sequence of career planning and development. This course is designed to assist students learn and use job search techniques for finding employment. Students will learn how to network, research companies, write resumes and cover letters, fill out applications, prepare for interviews and identify job lead sources. Included in the course will be strategies for career expansion. **(Updated: 2010-In Progress)**

**GUIDE-085 Units: 1-** This course is designed to develop students’ self-awareness, self-acceptance and self-confidence, and as well as to increase personal effectiveness in school and in life. Students will explore and clarify their belief systems, values, and attitudes; identify personal strengths and weaknesses; examine and identify psychological and societal barriers; and overcome obstacles to success through mental strategies and techniques such as time and stress management, and goal setting. **(Updated: 2011)**

**GUIDE-086   Units: 1-**This course is designed to assist students with their transition from EVC/SJCC to San José State University. Students will actively plan the steps for this transition. Students will tour the SJSU campus, become aware of its various academic and non-academic resources and meet with possible mentors from SJSU. Students will do basic career/major exploration, learn about California's higher education system, prepare educational plans and complete a transfer application and TAA. Time management and stress reduction also will be incorporated into the course. This course is part of the Educational Futures Program.  **(Updated: 2011)**

**GUIDE-095 Units: 3-** This course surveys effective study skills and methods by contrasting ineffective study habits with techniques that maximize learning and memory. Emphasis is on promoting healthy changes in lifestyle that manage stress, improve health, and overall well-being. Techniques to change behavior are practiced for setting goals, managing time, increasing concentration, and controlling procrastination. Lecture topics include effective listening and note-taking skills, textbook reading, marking and vocabulary systems, memory strategies, and research paper methods using library resources. By mimicking a typical college course structure, this course orients students to college course expectations and procedures. **(Updated: 2011)**

## WIN/CalWorks Specific Guidance Courses

**GUIDE-395 Units: 1 -**This is a non-transferable course teaching basic study skills. Emphasis will be placed on the fundamental study skills needed for all college students. Basic study tips including note taking from lectures and textbooks will be covered, as well as preparing for and taking tests. Introductory time management and textbook reading skills will be presented. **(updated: Will be updated spring 2011)**

## Disabilities Support Program Specific Guidance Courses

**GUIDE-100 Units: 0.5-** This course is designed for the student whose learning style has impeded academic performance in traditional classroom settings. The primary objective of the course is to inform students with a specific learning disability of the services and accommodations available to them through the Disabilities Support Program. **(Updated: 2005)**

**GUIDE-110A Units: 1-** This course is geared toward students with listening difficulties resulting from a specific learning disability or disorders in language, cognitive communication, and/or auditory processing who require special assistance in order to pursue regular college courses.  Students will learn listening strategies that include organizing and processing verbally presented material. Instruction is carried out in small group classes. Re-enrollment is based on continuing progress as measured by standardized tests and/or professional evaluation. **(Updated: 2008)**

**GUIDE-110B Units: 1-** This course is geared toward students with memory difficulties resulting from a specific learning disability, or disorders in language, cognitive communication, and/or memory, who require special assistance in order to pursue regular college courses. Instruction is carried out in small group classes. Re-enrollment is based on continuing progress as measured by standardized tests and/or professional evaluation. **(Updated: 2008)**

**GUIDE-115 Units: 1-** This is a self-paced course designed to assist students who are eligible for the Disabilities Support Program, to improve basic academic skill areas and/or cognitive processes and logical reasoning skills through the use of appropriate computer equipment and software. The type of equipment and software utilized will be individually adapted to the student's disability and major or vocational goal. **(Updated: 2005)**

**GUIDE-150 Units: 2-** This is an introductory word processing class that addresses the needs of students with various disabilities who may require extensive training and/or the use of adaptive computer hardware and/or software in order to successfully use computers. **(Updated: 2007)**

Specialized Guidance courses, offered through the DSP, are designed for students with a variety of disabilities who require specialized assistance in order to pursue regular college courses. They help students in reading, spelling, writing, math, cognitive training, problem solving, listening, memory and study skills.  In addition they also help students with disabilities to access computer screens, keyboards, or word processing programs. Courses offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 and its amendment of 1998, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990.

**State how the program has remained current in the discipline(s).**

In order to remain current in the discipline, the Guidance faculty members:

* Keep current with scholarly literature related to retention skills that assist first- year and returning students.
* Attend conferences that promote diversity, service-learning, student academic success and student retention.
* Incorporate strategies for students with disabilities.
* Stay up-to-date with academic policies and procedures.
* Frequently research global career trends.

**All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.**

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| **Course** | **Updated** | **Will be updated** |
| Guidance 75 | 2009 |  |
| Guidance 80 | 2007 |  |
| Guidance 81 |  | Spring 2011 |
| Guidance 82 |  | Spring 2011 |
| Guidance 83 |  | Spring 2011 |
| Guidance 85 | 2010 |  |
| Guidance 86 |  | Spring 2011 |
| Guidance 95 | 2006 |  |
| Guidance 100 | 2005 |  |
| Guidance 110A | 2008 |  |
| Guidance 110B | 2008 |  |
| Guidance 115 | 2005 |  |
| Guidance 150 | 2007 |  |
| Guidance 193 | 2005 | Deleted |
| Guidance 395 | 2003 | Spring 2011 |

**Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did this pedagogy impact student learning and success?**

Guidance faculty display a wide range of skills and abilities that create a learning environment where all students feel comfortable and confident that they can succeed both academically and personally.  This complex combination of skills and abilities is integrated in the professional teaching standards that also include essential knowledge, dispositions, and commitments that allow educators to practice at a high level.

Thus, students’ academic needs are met through a variety of activities that enhance learning which include:  small group discussions, group presentations, peer feedback, transfer workshops, guest speakers, participation in extracurricular activities (i.e., career fairs, campus forums), work experience credit, and service learning options.   The impact of these activities on student learning is measured by oral and written evaluations at the end of each semester, as well as by the number of students who finish Guidance courses and go on to complete their educational, personal, and/or career goals.

**Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use the Curriculum Mapping form to lay out your plan.**

A committee of current faculty members has been meeting to explore options for a multidisciplinary Counseling degree and certificate. They have also recommended incorporating a first -year experience course for all new, first-time college students with the goal of increasing student retention and improving transfer rates.

**Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

The Guidance program does not have an articulation with the local high schools; however, the CSU and UC accept the following Guidance courses as transferable units:

**CSU**

* GUIDE- 80 Career Planning
* GUIDE- 81 Career Self-Assessment
* GUIDE- 82 Career Information Gathering
* GUIDE- 83 Job Search
* GUIDE- 85 Blueprint for Success
* GUIDE- 86 Planning Education Futures
* GUIDE- 95 College Success

**UC**

* GUIDE- 80 Career Planning
* GUIDE- 95 College Success

**If external accreditation or certification is required, please state the certifying agency and status of the program.**

The CSU system certifies that EVC Guidance courses 80- Career Planning and 95- College Success meet Area E: Lifelong Learning and Self –Development requirements for graduation.

Status:  Current 2010-2011

**PART C: Student Outcomes**

On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.

Course outlines and student learning objectives of the following courses can be found at [\\Do\_data\_whse\r&p\Curriculum\Course Outlines\6 - Final](file:///\\\\Do_data_whse\\r&p\\Curriculum\\Course%20Outlines\\6%20-%20Final):

Guide 75, Guide 80, Guide 81, Guide 82, Guide 83, Guide 85, Guide 86, Guide 95, Guide 100, Guide 110A, Guide 110B, Guide 115, Guide 150, Guide 193, and Guide 395.

**On the program level, list all programs (and degrees) that have current student learning outcomes and provide the culture of evidence.**

We offer Guidance courses, but we currently do not have a program or degree. Our goal is to expand our coursework and develop a curriculum to create a new degree in the field of Counseling/Human Services.

General Student Learning Outcomes

Upon completion of this program and/or Guidance courses, students will be able to:

* Articulate their personal and academic goals
* Assess the resources and support services that promote positive academic and healthy life style choices
* Create a working time management schedule
* Differentiate between a job and a career as relates to majors
* Navigate and complete the transfer matriculation process
* Describe the California Public Higher Education Systems and their transfer requirements
* Apply decision making and critical thinking strategies
* Successfully apply to colleges and universities
* Understand general education and major requirements

**List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of analysis.**

While not all Guidance faculty members assess SLOs with a universal method, some conduct the following assessment procedures:

1. An evaluation based on SLOs is distributed at the beginning and at the end of each semester to evaluate how much the students have learned throughout the course. They are asked to rate on a scale of 1-5 (1=nothing, 2=very little, 3=some, 4=a lot, 5=a great deal) how much they know (at the beginning of the semester) and how much they have learned (at the end of the semester) for each of the SLOs listed in the syllabus. Information is then compiled and evaluated to further improve course curriculum and outcome. (Refer to Appendix)
2. The “Student Evaluation Form for Teaching Faculty” is also used to evaluate SLOs. Among the many course components that students are asked to evaluate, the two specific questions that address student learning outcomes are: (1) Did the course meet its stated objectives? and (2) Were the textbook (s) and other reading materials useful in helping you succeed in this course? (Refer to Appendix)

Other methods of assessing SLOs are by assigning or reviewing the following:

Homework

Reflection papers

Essay assignments

Problem Solving Exercises

Learning Style Inventory

Presentations

Informational Interviews

Assessments (Personality, interest, skills, aptitude)

Textbook/Workbook Exercises

Quizzes

Midterms

Final Exams

However, more discussion will occur amongst the Guidance faculty in order to create a universal assessment of SLOs.

# PART D: Faculty and Staff

List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.

There are no full-time faculty in the Guidance Department. However, there are eight full-time counseling faculty who teach as part of their load or as an adjunct assignment. The faculty are: Caritha Anderson, Laura Bettencourt, Mirella Burton, Hang Chu, Hanh Deng, Martha Hardin, Charlie Kahn-Lomax, and Patricia Perkins. There are three adjunct faculty that teach DSP specific Guidance courses. They are Josephine Delvy, Tracie Soder and Nancy Tung.

**Caritha Anderson:**

*Degree(s) and Year (s) Earned*: San José State University- MA in Counseling Education and Pupil Personnel (2002); San José State University- BA in Radio, TV and Film Studies with a minor in Theatre Performance (1995).

*Areas of expertise:* Caritha has an extensive background with assisting the minority student population. She has won an award from the Minority Staff Association at Foothill College for being a major contributor to the Minority Community in 1997. At EVC, she is responsible for assisting African American students with academic counseling and providing them with strategies that will help them succeed. Furthermore, she has developed a Series of workshops that explore majors and careers for the AFFIRM program. Her area of expertise is connecting students with campus resources and providing them with pragmatic educational plans that fit their needs and concerns.

*How position contributes to Guidance success:* Caritha teaches Guidance 85 (Blue Print for Success). She has developed a curriculum for Guidance 85 that teaches students EVC’s policies and procedures for graduating, transferring, as well as practical skills such as time management, study skills and educational planning.

*Major Professional Development*-

* Member of the Umoja Community (a consortium of educational professionals dedicated to the education and success of the African American student)
* Member of EVC’s Matriculation and Student Success Committee
* Participant in Day on the Green for High School Students
* Participant in new student orientations
* Member of the Affirm Coordinating Committee
* Member of the Umoja V Conference planning committee 2009
* Member of the Black History Month Planning Committee 2007-2010
* Coordinator of the Major Exploration Series
* Member of the end of the year Recognition Celebration committee for special programs
* Assisted with the development of the Early Alert system for the campus
* Mentor for the AFFIRM Program

**Laura Bettencourt**:

Laura has been a counselor since 1994 and has worked at San José City College and Evergreen Valley College. At SJCC she was the Coordinator/Counselor for the EOP&S program and has worked with other support programs on both campuses. Currently, Laura provides academic advising and counseling to EVC’s diverse student population that includes first generation students, soccer athletes, and International Students/Program. In addition she teaches Guidance courses: 85 and 95.

*Degree(s) and Year (s) Earned*:Santa Clara University- MA in Counseling Psychology (1994); San José State- BA in Behavioral Science with a minor in Women’s’ Studies (1992); Evergreen Valley College- AA in General Studies (1989).

*Areas of expertise:* Laura has extensive experience with assisting a diverse student population. She is responsible for advising International Students and monitoring their eligibility for the program. Her expertise centers on assisting first generation college students, and in particular, aiding freshmen men and women soccer players with their academic needs.

*How position contributes to Guidance success:*Laura teaches Guidance 95- College Success. She has tailored the course to support the freshmen men’s and women’s soccer players who are often first generation college students.

*Major Professional Development*-

* Member of the Matriculation and Student Success Committee
* Assisted with the development of the Early Alert system for the campus
* Participated in The Early Admission Program
* Participated in Day on the Green for High School Students
* Participated in Student Support & Academic Retention Services Fair
* Assisted with a Second Harvest Food Bank community event
* Co-Chair of the EVC’s Equity Plan 2005

**Mirella Burton:**

*Degree(s) and Year (s) Earned*: Colorado State University- Ph.D. in Education and Human Resources (In progress); CSU, Sacramento- Master in Social Work (2004); Chico State- BA in Social Work and BA in Spanish (2002).

*Areas of expertise:* Since 2007,Mirella has been on the EVC faculty serving as the Enlace Counselor. Prior to working at EVC, Mirella worked for the California State University and served in roles as Enrollment Counselor and Educational Career Adviser. Her focus as an Enlace counselor is assisting first generation Latin@ students.

*How position contributes to Guidance success:* Mirella teaches Guidance 85 and 86.

*Major professional development-*

* Institutional Effectiveness Committee Member
* Critical Race Theory Leadership Training
* Latin@ Heritage Month Committee Member
* Latin@ Heritage Month Writing Contest Chair
* IWITTS Leadership Team
* Member of the Enlace Coordinating Committee
* Enlace Honors Society Advisor
* HSI Cambios Project Steering Committee Member

Publication (s):

Burton, M., Garza, V., & Regua, R. (2009). Enlace: Empowering Latino/a students. *Enrollment*

*Management Journal (3)*1, 80-88*.*

Conferences:

* Attend University of California and California State University Counselor Conferences
* Attended National Race & Ethnicity in American Conference (2007, 2006)
* Attended the Tomás Rivera Policy Institute Conference (2007, 2006)
  + Practical Tools to Increase Latin@ College Access and Success

**Hanh Deng**:

*Degree(s) and Year (s) Earned*: San José State University- MA in Educational Counseling and Pupil Personnel (1994); San José State University- BA in Child Development with Minor in Psychology (1992).

*Areas of expertise:* Hanh has fifteen years of experience working with community college students. She is bilingual in English and Vietnamese. She has worked at West Valley, DeAnza, Mission, San José City, and now Evergreen Valley College. Currently she is working as a General Counselor but has experience working with students in various special programs including EOP&S, DSP, ASPIRE, and Fastrack.

*How position contributes to Guidance success:* Hanh has taught Guidance courses at DeAnza and West Valley. At Evergreen courses she has taught include Guide 193-New Student Orientation, Guide 85- Blueprint to Success, and Guide 95-College Success.

*Major professional development-*

* Earned tenure in spring 2010.
* Teach Guidance courses
* Have taken courses for PRC
* Participated in Day on the Green for High School Students

**Josephine Delvey:**

*Degree(s) and Year (s) Earned*: San José State University- MA in Education, in the Instructional Technology Program (2000); San José State University- Bachelor of Science Degree in Occupational Therapy (1983).

*Areas of expertise:* While employed at Evergreen Valley College, Josephine has performed individual assessments, helped devise curriculum, developed of lesson plans, and has also devised course workbooks. She has experience writing student individual education plans, monitoring students’ progress in the classroom, grading students’ work, as well as supervising student interns and volunteer workers. She has also participated in activities on campus to promote disability awareness. Josephine is strongly committed to the goals of the department and in helping students achieve success in the classroom.

*Major professional development as an active member of the:*

* National Board of Occupational Therapy (NCBOT)
* American Occupational Therapy Association (AOTA)
* The California Occupational Therapy Association (OTAC)
* Quality in Assistive Technology (QIAT)
* The Santa Clara County Chapter of Occupational Therapy

**Martha Hardin:**

*Degree(s)and Year(s)Earned:* San José State University- MA in Counselor Education (1999); San José State University-BA Clinical and Counseling Psychology with a minor in Anthropology (1997).

*Areas of expertise:* Martha has eleven years of experience working with community college special programs. She is bilingual in English and Spanish. Prior to working at EVC, Martha worked for San José State University as an Admissions Evaluator and Financial Aid peer counselor. She is currently working for EVC as an Academic Counselor and faculty for the Workforce Initiative Network.

*How position contributes to Guidance success:* Martha has taught Guidance courses at Mission College, West Valley College, and Evergreen Valley College. At EVC she has taught Guidance courses for 10 years. She is currently teaching Guidance 395 Developmental Study Skills and Guidance 81 Career Self- Assessment.

*Major professional development*-

* EVC Academic Senator
* EVC Professional Recognition Committee Secretary
* Latina Leadership Network
* EOP&S Advisory Board
* DSP Advisory Board
* Service Learning Advisory Board
* Women’s Herstory Committee
* Scholarship committee
* Participates in Day on the Green for High School Students
* Created Guidance Course outlines
* Achieving the Dream
* EVC Career Fest

**Charlie Kahn-Lomax**:

*Degree(s) and Year (s) Earned:* San José State University*-* MA in Educational Counseling(1990)**;** San José State University*-* MA in Social Science (ABT); San Francisco State University -BA in Urban Studies (1976); Contra Costa- AA in Library Technology (1974).

*Areas of expertise:* Prior to coming to Evergreen Valley College, Charlie worked at San José State University in the Admissions and Records Office where she held various positions for 18 years. She also worked part-time at a number of community colleges in the area as a counselor and faculty.

*How position contributes to Guidance success:* Charlie genuinely enjoys disseminating information that will motivate students to succeed in their educational pursuits. She believes in the EOP&S motto of going “above and beyond” to help students achieve in their educational endeavors. Charlie has taught Guidance 193, 80 and 95 courses at Evergreen and off-site at Santa Clara County for the Accelerated Degree Program.

*Major professional development-*

* Coordinated the Special Programs Career Fair -2001-2003
* Served as Member of the Matriculation Committee
* Participated in the Day on the Green for High School Students
* Participated in Tours to 4-year Colleges and Universities
* Attended Annual EOPS Conferences
* Attended the Ensuring Transfer Success Conferences presented by UC’s and CSU’s
* Coordinated EOPS Mentorship program
* Served on Aspire Advisory Committee
* Chaired and served on the Financial Aid Student Petitions Committee
* Member of the Herstory Planning Committee
* Mentor in the Affirm Program
* Currently serving as an Academic Senator

**Patricia I. Perkins:**

Patriciahas been a part-time counselor and faculty for the San José/Evergreen Community College District since 1975. At SJCC she was the Title III Counselor, Gateway Counselor and faculty and Umoja Project Assistant Coordinator. At EVC she was the full-time AFFIRM Program Counselor and later the Program Coordinator; she has also worked with other support programs on both campuses. Currently Patricia provides academic advising and counseling to EVC’s diverse student population including first generation students and mentors for the AFFIRM Program. In addition, she teaches Guidance courses: 95- College Success, 80 – Career Planning and 85. – Blue Print for Success.

*Degree(s)and Year(s)Earned:* Santa Clara University- MA in Counseling Psychology (1979); San José State University-BA in Social Service (1974); San José City College- AA in Sociology (1972) and AA in Alcohol & Drug Studies (2000)**.**

*Areas of expertise:* Patricia has extensive experience with assisting a diverse student population. She was Counselor and Coordinator of the AFFIRM Program responsibility for advising students and monitoring their eligibility for the Program. Her expertise and joy comes from assisting first generation college students and in particular, from instructing in Guidance courses.

*How position contributes to Guidance success:*Patricia teaches Guidance 95- College Success, Guidance 80- Career Planning, Guidance 85- Blue Print for Success. First generation and minority students can especially benefit from these Guidance courses as Patricia makes the courses accessible, manageable and relevant for today’s society and Evergreen’s student population.

*Major professional development-*

* Member of the Matriculation and Student Success Committee
* Assisted with the development of the Early Alert system for the campus
* Participated in The Early Admission Program
* Participated in Day on the Green for High School Students
* Participated in Student Support & Academic Retention Services Fair
* Wrote a grant to take EVC students to tour 4 year universities
* Tours to local colleges and universities
* Presents to developmental English courses regarding course sequencing and registration.

**Robin Salak:**

*Degree(s) and Year(s) Earned:* Santa Clara University- M.A. in Special Education with in emphasis in learning disabilities (1991). San José State University- B.A. in Speech Pathology and Audiology (1986).

*Areas of expertise:* Robin Salak is the Coordinator/faculty of the Disabilities Support Program (DSP) at Evergreen Valley College and has been employed in that position since the summer of 2005.  Prior to working at Evergreen, Robin owned and operated an educational therapy, tutoring, testing and advocacy business for twenty years.

*How position contributes to Guidance success:* In her position Robin is responsible for coordinating the day-to-day operations in the DSP which include budget, policies and procedures, and making sure the students receive excellent service.  She is a strong student advocate, and she thrives on making a difference.  Robin is firmly committed to education and the success of all students.  Her number one goal is to ensure that every DSP student at EVC receives the services she or he needs to succeed in school.

*Major professional development-*

* Safety & Facilities Committee
* Student Services Council
* EOP&S Advisory Board
* Matriculation and Student Success Committee
* The Women’s Herstory Month Committee
* The Commission on the Status of Women
* The Women’s Center Committee
* The Women’s Studies Committee
* Member of the Service-Learning Advisory Board
* Chair of the EVC DSP Advisory Board Committee and the Disability Awareness Month Committee.

**Tracie Soder:**

*Degree(s) and Year(s) Earned:* San José State University- M.A. in Education/Speech Pathology and Audiology (1999); University of Hawaii, Hilo- BA in Speech (1997).

**Nancy Tung**:

*Degree(s) and Year(s) Earned:* San José State University- MA (2006); University of California, Berkeley- BA (1987)

*Areas of expertise:* Lead Instructional Support Assistant for DSP

**Leslie Williams:**

*Degree(s) and Year(s) Earned:* CSU, Los Angeles- MS in Psychology (1987); CSU-Los Angeles- BA in Psychology (1984). CSU, Sacramento- Learning Disability Specialist (2007).

*Areas of Expertise:* Leslie has worked as a therapist and counselor with individuals with disabilities for over 20 years. She has worked with community college and 4-year university students for 10 years. She has taught courses at CSU, Bakersfield.

*How position contributes to Guidance success:* Leslie has taught Guidance 100-Diagnostic Learning

**Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation*.***

**Untenured Faculty Evaluation**

Tenure-track faculty members are evaluated according to the procedure spelled out in Article 19 of the Faculty Association Collective Bargaining Agreement (FACBA). An evaluation committee is formed which usually consists of the Dean of the Division and two peer faculty members. At least one, and usually all, of the committee members observe the performance of the tenure track faculty member. During the observation student evaluations are conducted and collected by a committee member. The faculty member is given a written summary of these evaluations and a post evaluation conference is held with the adjunct faculty and the evaluation committee. This process is repeated for the duration of four academic years.

**Tenured Faculty Evaluation**

The department adheres to the evaluation of tenured faculty. The Dean encourages and tracks all the tenured faculty members and urges them to have at least one of their classes visited by another faculty member who will collect the student evaluations. The student evaluations are then summarized and kept on file in the dean’s office. If the dean detects a problem, a conference will then be convened by the dean with the faculty member. If the dean does not detect any problems, a regular conference with the faculty member and the dean will still take place at least once every three years to go over the student evaluations and to discuss issues and concerns related to the faculty member’s teaching.

**Adjunct Faculty Evaluation**

Adjunct faculty members are evaluated according to the procedure spelled out in Article 19 of the Faculty Association Collective Bargaining Agreement (FACBA). An evaluation committee is formed which usually consists of the Dean of the Division and two peer faculty members. At least one, and usually all, of the committee members observe the performance of the adjunct faculty member. During the observation student evaluations are conducted and collected by a committee member. The adjunct faculty member is given a written summary of these evaluations and a post evaluation conference is held with the adjunct faculty and the evaluation committee.

**Classified evaluation-** Not applicable

**Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

**The Departmental Orientation Process for New Faculty**

In addition to the orientation process given by EVC, the department also has a mentor program. For each new faculty member in his/her first semester of service, the counseling department appoints a tenured faculty member as a mentor. The mentor serves as a guide and support person, assisting the new member to adjust to the campus environment. The mentor answers questions related both to student issues (such as admission and registration procedures, adding and dropping classes, etc.) and faculty concerns (such as tenure procedure, teaching assignments, and committee work). Other mentoring or informational resources include:

* District New Employee Orientation
* Faculty Handbook
* District Diversity Training
* Teaching and Learning Resource Center
  + Provides both new adjunct and full-time faculty with support and services for the transition process of becoming a new faculty member at EVC. The services include: orientations, professional development workshops, and a resource library.
* Shadowing seasoned faculty

**The Departmental Orientation Process for Adjunct Faculty and Interns**

When hired to teach a particular course, new adjunct faculty are provided with the learning objectives for the class and copies of syllabi used by current faculty members. The syllabus describes in detail how a course is conducted and lays out policies related to the course.

**PART E: Facilities, Equipment, Materials, and Maintenance**

**Identify facilities allocated to the program (including the facilities often used by the department/program). Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. (Faculty and staff can use the Instructional Equipment request form and process here as part of the information). Identify facility needs and their rationale.**

Guidance faculty members have offices in the Student Center, Roble, Acacia and Cedro buildings: Caritha Anderson (SC-206B), Laura Bettencourt (SC-223), Hanh Deng (SC-222), Martha Hardin (SC-201B), Charlie Kahn-Lomax (SC-118B), Patricia Perkins (SC-220), Mirella Burton (R5-132),and Hang Chu (A5-202).

Guidance courses are taught in various buildings on the EVC campus: Cedro, Acacia, Library/Education Technology Center, Portables, and Student Services Center. All classrooms are smart classrooms equipped with computer, overhead projection, DVD player, as well as online access.

**Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.**

In addition to Moodle, faculty members use smart classrooms equipped with a computer, data projector, DVD player, as well as online access to enhance student learning.

**PART F: Future Needs**

**What faculty positions will be needed in the next six years in order to maintain or build the department?**

In the past year, three Guidance faculty members retired. It is vital that we hire or train new faculty to teach Guidance in order to continue serving the student’s needs.

**What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years? Provide rationale.**

It would be ideal if, once a degree in Counseling/Human Services is approved; administrative support could be located in the building to support the work of the department members along with the instructional faculty.

**Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale. Identify any external (fund 17) funding the department/program receives and describe its primary use.**

Guidance instruction for general offerings is funded through fund 10. Certain specialized program Guidance instruction (DSP, WIN/Calworks) is funded through fund 17. Instructional costs are distributed between overload assignments and in-load assignments. Teaching within load, while a cost savings to the instructional budget, impacts the number of counseling appointments we can offer to students. This creates challenges for the department and is a very delicate balance. Growing budget challenges, coupled with the need to serve students more efficiently, certainly underscores the need to ensure the College continues to fund Guidance instruction. In addition, with the elimination of categorical funding, the ability to provide specialized courses from fund 17 is clearly diminishing. With access as a clear tenant of our college mission, we must examine the impact to students and their success.

**What equipment will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

The department should stay current with emerging, but proven technology to enable students to participate in the cutting-edge technology in the Silicon Valley. The department will need software and hardware to teach online Guidance courses in order to keep up with the increasing number of distance-learning students.

**What facilities will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

The facilities in the next six years to maintain the department are smart classrooms, offices, and technology services.

**PART G: Additional Information**

**Describe any other pertinent information about the program that these questions did not address?**

The program review process facilitated a dialogue among Guidance faculty members to align goals, analyze student success rates, and explore ways to further develop and promote the Guidance program.  In addition, it helped us revisit the needs of students and how to best provide courses that meet their needs. 

**PART H: Annual Assessment**

Though our success and retention rates are high, we will continue to explore options to enhance student success. The faculty will continue to review student evaluations as well as complete student learning outcome assessments.  In addition the faculty members will work together to expand program offerings, update courses, and move forward to develop a certificate and degree program.