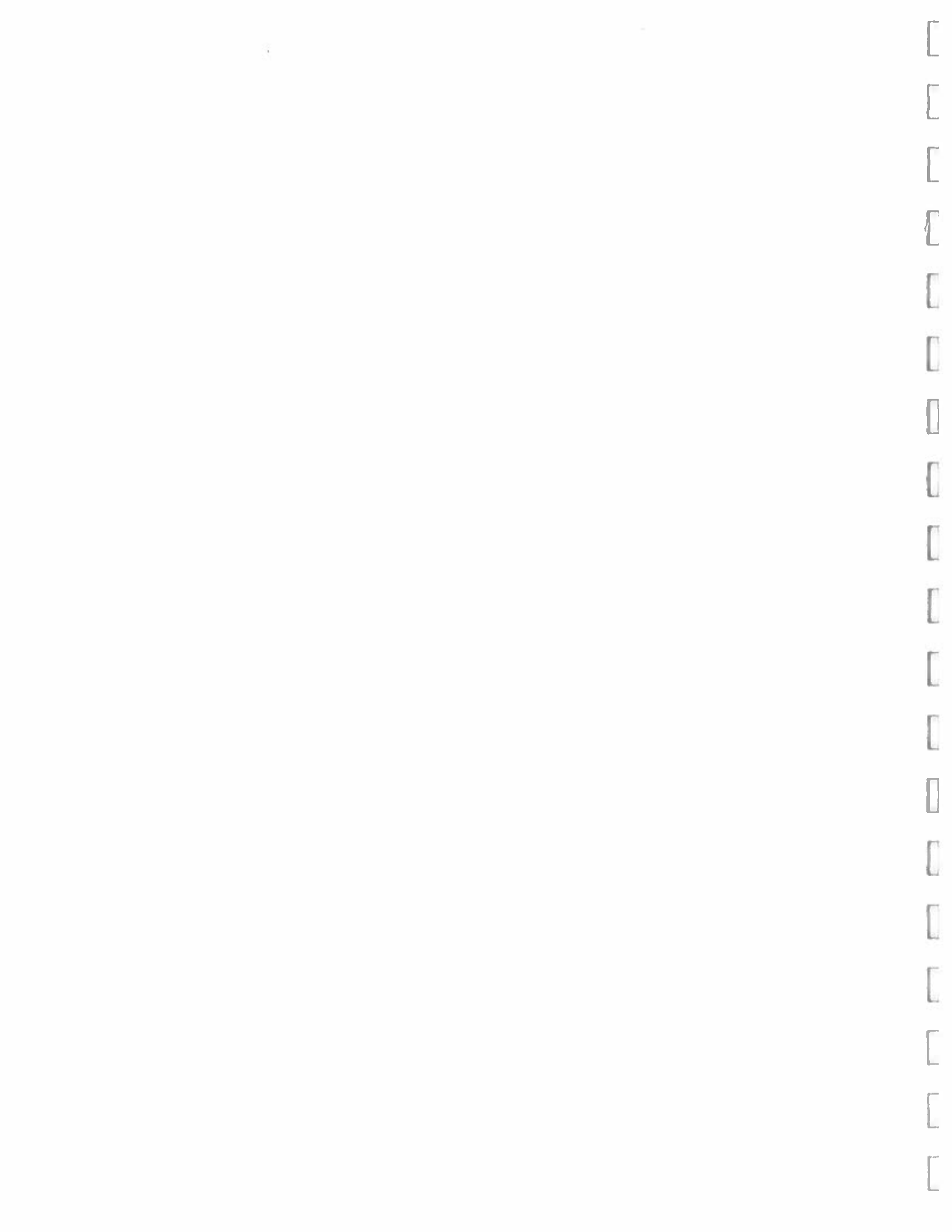


September 2005
Mesa College Academic Senate



SAN DIEGO MESA COLLEGE

Counseling Faculty Role Paper

Submitted by

Counseling Department
San Diego Mesa College

to

Academic Senate
San Diego Mesa College

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EXECUTIVE SUMMARY

The San Diego Mesa College counseling faculty (also referred to as counselors), are professionals in one of the largest community college districts in the country, the San Diego Community College District. San Diego Mesa College is the largest community college in San Diego County, serving approximately 24,000 students each year. With both a college and a district this size, it is important for administrators, faculty, staff and students to understand the counselors' role. Inherent in this task is the need to appreciate how counseling faculty function within their discipline and how they fulfill their obligations to the institution as well as to the community they serve. The myriad of responsibilities that accrue to counseling faculty are on par with those of other faculty, underscoring the importance of partnership and collaboration in the education of community college students. *The San Diego Mesa College Counseling Faculty Role Paper* delineates these duties and responsibilities to support the need for clarification and understanding of the counselors' role.

The basis for understanding the role of counseling faculty is in part theoretical, shaped by historical associations, academic and administrative reports and legislation. The National Committee for Appraisal and Development of Junior College Student Personnel, the California Community College Board of Governors, and the Academic Senate for California Community Colleges (ASCCC) have all addressed the significance of the counselor role in meeting the needs of a large, diverse and rapidly changing student population. Further, these organizations have directed recommendations with regard to counselor functions, standards, and ratios that have become practical imperatives not only for counseling faculty, but for all institutional discussions involving resource allocation and planning that form the basis for practical action. The shared vision of counseling faculty, along with statements of mission and philosophy, is the theoretical groundwork for the very real edifice of student service. The principles of ethics and accountability, within which counseling faculty function, are consistent with the tenets of the ASCCC, the American Association of University Professors (AAUP) and the American Counseling Association (ACA). These principles serve to strengthen counselor values and ensure that the role of counseling faculty supports the weight of obligations to students and the community as well as to the discipline, the institution, and an academy of peers.

As a mandate of their discipline, counselors adhere to professional practices, procedures, and responsibilities that are in alignment with those in education, research, and professional counseling practice. These practices include, but are not limited to, the entitlements of academic freedom that are sanctioned by the ASCCC. In support of the highest quality of counseling, counselors participate in opportunities for professional development; they undertake research and program evaluation and conduct trainings to keep the discipline dynamic. Ultimately these activities improve services to students. The procedures that are employed to keep the Counseling Department functioning smoothly are consistent with the mission of the college, in support of inclusion and shared governance. Congruently, counselors support and empower the Counseling Department Chairperson to take reasoned and effective action on behalf of the entire

Department, including cooperation with management on issues related to budget, scheduling, special assignments and the hiring of adjunct faculty. The success of the Counseling Department in serving students depends in part upon the collective effort of all faculty members to honor the duties and responsibilities as delineated in their job descriptions. Accordingly, counselors undertake the orientation and mentoring of new contract faculty, adjunct faculty, and interns with diligence and rigor. Further, counselors conduct an annual retreat to affect planning, goal-setting and leadership development. They also participate in an annual District Counselors Retreat to support intra-district collaboration on issues relevant to the discipline. In these ways, counseling faculty underscore their allegiance to their discipline and further the commitment to act with sincerity and a high level of professional respect in their peer relationships.

The role of counseling faculty as it pertains directly to students is one that is extremely broad in scope and comprehensive in function. The scope of the counselor role includes counseling students on an individual basis, counseling students in groups, advising students who walk into the counseling office, and advising students on-line. At the juncture of each interaction with a student, the counselor must balance the weight of knowledge, skills and experience in order to support the multiplicity of needs that the student brings, whether these are academic, career, or personal. Most counseling interactions involve all three. Counselors are also attentive to the diverse needs of students in a pluralistic society. Counseling is provided to students who are Deaf (capital "D" denotes a cultural and linguistic minority) and hard of hearing as well as to students with other disabilities, in a way that is sensitive to their disabling conditions. Students are routinely accommodated who request a counselor who can communicate with them using American Sign Language (ASL). As a group, counseling faculty are multi-lingual, assisting students in ASL, Spanish, Chinese, Vietnamese, German, and Tagalog. Being able to accommodate the needs of students in different languages has helped to make the counseling environment more approachable for many students, especially for those who are first-generation college students. Students who are in crisis are immediately assisted and counseling faculty are active responders to calls for crises intervention with students. The immediate, caring and comprehensive services that counseling faculty provide help students to cope with or overcome the difficulties that may become obstacles to their success.

In addition to services focusing on the individual student, counselors also work with students in groups by conducting orientations, transfer and career workshops, and application workshops. When counselors conduct orientations, they help students to navigate their way through the myriad of information and tasks that confront first-year college students. During transfer workshops, counselors provide information on different transfer options, including transfer guarantee programs. Career workshops enhance job seeking and career decision making skills for students. In application workshops, faculty provide assistance with the application documents, time-periods, deadlines, and procedures. Counselors also make direct contact with students and potential students through outreach activities that include class visitations, counseling at various locations on campus, outreach to local feeder high schools, as well as participation in community events and college fairs. The scope of the counselor role is further broadened by the

responsibilities counselors undertake to provide counseling services to under-represented students through the Puente Project and the Mesa Academy Programs, as well as to veterans, international students, and to student athletes through the Mesa College Athletics and Academics Program (MAAP). Further, the counselor role expands to include direct counseling and advising of students in the Mesa College Transfer Center. This broad scope of services allows counseling faculty to support the commitment that the College has made with respect to equity and improved student access.

Finally, the teaching of Personal Growth Courses extends counselor contact with students to the classroom, where the depth of opportunity to positively impact student success is particularly acute. In teaching Personal Growth Courses, counselors integrate their aptitudes to work with students in ways that encourage the development of knowledge, skills and personal habits that will support and secure their academic success. The four courses that counselors teach through the Counseling Department are: PERG 065 *Orientation to College*; PERG 127 *College Success Skills*; PERG 130 *Career-Life Planning*; PERG 140 *Life Skills and Personal Adjustment*. These courses constitute the Counseling curriculum, because they incorporate in a comprehensive way what counselors impart to students on a daily basis. This includes, but is not limited to, student rights and responsibilities, campus resources, time management, interpersonal communication, test-taking, creativity, learning styles, cultural sensitivity, career exploration, decision-making, goal-setting, values clarification, motivation, discipline, stress management, ethics, and personal responsibility. Counseling faculty teach these courses with a conscientiousness and rigor that accentuates their relevance to personal development and student success.

The role of counseling faculty within the academy (i.e., the academy of peers) is a central one because so much of what counselors do directly impacts student decisions about which courses they will take and when they will take them. As a result of this central role, counselors work closely with instructional faculty, administrators, and staff to ensure that there is adequate communication, collaboration, and support with regard to course promotion and referral, prerequisite screening, petitions for substitution, waiver or modification, petitions for unit-overload, general education certification, and course transferability. Counselors work closely with the Articulation Officer on campus and serve as consultants to other faculty, administrators, and staff. Counselors participate in shared governance (e.g., Academic Senate) and support professional development by conducting and attending staff development (FLEX) workshops. Because counselors have active and daily contact with such a large number of students, counselors serve as knowledgeable committee members, and those for whom student advocacy is of paramount importance. The counselor role within the academy also includes the kind of interdisciplinary collaboration that is found in the Learning Communities, where faculty from the Math and English Departments join counseling faculty teaching Personal Growth Courses to form a teaching alliance for students who stay together in a learning block over the course of two semesters. Similarly, counselors foster and support the development of instructional partnerships - like the one that exists with faculty in the Athletics and Physical Education Department - to

provide specialized counseling services to student athletes. Counselors' work within the Academy expands to include interaction with peers locally, nationally and, at times, internationally. They consult with other educational institutions in the community and participate in professional associations. The counselor role within the academy is therefore one that is broad, collaborative and supportive.

The *counselor role within the institution* encompasses a wide range of responsibilities to the college as well as the district. Some are clearly enumerated in the American Federation of Teachers (AFT-CIO) Agreement with the San Diego Community College District. These include specific workload obligations, including the obligation to serve on one District or College committee and the obligation to maintain a forty (40) hour work week, five (5) hours of which are expected to be in off-campus activities. Counseling faculty decide which off-campus activities are the most appropriate to further student and/or non-student contact, expand their knowledge of the discipline, and support the successful outcome of special projects. Off-campus activities include, but are not limited to, attending meetings, conferences and workshops, as well as participating in professional associations, classroom preparation, and research. Aside from contractual responsibilities, counselors adhere to professional obligations to participate in research at the college and district levels, assist with accreditation, and represent the department on the Academic Senate. They contribute to efforts related to Matriculation, Student Equity, the Student Services and Instructional Program Reviews and the Mesa College Master Plan. There are many other committees on which counselors participate, including, but not limited to, the Academic Review Committee, the Staff Development Committee, the Student Services Council and the Curriculum Committee. Counseling faculty are actively involved in the College effort to conduct research regarding student learning outcomes. Student learning outcomes research is particularly important for accreditation and provides significant data that counseling faculty use on a daily basis to improve services to students and provide depth to the Counseling Department Program Review. Throughout their involvement at the institutional level, counselors hold that supportive peer relationships are vital to a climate of civility on campus and that open, collaborative, and effective relationships with administrators, other faculty and staff are central to the purposes of the counselor role within the institution as a whole.

The *counselor role within the community* is one that emphasizes outreach to prospective students, affiliation with professional associations, consultation, and support for community-based projects. Community outreach activities include those that serve to recruit students at high schools and college fairs. It also includes the interaction that counseling faculty have with the parents of new students who are welcomed during the annual Student Success Day. Counselors conduct trainings, serve as speakers, and take part in panel discussions. Counselors often represent Mesa College to provide information regarding the programs of study offered at the College. Counseling faculty work in partnership with schools and/or community based organizations to provide educational information relevant to a targeted group or for a particular project (e.g. for the Kearny High School Academy). Counseling faculty assist in the hosting of the High School Counselors Conference on campus and also seek out professionals from the community to conduct trainings and to serve as speakers and mentors for the

Counseling retention programs. Finally, counselors are responsive to the community by assisting community members who inquire about the College via the Internet; they are routinely the first-line responders to e-mail inquiries and as such are often the first individuals to represent the College and the District. By being active and responsive to the community in a variety of ways, counselors improve access and are better able to assess student needs.

In summary, *The San Diego Mesa College Counseling Faculty Role Paper* documents the role and function of counselors in the Counseling Department, but also makes evident the depth, range and theoretical basis for the variety of activities for which counselors are responsible. The role paper provides a useful outline for training, departmental research, and program review. This paper describes the department's programs and services with the goal of creating a document that establishes the foundation for future endeavors. It is anticipated that this document will also help to better inform administrators, staff and instructional colleagues about the role of counseling faculty in an effort to improve communication, interdisciplinary collaboration, and ultimately service to students.

INTRODUCTION TO THE ROLE OF COUNSELING FACULTY

Background

As early as 1965, in a Carnegie report, the National Committee for Appraisal and Development of Junior College Student Personnel Programs recognized counseling as an essential service to community colleges in fulfilling their mission of providing access to comprehensive educational and service programs. The report also insisted "counseling and instruction are equal partners in the education of junior college students, more than at any other level of education" (The Academic Senate for California Community Colleges, 2003).

The state-approved faculty disciplines list identifies minimum qualifications of California Community College faculty and includes counseling as a faculty discipline. Training and education at the Master's degree level leads to the appropriate counseling knowledge, competencies and skills.

In 1979, the California Community College Board of Governors received a task force report on the state of counseling in the California Community Colleges. The report provided a clear statement of the educational and socio-cultural diversity of the student population and their needs, and described the need for providing support to students making their way through the community college. A dominant theme expressed in the report was the need for a generalist, trained in counseling skills and having familiarity with the entire curriculum to work with students.

Since 1979, beleaguered by the challenges of growth, a rapidly changing and diverse student body, variable funding and legislative imperatives such as Assembly Bill 1725 (AB-1725) and the Seymour-Campbell Matriculation Act of 1986, counseling programs have struggled to provide adequate services to students.

In 1995, the Academic Senate for California Community Colleges (hereafter ASCCC) adopted *The Role of Counseling Faculty in the California Community Colleges* (1995) that defined the Counseling discipline and the role of counselors at the colleges. In 1997 the ASCCC adopted a second document, *Standards and Practices for California Community College Counseling Programs* (1997) that set universal standards for counseling departments system wide. The latter paper reflected and exceeded the minimum standards described in Education Code Title 5. The core counseling functions critical to accomplishing the mission of California Community Colleges include: 1) academic counseling, 2) career counseling, 3) personal counseling, 4) crisis intervention, 5) multicultural counseling, 6) outreach to students and community, 7) consultation with the academy on behalf of students, 8) research and review of programs and services, and 9) training and professional development.

In their spring 2003 plenary session, the ASCCC adopted a report by the Consultation Council Task Force on Counseling. The report identified two specific recommendations:

1) the system pursue funding to ensure that colleges make progress towards a counselor/student ratio of 1:500 as soon as possible and 2) until such progress is possible that existing counselor/student ratios at our colleges not be permitted to deteriorate.

The challenge in meeting these obligations with inadequate resources has resulted in an examination of how services are delivered at San Diego Mesa College. During the department's program review, faculty decided to conduct a complete assessment of the counseling discipline and program as modeled at the college and to determine the overall effectiveness of the department's efforts. Although data revealed the services were satisfactory, there was a counselor to student ratio that was well below the standards set by the ASCCC, especially when considering additional functions of outreach to high school students and the community. Counseling faculty believed it essential to develop a hiring plan, improve and diversify the delivery of services, maximize the potential of each faculty member, and institute a standard of measurable accountability through a Counseling role paper.

Vision

As articulated by the ASCCC, the Counseling Department strives to maintain the faculty and counselors' shared vision of acknowledging responsibility to the discipline, to students, to colleagues, to the college and district, and to the community. It is essential that this vision be consistent with counselors' philosophy, values and professional ethics. Additionally, it supports the tenor of the counseling discipline and curriculum and informs the direction of policies, procedures and strategic planning efforts.

As professionals, counselors demonstrate a commitment to working for the student's benefit in the larger context by serving on campus and district committees and contributing towards advancing policies, procedures, and services that will support student success; to this end, counselors display dedication, respect, and compassion for students, faculty and staff, which creates an environment that perpetuates understanding, sensitivity, and motivation. Counselors influence individuals to achieve their goals based on ability, diligence, and a concerted effort to achieve.

Counseling faculty as a group recognize that to accomplish departmental goals, they must work as a team with intra-departmental cooperation, devotion, integrity, and professionalism. Equally important is the necessity for counselors to function in a way that facilitates collaboration with other faculty, staff, administrators and community liaisons. Although the commitment to all professional duties and responsibilities is extensive, counselors have affirmed their responsibility to students as the highest priority. The commitment to excellence and accessibility in the provision of services to students benefits not only students, the college, and the district, but the community as well. This commitment forms the basis for the Mesa College Counseling Department's mission.

Mission Statement

The mission of the Counseling Department is to provide the highest quality of services and assistance to students in order to help them to identify and achieve their educational, career, and personal goals. Students are the college's greatest asset and they deserve a wide range of services. Students also are entitled to the best counseling and support acumen to facilitate their growth and development regardless of race, color, ethnicity, gender, age, sexual orientation, disability, economic status, country of origin, level of achievement, or desired goal. The department provides academic, career, and personal counseling, crisis intervention, and multicultural counseling in an environment that encourages diversity, caring, innovation, and critical thinking. This includes the appropriate instruction and support ventures that will enable students to implement their decisions. The implementation may include, but is not limited to, selection of appropriate instruction, academic planning, financial aid, managing disabilities and other barriers to academic success, making the transition from community college to work or appropriate higher level college or university, as well as an array of programs that encourage persistence, retention, and self-actualization. Outreach to students and community, consultation with the academy on behalf of students, research and review of programs and services, and training and professional development mean that counselors take pride in their commitment and that quality services are provided to students, the college, and the community.

Philosophy

The Counseling department's philosophy statement conveys the academic foundation for the work undertaken as counseling faculty, both in the larger context of the institution as well as in the context of direct student service. Counselors concur with the philosophy statement of the California Community College Counselor's Association (CCCCA), which states, *"college counseling is an integral and essential service that helps students gain positive and rewarding experiences"* (CCCCA Philosophy Statement). Further, the department's philosophical framework is consistent with the San Diego Community College District (SDCCD) philosophy, which holds that, *"The purpose of education from a guidance perspective is to assist individuals, regardless of their backgrounds, levels of achievement, or desired goals, to become increasingly self-directive and capable of creative and purposeful living,"* and further, that *"each individual is unique and of great worth; that human personality changes and develops as the individual lives and interacts with his/her environment; and that knowledge of self assists persons in becoming increasingly self-confident, resourceful, and capable of taking the initiative in personal problem solving,"* (SDCCD Philosophy for the Counseling Centers). In order to meet each student at his or her need, counseling faculty should maintain *"an open and flexible response to a varied student population,"* (CCCCA Philosophy Statement). This demands that counseling faculty be knowledgeable, flexible and tenacious in outreach, service delivery, planning, and follow-up. Counselors also acknowledge and adhere to the idea that counseling faculty are essential members of The Academy at this institution of higher education, and as

such, “*should promote a high level of faculty interaction and cooperation,*” (CCCCA Philosophy Statement). The Counseling Department philosophy is the basis for the counseling faculty discipline and curriculum, for *how* counselors provide services to students, for planning, for professional development and, most importantly, for student advocacy.

Values

For counselors, expressing shared values as well as assisting students in discovering their own values is integral to the discipline. Counselors’ values represent the “feeling” aspect of the department. They remind faculty *why* counselors operate the way they do in this profession and communicate to new faculty *how* they connect. In this way, shared values help counselors to understand past counseling practices while guiding day-to-day decisions. In the expression of values, counseling faculty find a useful compass for professional conduct, not only in ongoing self-evaluation and planning efforts, but in modeling appropriate behavior for students. The following values are those that counselors have found to stabilize the work environment and enhance departmental unity.

A Blame-Free Culture – Counselors strive to create a supportive, problem-solving environment.

A Service-Minded Attitude – Counselors approach work eager to assist and with a willingness to advocate for students.

Contribution of All Our Members – Counselors believe that all members of the counseling department make significant contributions to the success of the department.

Democratic Practices – Counselors value democratic practices in our internal governance.

Diversity – Counselors recognize and value the strengths of diverse backgrounds and perspectives and seek to build a department in which all members are highly qualified and reflect the student population and community served.

Excellence - Counselors strive for the highest quality in all counseling programs, services, and activities.

Informed & Decentralized Decision Making – Counselors value informed decisions made by people that are involved and understand the issues.

Innovation & Creativity – Counselors encourage innovations that attempt to build on proven successes.

Life-Long Learning - Counselors value and support a spirit of openness and intellectual curiosity as enduring pursuits.

Mutual Respect – Counselors demonstrate kindness, civility, and professional accord in all interactions.

Student Access – Counselors are committed to providing educational support services to all who can benefit in the college and community.

Student Success – Above all, counselors strive to help students to fulfill their goals as students, as employees, and as members of society.

Teamwork – Counselors value collegiality, which includes working in an environment where purposeful and productive action, cooperation, collective work, personal responsibility and professionalism are the underlying dynamics of all working relationships.

Professional Ethics

Counseling Department Ethics

The Academic Senate for California Community Colleges (ASCCC) adopted the "American Association of University Professors (AAUP) Ethics Statement" in 1987. The AAUP document outlines five areas of faculty responsibility: 1) to their disciplines; 2) to their students; 3) to their colleagues; 4) to their institutions; 5) to their communities.

As community college faculty face situations which are distinctly different from those faced by university professors, the ASCCC expanded the AAUP Ethics Statement in 1994, adding seven additional areas of faculty responsibility: a) developing scholarly competence; b) maintaining honest academic conduct; c) ensuring cultural and gender sensitivity; respecting students as individuals; d) encouraging the free pursuit of learning; securing student access and success; e) creating a learning environment of trust and sensitivity; f) establishing academic standards; g) maintaining academic freedom.

In addition to ethics statements that affect all faculty, counselors have a unique role as trained therapeutic professionals. By meeting with students individually and in groups and dealing with multicultural, personal and career matters, counseling faculty must be held to an even higher standard – one that is found in the American Counseling Association (ACA) Code of Ethics. These include: a) the counseling relationship; b) confidentiality; c) professional responsibility; d) relationships with other professionals; e) evaluation, assessment, and interpretation; f) teaching, training, and supervision; g) research and publication; and h) resolving ethical issues.

The San Diego Mesa College Counseling department adheres to the AAUP Ethics Statement, the ASCCC expansion and the ACA Code of Ethics. Below, each responsibility is addressed in terms of the overall counseling discipline and curriculum.

AAUP Ethics Statement Applied to Mesa College Counseling Faculty

1. Responsibility to Discipline

Counseling faculty keep current in the field, attend conferences, continue affiliation with professional organizations, and take classes; they use staff development, sabbatical leaves, exchange programs and similar means continuously to develop expertise in counseling and in teaching methods. Counselors utilize opportunities to develop and maintain professional standards through tenure review and peer evaluation processes.

2. Responsibility to Students

Counseling faculty have an obligation to students across the curriculum. Counselors are accessible to students through a variety of means: counseling appointments, walk-in counseling, courses, workshops as well as involvement in campus activities, and campus and district committees that contribute to the personal development and success of students. Counselors provide academic, career, multicultural and personal counseling and are often the first to identify a student in crisis. Faculty members closely guard student confidentiality and protect student records. Counselors seek to ensure that students have adequate support services and information through curriculum development, publications and promotion, advocacy, cross-disciplinary communication, and referral. Counseling faculty spark intellectual curiosity and critical thinking, foster leadership and citizenship through programs and services, and ensure academic honesty in and out of the classroom.

3. Responsibility to Colleagues

Counseling faculty are actively involved in the hiring process for new faculty and fulfill responsibilities of meaningful evaluation, retention, mentoring and promotion of all new faculty members. Counselors serve as members and Affirmative Action representatives on hiring committees, district wide. Activities such as mentoring and training for new faculty and San Diego and Imperial County Community Colleges Association (SDICCCA) interns enhance the professional development of future contract and adjunct counselors. Regular evaluations of adjunct faculty by department peers also ensure continued professional growth. Additionally, each counseling faculty member serves as a liaison to an academic department on campus. In this way counselors are able to maintain active relationships with department chairs. Counselors also invite instructional colleagues to make presentations at department meetings on new classes, changes in their curriculum, or impending changes in their discipline. Counselors have an ethical responsibility to ensure communication across discipline lines, to serve as consultants to colleagues, and to regularly disseminate information to them that is relevant to student success.

4. Responsibility to Academic Institution

Ethical and contractual obligations for counselors include keeping office hours, meeting with students, teaching courses, and participating on campus and district committees. All faculty members are responsible for due diligence in monitoring the integrity of the college and providing critique to improve it. Counselors serve a critical purpose as front

line faculty in communicating policies and information to students. Counselors serve as consultants to administrators in Student Services and Instruction as well as to those at the district level. In this way, counseling faculty fulfill an ethical responsibility to inform and advance student services, instruction, and the overall administration of the college.

5. Responsibility to the Community

By participating in and leading college-sponsored cultural activities, serving as advisors to clubs and organizations, as well as taking on leadership roles on campus and in the community, counselors serve the institution and are explicitly associated with it. On a more subtle level, counselors serve as models for students by participating in political processes, civil resistance, contributing to charitable endeavors, and/or by serving in secular and religious institutions that reflect personal values and beliefs. These activities enable faculty members to exercise judgment in making clear to others when or if they represent the college.

Additionally, counselors have an obligation to the academic community, both K-12 and four year universities. Because of their unique role with students, counseling faculty communicate articulation, registration, and enrollment needs as well as policies and procedures at other institutions.

Expansion of Mesa College Counseling Faculty Ethics

A. Developing Scholarly Competence

Just as every discipline requires scholarship, it is the obligation of faculty members to pursue professional and academic development that enables the infusion of appropriate changes in the discipline and curriculum as necessary. Activities such as department and district trainings and retreats as well as conferences and coursework enable counselors to update one another as well as bring the requisite knowledge back to students.

Counselors have the academic freedom to pursue the truth, remaining open minded, fair, honest, and objective when interacting with students, colleagues, administrators and community members with differing views. By fostering respect for differing views and finding wisdom in ideas with which one disagrees, counselors provide a profound learning experience for students. Finally, faculty members conduct thorough research on discipline and curriculum effectiveness.

B. Maintaining Honest Academic Conduct

Counselors adhere to the district policy 3100 on honest academic conduct in the classroom, ensuring that students do their own work (San Diego Mesa College Catalog, Pp. 57-58). In their syllabi, counselors provide students with a definition of acceptable academic conduct and faculty members make every effort to minimize the potential for misconduct.

Additionally, misconduct can take the form of failure to disclose attendance previous institutions attended. Counselors work closely with students on an individual basis to ensure academic integrity with regard to records.

C. Ensuring Cultural and Gender Sensitivity: Respecting Students as Individuals

It is an ethical imperative that counselors respect students as individuals. Faculty treat students with respect and dignity regardless of cultural background, ethnicity, race, gender, religious beliefs, political ideologies, disability, sexual orientation, age, or socioeconomic status. Counselors recognize the unique circumstances of each student's life and make every effort to meet students where they are, by providing support and resources based on their needs. Both in and out of the classroom, counselors affirm each student's abilities, strengthen self-identity, and assist the student to reach his/her full potential. Counselors participate in regular in-service training regarding cultural and gender sensitivity.

D. Encouraging the Free Pursuit of Learning: Securing Student Access and Success

Counseling faculty serve as consultants to colleagues and administrators on campus, at the district level, and in the community regarding these barriers, and they advocate for student access and success. Counselors participate in planning and the development of educational policies for the institution, e.g. faculty hiring, curriculum review, master plan, student learning outcomes, and accreditation.

Faculty remain diligent in protecting students' rights to their education, watching closely to prevent barriers to access, particularly for historically under-represented groups. Counseling programs such as Personal Growth courses, Puente and Mesa Academy are vehicles for addressing persistence and retention for historically under-represented students, as are categorical programs outside of the counseling department such as Extended Opportunity Program and Services (EOPS) and Disability Support Programs and Services (DSPS). Additionally, counselors who serve as high school liaisons and who participate in community activities provide outreach to these groups, enhancing their access to higher education.

E. Creating a Learning Environment of Trust and Sensitivity

Counseling faculty acknowledge their position of power and do not use this advantaged position for personal gain or self-interest. Counselors are often the resource sought when students question activities in their classrooms, and serve as advisors and advocates with regard to student grievances and complaints regarding discrimination or sexual harassment.

In the classroom, instructional faculty evaluate students solely on the basis of academic standards. In counseling offices, counselors evaluate each student by assessing his or her presenting issue in an environment of trust and confidentiality. Counselors create a learning environment free of insensitivity, hostility and coercion. Additionally, when personal issues compromise the student's learning environment, counseling faculty members assist in returning the student to the classroom.

Once students enroll in community colleges, they are the "beneficiaries" of the protections described in Family Educational Rights and Privacy Act (FERPA), which

establishes strict conditions on district policies or practices of disclosing student education records and their records generally cannot be released unless they consent to the release (Bruckman, 2004). Counselors, therefore, serve as front line implementers of FERPA in safeguarding student records and confidentiality.

F. Establishing Academic Standards

In keeping with the missions of both the California Community Colleges and the San Diego Community College District, the goal of faculty members is to prepare successful citizens and workers. As faculty, it is imperative that counselors evaluate students in a manner that is consistent with the discipline. Counselors serve as a community of scholars in their discipline and their standards do not differ significantly from counselor to counselor. Faculty mastery and scholarship entitle counselors to freedom of presentation of subject matter and curriculum.

G. Maintaining Academic Freedom

There are obligations that accompany academic freedom. Counseling faculty create a learning environment that fosters a free exchange of ideas. Counselors encourage expression of and understanding of diverse viewpoints. Counselors distinguish between speaking as individuals and speaking as representatives of San Diego Mesa College or the San Diego Community College District. Faculty do not use the classroom or offices as a forum for the advancement of personal causes. Counselors encourage discussion and debate as well as presentation of opposing views.

ACA Code of Ethics Applied to Mesa College Counseling Faculty

A) The Counseling Relationship

The primary responsibility of counselors is to respect the dignity and promote the welfare of clients, hereafter called students. Counselors encourage students' growth and development, fostering their interest and welfare, while avoiding creating dependent counseling relationships. Counselors and students work jointly in devising integrated, individual plans that offer reasonable promise of success and are consistent with students' abilities and circumstances. Counselors work with students in considering careers that are consistent with the student's overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics or needs. Counselors actively attempt to understand the diverse cultural backgrounds of students including, but not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts his/her values and beliefs about the counseling process. Students have the right to expect disclosure regarding benefits and limitations of services provided by counselors, freedom of choice with regard to counselors, and clear agreements with others providing services. Counselors, understanding the intimacy and responsibilities inherent in the counseling relationship, avoid meeting their personal needs at the expense of students and counselors do not impose their values on students. Counselors make every effort to avoid dual relationships with students that could impair professional judgment or increase the risk of harm to students; furthermore, counselors

do not have any type of sexual intimacies with students and do not counsel those with whom they have had a sexual relationship. If a counselor determines that he or she is unable to assist the student, the counselor must be knowledgeable regarding referral resources and provide the student with alternatives. When computer applications are used, the counselor ensures that the program is appropriate to the needs of the student and that the student understands the purpose and operation of the program.

B) Confidentiality

Counselors respect the student's right to privacy and avoid illegal or unwarranted disclosures of confidential information. Exceptions include when the right to privacy has been institutionally or legally waived or disclosure is required to prevent clear and imminent danger to the student or others. When circumstances require disclosure, only essential information is revealed. In a classroom or group meeting that includes activities in which disclosure may occur, the counselor clearly defines confidentiality and the parameters for the work being done. The fact that confidentiality cannot be guaranteed is clearly communicated. Counselors maintain records necessary for rendering professional services as required by laws and district procedures. Data derived from counseling relationships for purposes of training or research is disguised to ensure anonymity of students.

C) Professional Responsibility

Counselors practice only within the boundaries of their competence, demonstrating a commitment to gain knowledge, personal awareness, sensitivity and skills pertinent to working with a diverse student population. Counselors recognize the need for continuing education to maintain currency with regard to scientific and professional information in their field, especially information associated with the diverse and/or special populations with whom they work. Counselors do not discriminate against students or interns, nor do they engage in sexual harassment. Counselors respect approaches to professional counseling that differ from their own and know the traditions and practices of other professional groups with whom they work. When making personal statements in public, counselors clarify that they do not speak for all counselors or the profession.

D) Relationships with Other Professionals

Counselors define and describe for their employers the parameters and levels of professional roles. Counselors alert the institution regarding conditions that may be damaging to professional responsibilities or limit effectiveness. Counselors submit to district personnel policies and procedures as defined in their contract. Counselors provide consultation with other professionally competent individuals where student adaptability and growth toward self-direction are consistently encouraged and cultivated.

E) Evaluation, Assessment, and Interpretation

Counselors recognize the limits of their competence and only perform testing and assessment for which they have been trained. Prior to assessment, counselors explain

its nature and purposes, and specific use of results in language the student can understand. Counselors responsible for decisions based on results have a thorough understanding of the measurement used, including validation criteria, test research, and guidelines for test development and use. Counselors are cautious when selecting assessments for culturally diverse groups, to avoid testing that is inappropriate to established socialized behavior or cognitive patterns, or testing on individuals not represented in the norm group for the test.

F) Teaching, Training, and Supervision

Counselors who mentor or supervise, develop, and implement educational programs are skilled as teachers and practitioners. Mentors are knowledgeable regarding ethical, legal, and regulatory aspects of the profession, conduct training in an ethical manner, and serve as role models for professional behavior. Mentors make an effort to infuse material related to human diversity in all that they do with interns and are responsive to the institutions needs for training counselors with diverse backgrounds and/or special needs. Mentors meet specific criteria established by the San Diego and Imperial Counties Community Colleges Association (SDICCCA).

G) Research and Publication

Counselors design and conduct research that reflects cultural sensitivity that is consistent with institutional regulations.

H) Resolving Ethical Issues

Counselors are familiar with ethical codes and standards of practice consistent with their discipline and professional organizations to which they belong. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of ethical misconduct.

Professional Accountability

The San Diego Mesa College Counseling Department is subject to the accountability measures adopted by the ASCCC and the institution. District and College Master Plans, Accreditation Self Studies, and Program Reviews enable both the department as well as the institution to design processes, examine goals, expand offerings, implement changes, analyze effectiveness and improve the organization.

Faculty consult administrators on research related to student persistence, retention, and successful matriculation, especially through programs focusing on freshman and under-represented students. Data is shared with stakeholders including the campus and community through forums such as the High School Counselors' Conference, School Meetings, Academic Senate, and President's Cabinet.

Matriculation data is input into the district mainframe, called ISIS, and maintained for state audit purposes. Counselors identify student goals and appropriate campus referrals that are then documented on ISIS. Data submitted by counselors enables

students to meet their educational goals and allows evaluation staff to determine student eligibility for graduation/completion.

COUNSELING FACULTY ROLE WITHIN THE DISCIPLINE

Overview

Since their inception in mid-century, quality counseling programs in the California Community Colleges have played a key role in helping students succeed and achieve their goals. Students face countless complicated academic as well as personal issues and concerns. Counseling faculty help students identify problematic issues and facilitate effective strategies through quality personal, career, and academic counseling. Counselors provide methods to efficiently and effectively negotiate academic and personal barriers.

The Board of Governors in their Basic Agenda (1992) has consistently acknowledged the obligation of the community colleges to provide opportunities for students to succeed. Title 5 Regulations recognizes the necessity of the counseling discipline to meet that obligation. Section 51975 states:

- a) "Each college shall employ or ensure provision of adequate counseling staff, both in training and experience, and shall establish procedures to provide, and shall provide counseling services listed in subsections (b) through (d):
- b) The counseling services shall assist each student in the following ways:
 - 1) To determine the student's educational goal;
 - 2) To make a self appraisal toward progress toward the student's goal;
- c) The counseling services shall provide to each first time freshman described in subdivisions (1) and (2) in Title 5 Section 51018 Matriculation) who is enrolled in six or more units, special individual or group counseling and guidance, shall arrange a study load suitable to the needs of each student, and shall keep an appropriate record of each student...
- d) The counseling services shall provide to each student who is on probation individual counseling and guidance service, including the regulation of the student's program according to the student's aptitude and achievements."

Counselors are part of a larger professional discipline with multiple roles. At San Diego Mesa College, counselors can be found in categorical programs such as Extended Opportunity Program and Services (EOPS) and Disability Support Programs and Services (DSPS) as well as programs established through special grants such as Student Tutorial and Academic Resources (STAR) and the Teacher Reading and Development Project (TRDP).

San Diego Mesa College Counseling Faculty members recognize their roles as those published in *The Role of Counseling Faculty in the California Community Colleges* (1995) and the *Standards of Practice for California Community College Counseling Programs* (1997). Responsibilities include those to the discipline, to students, to colleagues, to the institution, and to the community. Each of these areas is critical to accomplishing the mission of San Diego Mesa College and go beyond the minimum standards of Title 5. Counselors are expected to demonstrate a commitment to and competence in counseling, teaching, scholarship, and institutional service activities. In a community college, counseling, teaching, scholarship, and service are communal

responsibilities; however, variation naturally occurs among faculty members as to the balance among these activities. It is important to emphasize that counseling, teaching, scholarship, and institutional service are interrelated, and that some activities may span more than one area.

Counseling: Counseling is the cornerstone of student success and in the community college setting, multicultural counseling is paramount. Multicultural counseling creates an environment which meets the needs of all students regardless of race, ethnicity, gender, sexual orientation, age, disability or economic status. In concert with the core counseling functions identified by the ASCCC, culturally competent counselors work with students one-on-one and in groups to assist them in achieving their goals. Personal counseling helps students to overcome barriers and to persist in their education. Crisis intervention, a component of personal counseling, goes further to ensure the health, well-being and safety of students in crisis. Academic counseling makes clear specific program requirements, transfer options and student responsibility for outcomes. Career counseling takes students through a process of self discovery, career exploration, decision making and planning in order to create a fit between career and choice of major.

Teaching: Teaching is central to the purposes and objectives of the department and the college. It encompasses classroom instruction, course development, mentoring students in academic projects including testing, grading, and the professional development of the faculty as a teacher. Mentoring students at all levels is an important aspect of teaching; creative and effective use of innovative teaching methods and curricular innovations is encouraged.

Scholarship: Scholarship is both discipline based and multi-disciplinary in advancing knowledge and learning by producing new ideas and understandings. Scholarly contributions include discipline-appropriate works such as publications, articles, and workshops. Creative activity should be fully accepted as scholarship where such work is appropriate to both professional specialization and teaching.

Institutional Service: Service includes service to the college, service to the profession, and outreach to the community. These functions may overlap in some instances (see Role within the Institution).

Counseling Discipline

Faculty members are responsible for their discipline. They complete assigned activities as well as the ethics and accountability standards of the discipline and the institution (see Professional Ethics and Accountability Statements). Counselors report to the Dean of Matriculation and elect a department chair who serves as the voice of the department with administrators and the campus as a whole. Counseling faculty are active participants in institutional improvement, both with the district and the college. Responsibilities to the college extend to local communities, which reflect the population

of students on campus. Counselors provide outreach, serve on committees, and provide consultation to faculty, administrators, and staff, both in instruction and student services. Finally, counselors are responsible to one another to actively support shared goals, advocate for faculty rights, and collaborate with one another to benefit the department and the discipline as a whole.

Counselors are involved in the design and development of evaluation guidelines and instruments used for research for above programs/activities. In addition, counselors initiate and are responsible for conducting and developing research projects, such as student learning outcomes and program outcomes.

The process in which a budget is developed to support counseling activities should include the department chair's participation, which in turn is communicated to the faculty within the department. The department chair has the right knowledge and understanding of appropriate budget allocation for use in support of department activities, including the adjunct faculty budget. Additionally, a budget for programs supported by and coordinated by faculty within the department is necessary, with the person coordinating the activities having discretion on the use of the funds.

All faculty concerns are brought to the department chair. In some cases, where counselors have coordinating or budget oversight, the dean or appropriate administrator may also be consulted. The chair represents faculty members and he/she does this through collegial consultation. Counselors routinely create committees and vote on matters that affect both the discipline and operation of the department.

The department role within the discipline is one of continuous professional development and enhancement of programs and services. With regard to professional development, each counselor, adjunct or contract, is assigned a mentor. The department offers opportunities for development through training for interns, adjunct and contract faculty. New faculty who wish to teach Personal Growth courses are mentored by experienced instructors. Counselors receive training through conferences sponsored by Region X, the University of California, California State Universities, San Diego Community College District, San Diego Mesa College, psychological and counseling associations, and various other professional organizations. Counselors also participate in district and department retreats and meetings.

Service to the counseling profession includes association leadership, journal editorships and articles, grant proposal reviews, guest lecture presentations on other campuses, and other appropriate activities.

Counseling Faculty

Under the direction of the Dean of Student Development and Matriculation, it is the responsibility of all counselors to participate in the planning, development, implementation, and evaluation of the counseling program. The program provides resources to assist students in meeting their personal, educational and career objectives. Counseling duties may include, but are not limited to, academic programs and services, educational and career advising (including degree, certificate and transfer options), assessment, articulation, research, liaison with instructional departments, and outreach to other educational institutions. Additionally counselors serve as advocates for students and consultants with institutional administrators, faculty and staff regarding student needs. Counseling faculty duties and desirable qualifications are defined by the position description utilized by District Human Resources below.

Counselor's Duties

1. Perform educational advising, administer and interpret appropriate assessment instruments for prospective students; refer students to support services and faculty to further assist them in determining appropriate educational goals.
2. Inform students about college procedures, catalog use, regulations, fees, resources, special programs, and use of placement test scores.
3. Conduct individual career and personal counseling.
4. Provide counseling services to probationary and disqualified students; address and identify barriers to student learning in cooperation with the instructional program.
5. Provide a variety of programs which inform the community about educational opportunities and programs available in the district; visit high schools; conduct workshops for schools and community groups.
6. Provide counseling and advisement services to special program students including students on financial aid, international students, veterans, students with disabilities, athletes, and students in various retention programs.
7. Develop and teach curricula for personal growth or related subject areas; conduct college orientations for new students, conduct academic planning workshops, participate in evaluation of instructional materials and recommend catalog revisions as necessary.
8. Provide information and guidance to students and staff to assure appropriate transition of high school students into the community colleges or adult centers and transfer of community college students into four-year institutions; prepare letters of recommendation or nomination.
9. Assist entering students to complete a first-semester individual educational plan; provide continuing students assistance in identifying appropriate academic and educational goals.
10. Provide career information to students in cooperation with the placement officers, instructional faculty, and other representatives from the community.
11. Assist students in finding appropriate college and community resources to resolve problems and crises, which interfere with their success as students.
12. Assist with the on-going planning and implementation of the college Matriculation Plan and retention programs as assigned.

13. Participate in the evaluation of institutional practices and programs as they affect students; plan and conduct relevant research in areas such as academic skill levels, student attrition, and follow-up transfer.
14. Assist with preparation and implementation of college staff development and counseling intern programs.
15. Participate in campus-wide and District committees.
16. Collaborate with other student service areas to develop, implement and evaluate program goals and strategies.
17. Attend campus, community, regional and State-wide activities related to program areas.
18. Maintain cooperative work relationship with support staff.
19. Assist in the evaluation of counseling colleagues and other instructional faculty.

Desirable Qualifications

Counselors must hold a Master's degree in their discipline and demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, along with the following qualifications:

- a. Demonstrated knowledge of and/or experience in providing personal, academic, and career counseling in a post-secondary educational setting.
- b. Evidence of experience or academic preparation in conducting assessment, advisement, and student orientation.
- c. Evidence of experience and ability to assume a leadership role in the planning and coordination of community colleges programs and to evaluate program outcomes.
- d. Evidence of knowledge, experience, and/or training that would indicate an ability to instruct and work successfully with large groups and the ability to plan, develop or implement orientation, college enrichment, career assessment and transfer workshops and programs.
- e. Evidence of knowledge and ability to identify students experiencing academic difficulties including monitoring, evaluating progress and increasing retention.
- f. Demonstrated knowledge, ability and experience preparing and presenting written reports and evaluation of services
- g. Demonstrated knowledge, ability and experience in developing a variety of educational plans for college students.
- h. Evidence of knowledge and/or skill in the use of computer technology.
- i. Evidence of experience in providing information about campus based programs such as DSPS, EOPS, transfer and academic support, articulation, student employment and career services, and work experience.
- j. Evidence of ability to establish and maintain collegial and cooperative working relationships with faculty, staff, and administration.

Department Chair

Under the direction of the Dean of Matriculation and student development or the Vice President of Student Services and within the context of the college master plan, the Counseling department chair assists the dean and/or vice president by implementing, evaluating and advancing departmental objectives including student access, retention, and goal completion. The chair provides collaborative leadership for the department; makes recommendations that are consistent with department philosophy, ensures that actions are congruent with counseling values, and guides counseling faculty in the fulfillment of their mission. The Chair promotes diversity among students and faculty and contributes to the development of curricula that incorporates cultural diversity in the learning environment. The Counseling department chairperson serves as liaison between students, faculty, and administration. The Chair maintains consistent standards of excellence in all of our counseling programs, curricula, and instruction. The Counseling department chair may substitute for administration in the absence of the managing dean and perform evening and/or weekend duty or days and times outside of the academic year as scheduled by the appropriate dean, vice president, or manager.

This description is a modified version of the American Federation of Teachers (AFT) description of the Department Chair from the Collective Bargaining Agreement (American Federation of Teachers, 2004). The Counseling Department is also in full support of the delineation of duties and the qualifications described with the following modifications to meet the needs of Counseling:

Chairperson's Duties

1. Develop a philosophy and mission statement for the department. Implement departmental guidelines, procedures, programs and courses in a way that is consistent with appropriate laws, collective bargaining agreements, and college and district policies and procedures. Assist in the administration of grant proposals and/or grant programs, where applicable. Guide the department in meeting its mission; monitor and attend to issues relating to departmental well being. Assist the dean/manager by implementing and evaluating achievement of the departmental goals and objectives in collaboration with the administration and the department faculty.
2. Participate in the recruitment, screening and interviewing of full time and adjunct faculty, striving to meet the goals of faculty excellence and diversity with focus on under-represented groups; orient new faculty to the district, college, and department.
3. Monitor and maintains the master schedule of counselors for the department. Develops adjunct counseling schedule to ensure adequate office coverage at all times.
4. Convene regular departmental meetings to ensure that program, school, college and district goals are being met. Promote effective communication among faculty within the department; facilitate professional development and arrange sessions so that department members may increase knowledge of the subject area, learn new teaching methods, and share information with colleagues and students; assist in developing flex-day activities.
5. Participate in adjunct and contract faculty evaluation; work with the Dean, Campus

Evaluation Coordinator and other members of the department to ensure that all activities related to faculty evaluation comply with the college collective bargaining agreement.

6. Participate in local, state, and national events related to departmental academic disciplines; share information and techniques relevant to department disciplines with other chairpersons in the district, representatives of other colleges and universities, potential employers, industry contacts and community leaders.
7. Assist the dean/manager in preparing Personal Growth course offerings; confer with the dean regarding faculty assignments, room assignments, and physical plant in accordance with student and program needs.
8. Represent the department at school, campus and district meetings as appropriate. Participate in the following college/department activities: master planning, accreditation, program review, and promote the development/revision of curricula that incorporates cultural diversity. Implement departmental strategies for student recruitment and retention; initiate articulation efforts with educational institutions; facilitate and promote methodologies and faculty efforts which increase student retention and transfer; curriculum review for new and revised courses.
9. Encourage open communication within the department; facilitate resolution of conflict among department faculty. Assist the dean to facilitate resolution of student complaints and grievances. Document action as necessary.
10. Monitor and facilitate other departmental responsibilities, such as: obtaining substitutes; departmental budgeting; faculty leave; conference/travel approvals; preparing supply requisitions; planning capital outlay; approving book requisitions; meeting with vendors and publisher's representatives; preparing reports; ensure expenditures are within the departmental budget for supplies, materials, equipment and adjunct counselors.
11. Perform evening and/or weekend duty or days and times outside of the academic year as scheduled by the appropriate dean, vice president or manager. In collaboration with the classified supervisor, leads the work of support staff; provide input to management on evaluation and discipline of support staff.
12. Submit an annual report to the administration which summarizes goals, activities, achievements, and effectiveness of the department.

Desirable Qualifications

A candidate for department chairperson should demonstrate the following knowledge, skills, abilities, training and experience:

- a. Knowledge of curriculum development, evaluation and revision sufficient to meet the needs and increase the learning potential of students;
- b. Knowledge of master schedule development and staff utilization of departmental personnel sufficient to meet the needs of students and the goals of the institution;
- c. Knowledge of trends and developments in the academic/student services field to which assigned;

- d. Knowledge of instructional techniques and methods;
- e. Leadership, conflict resolution skills and the ability to maintain effective interpersonal relations in dealing with students, departmental staff, other departments and management;
- f. Ability to analyze data and information, reason logically and develop evaluate and present alternative solutions effectively, both orally and in writing;
- g. Ability to evaluate, advise and assist in the development and improvement of counseling programs and courses;
- h. Creative, independent judgment;
- i. Candidates must be full-time, tenured faculty members with appropriate experience and the above stated skills.

Counseling Programs

All counseling faculty members are generalists. Although programs such as Disability Support Programs and Services (DSPS) and Extended Opportunity Program and Services (EOPS) may employ counseling faculty who are specialists, general counseling faculty members serve all students regardless of designation. Those assigned coordinate counseling programs and activities maintain their professional rank and academic status. Although not a major factor in the dispensing of counseling duties, terms such as "Director" and "Coordinator" are attributed to some assignments; the term Professor/Counselor is more appropriate and supportive of traditional student-centered counseling faculty functions. In addition to titles assigned to counselors, are titles assigned to the programs run by counselors. Referring to these programs as "counseling programs" serves to integrate them into the overall operation of the counseling department. Counseling faculty prefer to use the term "counseling programs."

Counseling faculty members assigned to these programs, frequently take on additional responsibilities. The added duties often comprise coordination and budget functions. Counseling Programs include: Student Orientations, Assessment Testing coordination, High School Outreach, High School Partnership Programs, International Students, Mesa Academic & Athletic Program (MAAP), Mesa Academy, Puente Project, Transfer Center, Veterans (VA) Counseling, Instructional Partnerships (i.e., Learning Communities and department liaisons) and teaching Personal Growth classes (see Glossary for definitions and Role with Students for detailed information on Personal Growth). These programs are often collaborative ventures with the institution and the community.

New initiatives such as on-line orientation and probationary workshops are efforts at outreach to students who prefer this mode of delivery. These activities serve to expand and enhance the discipline and its services to students.

Counselors are the discipline experts for counseling programs and personal growth courses and as such are consulted regarding proposed program and course changes.

Some programs and activities have specific programmatic requirements and reporting functions, while others may have flexibility in terms of how services are delivered. Within these parameters, faculty members have maximum flexibility in terms of programmatic design, operation and development. Additionally, faculty members are able to initiate changes in the program in terms of scope, practicality, and effectiveness as appropriate to adjust to the needs of students and the department. The implementation of counseling programs and/or activities is often hampered by limitations on counselor time, availability, resources and support (see Faculty Hiring Priorities).

Transfer Center

The Transfer Center is coordinated by a counselor and is an extension of the Counseling discipline. The primary focus of the center is the identification, development and implementation of strategies designed to increase the numbers of underrepresented students who transfer to four-year institutions. The Mesa College Transfer Center strengthens the transfer function (including a commitment to improve curricular and articulation services as well as transfer services) and increases the numbers of students who transfer to four-year institutions through the coordination of college transfer efforts.

The Transfer Center is a program of the Counseling Department. A counselor oversees the program and its budget. Transfer Center activities include regular updates for counseling colleagues and students, sharing of current articulation agreements, workshops that enhance transfer (e.g. applications, guarantee programs, transfer information). Major events such as Transfer Day and Historically Black Colleges and Universities Day are sponsored by the Transfer Center. Computers, catalogs and other resources as well as knowledgeable staff ensure students are able to access transfer resources (see Counseling Faculty Role within the Institution for more on the Transfer Center).

Transfer Agreements

The Transfer Center serves as a clearing house for institutional articulation and numerous transfer guarantee programs. Counselors access the more than one hundred agreements on a daily basis while counseling students. A variety of workshops are created by and conducted by counselors throughout the year. Workshops include information on various guarantee programs and planning successful transfer to universities. Additionally, the Transfer Center hosts workshops on applications and transfer to specific universities utilizing student learning outcome criteria. Workshops may also be discipline specific for other counseling areas such as EOPS, DSPS and Financial Aid.

Student Learning Outcomes

The Counseling Department believes that a strong counseling program is one that successfully integrates counseling, instruction, and technology in an effective environment for student success. The program addresses knowledge, attitudes, thought patterns, learning styles, points of view, and skills that guide students in their personal development and their pursuit of lifelong learning. Student learning outcomes involve the educational experience of all community college students regardless of their major, and focus on processes and outcomes that may go beyond traditional instructional limits.

Today, higher education presents counseling faculty, and its programs, with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern for the escalating cost of higher education, and criticism for the moral and ethical climate on college campuses. Social and political issues - including multiculturalism, personal responsibility and equal opportunity - also influence institutions. Counselors' response to these challenges shapes their role in higher education. Furthermore, beliefs about higher education serve as the foundation for the department's commitment to the development of the "whole person," and the collective professional values that are derived from that commitment. Values evident throughout the history of counseling program include an acceptance and appreciation of individual differences; lifelong learning; education for effective citizenship; student responsibility; ongoing assessment of learning and performance; pluralism and multiculturalism; ethical and reflective counseling practice; supporting and meeting the needs of students.

The concepts of learning, personal development, and student development are inextricably intertwined. Learning and personal development occur because of interactions between students and their environments, defined by the people they encounter in the institutional setting. Counseling faculty are educators who share responsibility with classroom faculty, administrators, staff, and students for creating the conditions under which students learn and participate in educational and purposeful activities that are based on behaviorally specific and measurable student learning outcomes.

At Mesa College, the Counseling Department's student learning outcomes are aligned with the college's revised mission statement. The counseling program is based on six (6) learning outcome categories that are critical components of student success: 1) Critical Thinking; 2) Communication; 3) Self-awareness and Interpersonal Skills; 4) Personal Actions and Civic Responsibility; 5) Global Awareness; 6) Technological Awareness. The department's philosophy regarding student learning is embedded in the mission and vision statements as well as supported by the counseling faculty roles. These roles serve to emphasize the commitment of our students to learning, to share responsibility, and to contribute to the effectiveness of the counseling program. Faculty members work collaboratively to create a campus culture that is academically challenging and emotionally supportive.

Critical Thinking: Ability to locate, apply, analyze problems, synthesize, conceptualize and evaluate information utilizing a variety of resources to make decisions. The outcome includes both inductive and deductive reasoning and methodological processes.

Expected Results:

1. Students will analyze, evaluate and make inferences from information, visual materials presented in the Personal Growth Courses and workshops.
2. Students will acquire and evaluate relevant information, synthesize facts and offer logical explanations leading to informed decision making.
3. Students will identify and solve problems reflectively by conceiving alternatives and evaluating competing courses of actions.

Assessment Method:

- A. Each semester the department will survey those students receiving counseling services in the office, faculty-teaching classes, and presenting seminars and/or workshops regarding information presented in the counseling program.
- B. The department will administer a Pre-test to assess students knowledge of transfer programs in counseling seminars and/or workshops
- C. The department will administer a Post-test to students who have attended a seminar and/or workshop.

Communication: Ability to articulate thoughts, goals, processes and makes decisions.

Expected Results:

1. Students will articulate, read and write different kinds of program plans.
2. Students will conduct research, which entails gathering, organizing, interpreting, evaluating and presenting information pertaining to transfer and/or associate degree programs for long range educational planning.
3. Students will articulate actions for short and long range plans.

Assessment Method:

- A. Each semester the department will survey students and faculty teaching students regarding student preparedness in the area of communication.
- B. The department will examine the data obtained from appropriate questions on relevant counseling surveys.
- C. Department will assess and evaluate student articulation and actions pertaining to short and long range education and career plans for associate degree, certificate, or transfer.

Self-awareness and Interpersonal Skills: Ability to identify one's own needs, determine resources and access appropriate services.

Expected Results:

1. The student will analyze a situation to identify a problem and understand how his/her own values have been influenced by personal experiences in the manner used to solve problems.
2. Differentiate between his/her values and the value systems of others.
3. The student will develop his/her own procedure for solving concerns using a sufficient knowledge or appropriate resources.

4. The student will utilize multiple resources to gain additional information regarding a problem, issue, or concern.

Assessment Method:

- A. Counseling faculty will assess students' ability to identify how personal values impact problem solving.
- B. Counseling faculty will facilitate situations for students to differentiate between personal values and others.
- C. Counseling faculty will assess and evaluate students' modality for solving problems and provide feedback accordingly.

Personal Actions and Civic Responsibility: Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.

Expected Results:

1. Students will demonstrate the ability to take responsibility for the decisions they make.
2. Students will acknowledge responsibility and accountability for oneself and one's choices and actions.
3. Students will be able to identify ways in which their personal qualities can contribute to community building.
4. Students will be able to determine and state their strengths and shortcomings and make decisions accordingly.

Assessment Method:

- A. Each semester the department will survey faculty teaching personal growth and seminars/workshops regarding students' preparedness in the area of Civic Responsibility.
- B. The department faculty will examine the data obtained from Personal Growth courses, workshop, and seminars on relevant vocational and/transfer services.
- C. Faculty teaching Personal Growth and facilitating workshops/seminars will assess students' ability to take personal responsibility/achievement motivation behavior.

Global Awareness: Ability to become exposed and made aware of cultural values and issues.

Expected Results:

1. Students will identify the challenges posed by living, working, and attending a multicultural college.
2. Students will function effectively as individuals and in teams in a variety of educational and campus settings.
3. Students will understand and apply current research methods necessary to function as an informed citizen.
4. Students will demonstrate an awareness of and appreciation of cultural values.

Assessment Method:

- A. Each semester the department will survey the faculty and students regarding their preparedness in the area of culture and global awareness.

- B. Personal Growth faculty and seminar/workshop faculty will use course and workshop embedded activity in the required sessions to evaluate progress in achieving result #1.
- C. Personal Growth classes, seminars/workshops and computer based resources including pre-test and post-test will be used to assess achievement of expected results in # 1.

Technological Awareness: Ability to use various methods of technology.

Expected Results:

- 1. Students will understand how to utilize technology to analyze and interpret transfer data.
- 2. Students will use electronic technology to access and exchange information
- 3. Students will understand and apply the technologies relevant to their transfer institution.
- 4. Students will understand the impact of technologies and how to apply the lessons learned in courses, seminars, or workshops to current and future technology

Assessment Method:

- A. Each student will complete and present a long-range educational program plan at appointment after completing a course, seminar, or workshop.
- B. Each student will bring to an appointment a list of major preparation courses obtained by use of technology.
- C. Student will identify additional options using technology for educational planning.

Research, Evaluation, Development, and Training

Counseling faculty are responsible for conducting research, evaluation, and organizational development and training associated with the counseling discipline. This may include serving as consultants for research involving students in Personal Growth courses as well as development of studies regarding student learning outcomes and success of first time high school students, persistence and retention. Ongoing evaluation, development, and training take place within the department through various venues such as meetings, committee work, and conferences. It is through such activities that counselors have addressed issues of concern to both the department and students.

Faculty Hiring Priorities

Over the years, the functions the Counseling department performs have increased significantly, while the pressure to serve more students in cost-effective ways has grown as well.

In 2003, Academic Senate for California Community Colleges (ASCCC) adopted a report by the Consultation Council Task Force on Counseling. The report identified two specific recommendations: 1) the system pursue funding to ensure that colleges make progress towards a manageable counselor/student ratio as soon as possible and 2) until such progress is possible that existing counselor/student ratios at our colleges not be permitted to deteriorate. The report went on to recommend that institutions make progress towards a counselor/student ratio of *one counselor for 370 students*.

As faculty included in the 75/25 ratio (Title 5, section 51025, November 13, 1997), counselors understand that the struggle for parity of opportunity in hiring more counseling faculty is an on-going battle against the perennial standard of FTES. The Counseling department comes to this juncture with an acute awareness of the long history of the sometimes incidental, often systematic ways in which counseling faculty positions have been scrutinized.

The need to implement superior student support activities reinforces the data identified by Hirschinger, James, Farland and Ronn in their 1979 report *Community College Counseling Services in California*. A dominant theme of the report was the need for generalist counselors trained in counseling skills and familiar with the entire curriculum to work with students. The data revealed that advising and counseling are the main ingredients that facilitate student success.

The current counselor/student ratio at Mesa College utilizing the headcount for the college is approximately 1: 1,200, but this ratio is misleading, as the ratio decreases when one incorporates the Counseling function of outreach to students and community. To accurately evaluate the ratio at the college, the department must also take into account the work of high school liaisons and retention programs such as the Puente Project and Mesa Academy in providing outreach to prospective students, as well as time spent advising students on-line. These areas affect this ratio significantly. The challenge in meeting these obligations with inadequate resources has resulted in an examination of how services are delivered at San Diego Mesa College. During the department's program review, it was decided to conduct a complete assessment of the counseling discipline and program as modeled at the college and to determine the overall effectiveness of our efforts. Although data revealed the services were satisfactory, counseling faculty believed it to be essential that we improve and diversify the delivery of services, maximize the potential of each faculty member, and institute a standard of measurable accountability for both full-time and adjunct faculty.

While the needs of students, faculty, and institutions (even those of the community) may justify the use of many adjunct faculty, the terms and conditions of the assignments in many cases weaken our capacity to provide essential instructional and support experiences and resources. On behalf of our students and their families, counseling faculty urge the college administration and our instructional faculty colleagues to avoid what has plagued institutions of higher learning for years, excessive reliance on part-time faculty to provide the variety of services students need to succeed.

In a time of austere budget challenges, institutions find adjunct faculty appointments irresistibly cost effective. However, with the advent of four-year institutions' cuts and increasing referral of freshman and sophomore students to the community colleges the temptation to increase the cost driven reliance on part-time faculty can become the operational outlook relative to hiring. Recognizing our common interest will not be easy because the array of institutional and disciplinary situations precludes simple diagnoses. A cooperative effort is necessary to identify hiring solutions. At Mesa College, the counseling administration and faculty have devised a long-range hiring plan, with the aim of strategically positioning the college and counseling department for the future.

Department Meetings

Counseling Department meetings serve as a means for analyzing department accomplishments and/or needs, professional development, communication, collegiality, program planning, and development and planned implementation of services. Meetings are held on a weekly basis during the regular academic terms and during the summer as needed. Minutes are maintained and distributed to assist contract and adjunct counselors who are not in attendance. Department meeting agendas include:

1. Chair's report.
2. Committee and Counseling Program reports.
3. In-service training and updates to enhance professional programs and services.
4. On-campus and off-campus guest speakers (EOPS and DSPS counselors are invited).
5. Counseling discipline specific professional development.
6. Analysis and problem solving discussions of counseling issues such as: articulation, transfer admission, career counseling, specific student personal issues, etc.
7. Planning, development and evaluation of programs and services.
8. Communication with administrators regarding curriculum issues.
9. When applicable, preparation for Matriculation Review, Master Planning, Program Review, and Accreditation Self Study preparation.

Professional Development and Flex

Professional development is an essential component of an effective Counseling Department and is mandated by AB-1725. Currently counselors are not subject to FLEX obligations unless teaching Personal Growth courses. Professional development includes, but is not limited to:

1. Regular communication of announcements of professional development opportunities
2. Attendance at District and Counseling Department retreats

3. Participation in career development, crisis intervention, multicultural and other counseling related training
4. Participation in student success workshops
5. Participation in Region X workshops
6. Presentation of professional papers at conferences
7. Attendance at appropriate local, state, and national conferences
8. Attendance at California State University (CSU), University of California (UC), and private universities' conferences that directly effect SDCCD students
9. Encouragement of participation in and attendance at FLEX workshops, including participation as workshop presenters, in an effort to promote and reinforce the verity of the counselors' role as an integral part of the campus community.
10. Sharing of expertise with members of the community (high school counselors, parents, etc.)

Program Review

Prior to 2004, the counseling department conducted a program review every three years. However, these program reviews were not subject to the same scrutiny as other instructional departments on campus and did not receive the support and funding associated with instructional program review recommendations. In 2004, a student services program review instrument was proposed and approved by the Mesa College Academic Senate. There will continue to be a triennial review; however, the program review documents will be reviewed annually by a validation committee and a copy forwarded to the Academic Program Review Subcommittee, then on to President's Cabinet, similar to the instructional program review. The new process will ensure the quality of programs and services, review program effectiveness, facilitate determination of program needs such as staffing, resources, facilities, etc. on a more regular basis. The Personal Growth curriculum will be reviewed using the instructional program review model.

COUNSELING FACULTY ROLE WITH STUDENTS

Overview

During the twentieth century, college and university student support programs began with a few faculty members assigned part-time to attend to student needs beyond the classroom. These programs have since evolved to include institutional divisions designed to complement the educational goals of academic affairs. Contemporary student support programs employ many full-time counselors with academic credentials. At Mesa College, counseling faculty play a vital role in student success. Activities and programs are based on theories and conceptual models implicit in human development, group dynamics, as well as those in student learning outcomes, organizational management, and higher education.

"A growing literature base reinforces that fact that cognitive..., social and emotional processes are inextricably linked... recent theories of cognitive development,... clearly acknowledge the role played by social context and interpersonal relationships" (Cove, P. and Love, A., 1996). Cove and Love also refer to Miller and Prince as one of the voices in the last half century highlighting the need for a focus on holistic learning – the integration of intellectual, social, and emotional aspects of undergraduate student learning. Miller and Prince (1976) identified eight principles that focus on how students learn and the environmental conditions that must be met by institutions in order for learning and development to occur. The counseling role is based on these principles as well as institutional perspectives that complement the student focused viewpoint. Taken together, they represent the foundation upon which student services - specifically counseling - programs at Mesa College are based:

- 1) The student must be considered as a whole person.
- 2) Each student is unique and must be treated as such.
- 3) The student's total environment is educational and must be used to achieve full development.
- 4) Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to the students' educational and developmental needs.
- 5) Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- 6) The primary responsibility for learning and development rests with the student.
- 7) Institutions of higher learning reflect the diversity of societies and cultures in which they exist.
- 8) Institutions are responsible for creating learning environments that provide a clear choice of educational opportunities and challenge students to learn and develop while providing support to the nature of their development.

Mesa College Counseling Program

Counseling at Mesa College is an essential element of the student's collegiate experience. The Mesa College Counseling Program incorporates departmental culture, values and practices, and it has evolved with students and the institution. The role of counseling faculty is an ever changing one, as counselors are found in many key areas of Student Services. The core functions of the counseling programs and services described below are taken in part from the Standards of Practice for Community College Counseling Programs (Academic Senate for California Community Colleges, 1997) include, but are not limited to:

- 1) Personal counseling, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student's education.
- 2) Crisis intervention, either directly or through cooperative arrangements with other resources on campus or in the community.
- 3) Academic counseling, in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals.
- 4) Career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, values and interests, and is advised concerning current and future employment trends.
- 5) Multicultural counseling, in which students are counseled with a respect for their race, gender, cultural values, socioeconomic status, religious beliefs, political ideologies, disability, sexual orientations, or age.
- 6) Counseling in Transfer Center workshops, in which students receive key information to help achieve their goals.
- 7) Instruction: Counseling faculty contribute to the instructional curriculum by providing four different courses in Personal Growth. The faculty has been responsible for the design, implementation, and teaching of these courses. Courses taught in Personal Growth maximize student development and aid in persistence and retention. Courses may be taught in collaboration with other instructional faculty (e.g. Freshman Experience).
- 8) Counseling in specialized programs that serve the needs of African American, Chicano/Latina, Veteran, International, and student athletes.
- 9) Counseling outreach to students and the community to encourage students to avail themselves of services, focused on maximizing all students' potential to benefit from the academic experience.

These functions are explained in greater depth in the next section.

Role with Students

The goal of every counseling faculty member is to assist individuals with issues and decisions that affect their educational, vocational, and personal goals, and to provide adequate support and instruction to this end. Issues and decisions may include: the selection of appropriate instruction, academic planning, career decision making, life

transitions, and dealing with physical, financial and/or emotional barriers to educational access. Through confidential individual sessions with students, counselors:

- Identify barriers to success
- Assess strengths and weaknesses
- Develop decision making skills
- Reinforce student self-direction
- Clarify career and life goals
- Develop suitable educational plans
- Select appropriate courses and other educational experiences
- Evaluate student progress towards established goals
- Enhance student awareness regarding educational resources such as student leadership opportunities, internships, employment, financial aid, study abroad, honors, retention and tutoring services
- Refer to institutional resources such as health services, instructional resources, etc.
- Refer to community support services such as substance abuse recovery, food bank, etc.
- Interpret institutional requirements
- Collect and distribute data regarding student needs, preferences and performance for use in making department decisions as well as campus policy

The counseling program is purposeful and holistic, and it supports both curricular and co-curricular activities and goals. Counselors have identified relevant and measurable student learning and development outcomes, and they provide programs and services that encourage attainment of outcomes. Student learning outcomes include: critical thinking, communication, self awareness and interpersonal skills, personal actions and civic responsibility, global awareness and technical awareness. Student learning outcome research has been conducted on Personal Growth 65 – College Orientation, Puente Project and Mesa Academy with great success. The Mesa College Counseling Program assists students in overcoming educational challenges, personal problems, and skill deficiencies while enhancing achievement of student learning and development outcomes.

Counselors help to identify and serve as a resource in meeting students' needs. Counseling faculty strive to support students in developing positive self esteem and a belief in their prospects for success. Counselors provide encouragement, emotional and academic support, and direction enabling students to reach their goals and realize their potential. Counselors demonstrate multicultural awareness/cultural sensitivity (Academic Senate of California Community Colleges, 1997). The department attempts to reflect the diversity of the students it serves. Addressing students' personal and cultural needs and providing a suitable counselor match empowers students who may face additional barriers. Programs and services are designed to meet individual learning styles and enhance student success.

At the campus and district level, counselors advocate for students in their interactions with administration, other faculty, and staff. Counseling faculty also reinforce school

policies, student rights, and institutional responsibilities, as well as protect student confidentiality and institutional integrity.

Counselors assess student needs and design programs and services to meet those needs. Marketing efforts are made to target eligible students and assist them in availing themselves of such programs and services. The department chair and faculty members ensure that counseling resources borrowed from the department (i.e., program coordination, committee membership) are compensated for and counselor balance is restored for students. Counselor to student ratios are at times prohibitive, yet counselors make every effort to be accessible to students using electronic media and group meetings to diversify service offerings to meet students where they are.

Counselors create, update, and maintain materials and information to serve students. Counseling faculty are committed to high standards of personal and professional development. Ongoing efforts focus on use of cutting edge technology to educate and inform students with academic-related information using various multimedia.

Individual Counseling

Individual counseling is generally defined by a 50 minute appointment, although students may access some aspects of individual counseling through a walk-in process, by phone or e-mail, through a workshop or by enrolling in a Personal Growth course. Students schedule their appointments during non-peak periods (third through thirteenth week of the fall and spring semesters).

Academic Counseling: Counselors provide the link between academic preparation and a future career and/or transfer to a university. Counseling faculty members provide academic counseling that results in the development of a student educational plan and appropriate referral to instructional and student services. The knowledge associated with academic counseling is one of the most challenging areas of the discipline. Counselors must remain current regarding articulation, course, and admission policies among universities in California as well as nationwide. It is not unusual for counselors to make several calls to other institutions in the course of a single appointment. Most academic counseling happens on an appointment basis, but aspects of academic counseling such as prerequisite planning, assessment interpretation, and remaining course requirements may be done by a walk-in counselor. Academic counseling consists of: 1) assessing the student's needs, goals and objectives; 2) exploring barriers to the student's academic success and providing resources to help the student; 3) identifying required coursework and programs (e.g. transfer programs) to meet the student's needs; 4) creating a long range plan of coursework to achieve the student's goals. Counselors also field questions on other student services areas and refer accordingly. Workshops and campus visits by university representatives are also key resources for academic counseling of students. Counselors attend conferences sponsored by the University of California and California State University as well as rely on the expertise of the Transfer Center counselor to understand and interpret policies

and programs that affect student transfer. Additionally, counselors work closely with career-technical departments at the college in assisting students who are pursuing certificate and associate degrees. When personal issues interfere with academic success, counselors refer students to on-campus resources such as Health Services or to therapeutic services in the community.

Career Counseling: Students may access career counseling by appointment or on a walk-in basis. The counter counselor may also serve students by referring them to resources on campus. Career counseling is closely aligned with academic counseling. Many students arrive at the college without a clear sense of direction. This is often the culprit when students exhibit poor persistence or retention. The counselor outlines the process for career decision making with the student and assesses where they are in the process. Students may be referred to the Career Center to take a career assessment, to the Learning Resource Center to access the Career Collection or to the Transfer Center to explore majors available at the universities that the student has identified. Often this is at least a two part process involving initial counseling and follow-through prior to scheduling an appointment. For a student who requires the discipline of a course, he/she may be referred for the Personal Growth 130 course in career planning. On-line resources are also utilized to help guide students through this process. For students who need career development and follow-up, they may be referred to Student Employment for resume development, informational interview skills and employment opportunities. Counselors also assist in these areas as defined by the students' needs. Counselors played a key role in the design of brochures distributed on campus and in the community that promote career-technical programs and those that assist students in choosing a major at the college.

Personal/Crisis Counseling: Students may access personal or crisis counseling through all modalities. Students may self-refer or be referred by concerned faculty or staff and/or other students. Personal counseling often occurs during an appointment when academic or career counseling may also be needed. Personal issues are often not the presenting issue. With issues that are not identified as crisis-oriented, students may receive the counseling they need in one appointment. It is up to the counselor and the student to decide whether the student is best served on campus or through a community resource, when a referral is appropriate.

The level of crisis intervention needed is assessed by the counselor. Counseling faculty members work closely with administration, college police, and health services and outside agencies to ensure that Mesa College has an effective crisis intervention plan. Counseling faculty have provided leadership in creating Mesa's campus-wide crisis intervention team. Counselors also provide support to students in their classrooms following a crisis such as the death of a classmate or instructor.

Personal counseling also occurs within the framework of Personal Growth instruction, as each of the courses focuses on self assessment and application of appropriate tools for personal, career and academic success.

Multicultural Counseling: Students access multicultural counseling through individual counseling, participation in counseling programs, and by attending Personal Growth courses. Most counselors receive training in multicultural competence as part of their Master's degree program and all counselors participate in ongoing training through professional development; yet, there is great value in students finding counselors who are like themselves. Photographs of counselors are available to students in the office and on-line. Department staff and those in other Student Services and instructional areas often refer students to counselors who are bilingual and who have cultural competency for a particular student population. This enables students to feel a level of comfort that they may not feel elsewhere.

Programs such as Mesa Academy and Puente Project provide students an opportunity to develop a relationship with counselors who may share their ethnic and cultural background or an interest in their cultural heritage, and who serves as a teacher and mentor to them. Students also create their own communities by being part of "learning communities" created across disciplines such as Personal Growth and math or English with various cultural emphases. Counselors for these programs have release time for their students. Additionally, Personal Growth courses are taught from various perspectives such as African American, Chicano/Latino, Asian-Pacific American, and Women's Studies. Courses may also be taught using direct communication in other languages, such as American Sign Language.

Walk-in Counseling

Walk-in counseling is available to students year-round. Students requesting walk-in counseling receive help with initial academic decision making, career, or personal counseling with referral, semester planning, educational plans for financial aid appeal, reinstatement, clearing of prerequisites and petitions. Students needing more in-depth counseling and advisement are referred to an appointment, a course, workshops, etc.

A counselor assists in the screening of students for walk-in and referral. He/she clears prerequisites and answers immediate questions regarding petitions and college policies. The counselor establishes a close relationship with staff and is the point person for crises when the chair is not present. The counselor's role is also to maintain order and intervene with students who behave inappropriately. He or she may see students on a walk-in basis.

Orientation Sessions

New students are contacted by the Assessment Office to complete assessment and orientation either through Personal Growth 65 or through an appointment for an English or math assessment. Personal Growth 65 is a .5 unit course that orients students to the college. It can be taught in a classroom setting or on-line. In addition to Personal Growth 65 offerings, the assessment office provides English for Speakers of Other

Languages (ESOL), English and math placement sessions on a regular basis. Counseling faculty members conduct a comprehensive orientation which describes academic policies, student and instructional services, and use of key publications. Counselors advise students on assessment interpretation, graduation and transfer requirements as well as in developing a first semester plan.

Instruction: Personal Growth

Counseling faculty teach four different courses in Personal Growth, offered at various times during the academic year, that include several sections available on-line. Teaching is not limited to the classroom, but is also conducted in workshop settings and in collaboration with other instructional faculty in English and math through learning communities. One personal growth course is required for students participating in the University Link program with UCSD. The majority of the courses are transferable and one course meets a general education requirement for transfer to the California State University System.

Personal Growth 065-Orientation to College: This course focuses on ensuring a successful transition to college for new matriculating students. Special sections may be identified for local high school seniors. A section may be tailored to the needs of University Link students. During the course students complete the second and third steps of matriculation: assessment and orientation. Topics include: strategies for academic survival, making full use of free campus resources, selecting an appropriate major, and developing a first year plan. Students are also acquainted with Policy 3100 (Mesa College Catalog, 2004).

Personal Growth 127-Student Success Skills: This course focuses on academic success through study skills such as note taking, test taking and memorization, life skills such as time management and stress management, as well as other college survival topics. Some classes utilize materials for various ethnic/cultural perspectives. *Transfers to University of California and California State University as an elective.*

Personal Growth 130-Career Life Planning: This course focuses on the career decisions making process from self exploration and career research to career decision making and action plans. The course includes self assessment, research, decision making and goal setting, resume writing and interviewing skills. *Transfers to California State University as an elective.*

Personal Growth 140-Life Skills and Personal Adjustment: This course focuses on achieving balance in one's life, increasing personal coping skills, acquiring skills to achieve self-discipline, learning to utilize assertiveness techniques, and clarifying personal goals. *Transfers and meets Area E for California State University.*

Counseling with Specific Populations

Allied Health: A counselor is assigned to serve students in special admissions programs such as animal health technology, dental assisting, health information technology, medical assisting, physical therapist assistant, and radiologic technology.

Athletes: Counseling faculty provide services to student athletes, in order to maintain eligibility, in collaboration with the Student Athletic Department.

Financial Aid: Counseling faculty serve students who need specialized assistance with Financial Aid appeals.

Freshman Experience: Counseling faculty teach personal growth courses linked to other courses to form learning communities that contribute to enhanced persistence and retention of new students.

High School Students: Counseling faculty provide outreach counseling to high school students at Mesa College feeder high schools and college fairs. Counselors participate in an annual high school counselors' conference and provide resources regarding the college and the community college experience to their counterparts at local high schools.

Honors Students: Counselors advise honors students regarding specialized transfer opportunities to four year institutions.

International Students: A counselor and assigned staff work collaboratively with Admissions in meeting the needs of international students including matriculation, peer support (Mesa Culture Club), and meeting visa obligations and mandatory reporting requirements.

Mesa Academy: A counseling faculty member coordinates retention services from an African American perspective, including outreach, Personal Growth 127 instruction, collaboration with instructional faculty in English and math, as well as providing counseling, mentoring, and transfer activities.

Puente Program: A counseling faculty member coordinates a joint statewide retention program with the English department from a Chicano/Latina perspective. Services and activities are focused on leadership development, peer support (Puente Club), learning communities (Personal Growth and English), mentoring and transfer to universities.

Students with Disabilities: Counseling faculty work collaboratively with Disability Support Programs and Services faculty to accommodate the needs of students with disabilities. Appointments are made for students with disabilities year round. Additionally, one counselor is fluent in American Sign Language and counsels Deaf students who plan to transfer to a university and who need educational plans for the Department of Rehabilitation.

Transitional Students: Counseling faculty outreach to students in the Bridging Lab who are taking preparatory English and math courses, and who are less likely to seek counseling by traditional means.

Veterans: Counseling faculty members provide services to Veterans, in order for them to maintain benefits, in collaboration with Veterans and Records.

COUNSELING FACULTY ROLE WITHIN THE ACADEMY

Overview

The role of counseling faculty within the academy is to facilitate communication among students, Student Services, and Instruction. Counseling faculty deliver the message about counseling programs and services by means of flex activities, maintaining presence on key campus committees and groups, and distribution of information through various media. Counselors serve as consultants and often inform other faculty pertaining to curriculum based on student needs. Counselors endeavor to remove barriers that hinder students throughout the matriculation process starting with outreach to prospective students for admissions, continuing with assessment and orientation through Personal Growth 65, creating an educational plan and ending with follow-up. By contributing to resolution of issues with the catalog, articulation agreements and prerequisite enforcement, counselors promote positive collegial relationships and academic integrity. Finally, counselors participate in college governance and contribute to institutional improvement through the development of publications and participation in the Academic Senate and various committees.

Counselors take a leadership role in student-centered events such as those focused on student diversity. They also play a key role in easing the transition of new students attending Mesa College through outreach to local high schools, campus visits, welcome events and Personal Growth classes.

Counselors contribute to the hiring of new faculty and staff by serving on hiring committees and as district affirmative action representatives.

Counselors maintain strict adherence to both our ethics and accountability statements.

Finally, counseling faculty participate in college governance and contribute to institutional improvement through the development of publications and participation in the Academic Senate and various committees.

Consultation

Counseling faculty consult colleagues on many matters affecting students and their success. Participation and leadership in the Academic Senate, Chair of Chairs, Student Services Council, and various committees fosters regular communication and mutual support among faculty members. Counselors are responsible to educate colleagues in other disciplines about Counseling.

Interdisciplinary Collaboration

Counselor liaisons are assigned to each discipline/department on campus to create open communication with other instructional faculty and ensure updated information for students. As curriculum is dynamic, counselors take an active role in responding to changes in curriculum and regulations in order to protect the discipline's integrity. Curriculum changes affect students and therefore affect counseling. Counselors attend statewide as well as regional meetings. Key information is then disseminated amongst counseling faculty across campus via e-mail, school meetings and combined department meetings.

Counselors provide flex training for faculty on issues relevant to the Counseling discipline, student services and student success.

Participation in Learning Communities (Math and English) and instructional partnerships such as MAAP (Athletics and Physical Education), Puente Project (English), and Mesa Academy (English) provides interdisciplinary collaboration and fosters understanding of each discipline.

Counselors are a key component in the institution's crisis intervention plan, working collaboratively with Instruction, Health Services, and both Campus as well as San Diego Police to ensure student safety and crisis management.

Relationships with Faculty at other Institutions

Solid relationships with personnel from other institutions play a vital role in providing accurate and timely information to students. Counseling faculty members interact with colleagues at other institutions on a daily basis regarding student issues. The San Diego and Imperial Counties Community Colleges Association (SDICCCA) provides opportunities for counselors to meet regionally as well as to mentor new community college counselors. At the regional meetings, issues are discussed that are vitally important to the success of community college students in Region X.

Excellent working relationships with personnel from local institutions of higher education as well as those statewide ensure meaningful communication regarding articulation and key information for students. To foster these relationships, representatives from the institutions in admissions, evaluation and advising participate in department meetings, conduct workshops, and meet with students individually in the Transfer Center. The counselor assigned to the Transfer Center serves as the point person for changes in regulations, articulation and other information affecting transfer students throughout the year.

COUNSELING FACULTY ROLE WITHIN THE INSTITUTION

Overview

All counseling faculty are expected to perform minimum residency service within the college including, but not limited to, serving on department committees, Program Review, Accreditation, and participating in college and district committees, as outlined in the Educational Code.

Counseling faculty must respect and maintain faculty primacy as a historical right of the profession, marked by extensive deliberation on critical issues and policies that affect provision of counseling programs and services to students.

Counselors often assume additional leadership roles through the Faculty Senate, as members of specially appointed task forces, advisors to campus-wide student organizations, and as members on campus search committees.

Counselors contribute to the personal development and success of students by participating in the various campus and district committees.

Counselors generate FTES (Full Time Equivalent Students) through the course curriculum of Personal Growth.

Managing the Personal Growth curriculum includes contributing to curricula changes and communicating those changes to administrators. Issues such as research on students and incorporating assessment into course curricula are specific instances in which counselors must advocate for the discipline.

Role within the Campus

Counseling faculty members serve as discipline experts and student advocates, through collaboration with administrators, instructional faculty, and staff regarding student needs, their development, and ultimate success. Counselors are active on committees at the departmental, college and district levels. At the departmental level, committee involvement focuses on the discipline in areas such as matriculation, student educational planning, and student learning outcomes. At the college level, counselors serve on matriculation, accreditation, master plan, staff development, academic review, and curriculum committees as well as many others that are assigned formally through the academic senate or less formally within student services. At the district level, counselors serve on committees that formulate and implement policies affecting students as well as serve as members of hiring committees.

Counselors provide consultation and advocacy to the college governance process and act as liaisons to the college community to make the environment as beneficial to the intellectual, emotion, and physical development of students as possible. Faculty

research and review counseling programs and services with the goal of improving their effectiveness. Counselors seek to provide training and professional development for counseling staff, interns, adjuncts and others in the college community.

The Counseling department is responsible for reviewing its curriculum by participating in the Student Services Program Review, data collection on the number of students served, providing year-end reports, and goal setting at the annual Counseling department retreat.

Faculty participate in campus and district flex activities, as well as represent the institution at professional conferences such as the California Community College Counseling Association and the American Counseling Association. Visibility through regular attendance at transfer conferences and workshops enables counselors to stay current on transfer, admission, and major requirements, while benefiting students and the institution. Faculty present at professional conferences and offer in-service to the larger Mesa Community. Faculty members also serve as mentors to graduate interns and provide close supervision and training to ensure quality service to students and future success as adjunct counselors.

Role with Administration

Counseling faculty advocate for students by bringing their concerns to administration and the college and by assisting them in navigating the complex nature of higher education. Counselors collaborate with administrators in meeting both instructional and student services goals. Faculty focus their efforts on program effectiveness and inform administration of their efforts through their department chair.

Role with Other Student Service Areas

The Counseling discipline includes faculty members in EOPS, DSPS, Allied Health and Financial Aid. Regular communication and representation of these colleagues at key informational and discussion meetings ensure the integrity of the discipline and consistency on the part of counseling quality. Counselors take a leadership role within Student Services by representing all students. The Counseling chair serves on the Student Services Council. High School and Community Outreach functions work closely with Financial Aid, Admissions, EOPS and Testing. Counselors refer students regularly to all student services areas. Follow-up is utilized for students accessing Transfer and Career Center resources, tutoring, as well as Health Services.

Role of Transfer Center

Transfer Centers were established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to four-year institutions through the coordination of college transfer efforts. SB 121 further established that Transfer centers incorporate the identification, development, and implementation of strategies designed to enhance the transfer of low income, disabled and first generation college students.

While it is clear that Transfer Centers serve as the focal point of transfer activities for community college and university faculty and students, the work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty, and student services programs, in cooperation with the four year systems. Responsibility for the transfer function should not be confined to the Transfer Center, or fall only under the purview of the Transfer Center Director. Significant improvements will not occur if responsibility for an institution's transfer function becomes a compartmentalized and isolated function.

With regard to Transfer Centers, institutions should be committed, but not limited to, the following goals:

1. Identify and increase the number of students who choose to transfer and are prepared to transfer, particularly those who are underrepresented in the transfer process.
2. Increase the number of students, in cooperation with the four-year systems, who actually transfer, particularly from among those groups underrepresented in the transfer process.
3. Work with campus governing boards, administrators and academic senates to ensure that the transfer of students is a high priority of the campus.
4. Revise campus policies and processes as needed to strengthen and clarify the transfer process.
5. Ensure that students obtain accurate and timely academic advising, transfer information and services.
6. Work with instructional faculty and departments to develop curriculum, course content, and pedagogy which integrates transfer concepts and strategies; and to ensure course articulation with lower-division offerings at four-year institutions.
7. To systematically evaluate the effectiveness of the Transfer Center

Transfer Center Counselor's Role

The job of improving transfer is a responsibility of the college, as a whole including campus administration, faculty, staff and student services, in cooperation with four-year colleges and universities. The Transfer Center counselor serves as the campus expert on four-year college and university admissions and transfer. He/She also establishes target numbers by which to improve transfer and in particular the transfer of underrepresented students. The Transfer Center counselor also identifies programs

and services on four-year campuses that provide support services to underrepresented students and assists students in gaining access to these services.

Role with Support Staff

The Student Services Supervisor manages classified staff in the Counseling department. The supervisor attends counseling department meetings as a member and as the voice of the staff. Counseling faculty members work collaboratively with both the supervisor and individual staff as colleagues, to shape departmental policies and programs.

Involvement in Key Institutional Processes

Counseling faculty play a key role in important institutional processes. Counselors provide the perspective of faculty in both student services and instruction as well as represent student needs and perspectives. Below are examples of institutional processes in which counselors participate:

Academic Senate Subcommittees: Counseling faculty members participate in various subcommittees and provide consultation to committee members in their role as counselors.

Academic Senate: Counselors serve as members of the Academic Senate. Counseling faculty members presently serve on the executive committee and the Academic Senate.

Accreditation: The Counseling Department and its faculty have a commitment to the rendering of services that will assist in student success, an outcome reviewed during accreditation. As faculty, we participate in committees and as interviewees to ensure the campus and the Department are accurately reflected in the self-study as well as during the accreditation visit. With the emphasis on student learning outcomes, the counseling department was highlighted as a model through programs such as the Personal Growth 65 – Orientation to College course, Puente Project, and Mesa Academy.

Articulation: In consultation with the Articulation Officer and other faculty on campus, counseling faculty members provide suggestions on majors, course, and/or transfer institutions for which an articulation agreement would benefit students in their educational goals as well as the institution as a whole. The Transfer Center counselor and the Articulation Officer, in collaboration, provide current transfer and articulation agreements to both students and the campus at large. Counselors also assist in identifying errors in articulation and what is available to the public through on-line resources such as ASSIST.

Equity Plan: Mesa College faculty are responsible to report on the college's commitment to access and student equity for historically underrepresented students. Counselors take an active role in the reporting as many of the activities stated in the report are rendered by the Counseling Department.

Matriculation: In accordance with the 1998 Matriculation regulations, section 55523 outlines counseling services which must be rendered by each community college district. Counselors serve as members to the Mesa College Matriculation Committee to ensure that the College complies with these regulations. Additionally, counselors provide consultation for all areas of matriculation including admissions, assessment, orientation, counseling and follow-up, both at the district and campus levels.

Master Plan: The College produces an Educational and Student Services Master Plan coordinated by the respective Vice Presidents. The Master Plans are an attempt to identify significant trends which impact the delivery of education and student services. The plans also provide the framework for activities that move the college forward in its efforts to serve students of the community. Within the Student Services Master Plan, counselors assist in identifying goals and objectives for the Department, the counseling program, assessment and the transfer center and outline a plan for implementation. Additionally, the Department provides input to the Educational Master Plan, identifying goals and objectives for the Personal Growth curriculum.

COUNSELING FACULTY ROLE WITHIN THE COMMUNITY

Overview

Counseling faculty members are actively involved with the San Diego community on several levels. Counseling faculty members are involved in outreach activities which seek to identify and assist prospective students in the application and admission process. Counselors are involved in activities which serve to welcome new students and orient them and their families to the institution. Counselors attend special events and college-oriented activities at secondary schools and adult centers in order to provide students and institution staff with the latest information on college degree programs, course offerings, and transfer opportunities. Counselors attend special workshops and participate in panel discussions on university campuses to provide information and training to educators, high school counselors and other professionals from the community. At the invitation of community-based organizations and professional associations representing different social, ethnic and cultural interests, counselors present at fairs and conferences information about the programs and opportunities available at the college. Additionally, counseling faculty bring in professionals from the community to conduct trainings, to serve as speakers at special college events and to serve as mentors for the students in retention programs. In these ways and more, counseling faculty seek to encourage a high level of interaction within the San Diego Community.

Outreach to Prospective Students

Outreach represents a large part of the Counseling Department's involvement with the community. Partnerships with local high schools help to ease the transition for high school graduates each fall. Counseling faculty conduct outreach to several high schools in the area identified as "feeder" schools in terms of freshman enrollment. Each faculty member assigned to a particular feeder school works closely with the staff at that high school to arrange regular visits to their facility, schedule student assemblies and individual student appointments, set up application and assessment sessions and arrange for students to tour the campus and become familiar with programs and services. Special programs with schools closest to campus have allowed large numbers of senior and junior students to attend the college prior to graduation from high school.

An annual high school counselors' conference enables counseling faculty at Mesa to provide accurate information regarding students from individual high schools, as well as to update the high school counselors regarding programs and services available at the college.

Counselors also maintain close contact with the adult education centers in the District in order to provide access to students at these facilities, many of whom are non-traditional

students. Outreach is an extremely important aspect of ensuring access because many of the students that are contacted in this way are students who are first-generation college-bound students or are members of racial or ethnic groups that are traditionally underrepresented on college campuses. The services counselors provide are those that many prospective students believe are outside of their reach. Through outreach efforts counseling faculty seek not only to ease the transition from high school or adult school into college, but to make college enrollment itself concrete and attainable.

Participation in Campus Events for the Community

Counseling faculty take an active role in organizing and hosting the High School Counselors Conference that is held on the Mesa College campus each year. Invitations are extended to counselors from local high schools in the area. At the conference, counselors present information on academic programs and transfer opportunities, including highlights of special admissions and transfer guarantee programs. The High School Counselors Conference is an ideal format for the exchange of information with colleagues at the secondary school level. It is also a wonderful opportunity for counselors to extend themselves to the community in a way that is professional, informative and social.

Similarly, during the annual welcome and orientation for new students and their families (i.e., "Student Success Day"), counseling faculty play a pivotal role. During this event, counselors serve as greeters, information officers, tour hosts and facilitators for the orientation component of the event for students, parents and other family members. Because counseling faculty are the knowledge-bearers of the many services, academic programs and transfer programs at the college, parents rely on counselors to answer their questions about the college. Parents also depend on counselors to address their concerns about general education, major preparation, degree completion and transfer. This is especially true of parents who have come from out of town to attend the event. Sometimes the community of individuals who attend the orientation are themselves Mesa College graduates. It is not uncommon for parents or siblings of students to attend these events because of past associations they have had with Mesa College.

Counselors also coordinate the Annual Transfer Week activities. For this event, counseling faculty bring in representatives from many different colleges and universities, including the Historically Black Colleges and Universities (HBCU) to provide information for Mesa College students as well as others from the community. Counselors advertise this event on campus, on the website and within the community. Many participants attend from the community because it is a great way to access representatives from institutions that are outside of the local area. Because it is also an informal event that is held outside on the quad, students often invite their friends and family to participate as well. The Transfer Week activities are excellent opportunities for those in the community to access information regarding Mesa College as well as many other colleges and universities around the country.

There are other events on campus where counseling faculty serve as representatives of good will on behalf of the college. These include the many activities that take place on campus during Asian/Pacific Islander Heritage Week, Black History Month, Chicano Heritage Week, Women's History Month and the Festival of Colors celebrations. Many members of the local community look to the campus as a gathering place of persons interested in cross-cultural awareness as well as in furthering themselves personally, academically and vocationally. In this sense, members of the counseling faculty serve as public relations representatives and ambassadors of good will.

Participation in Community Events Off-Site

Counseling faculty take an active role participating in off-campus events in the community in an effort to educate the community about opportunities at the college. Counselors routinely attend conferences as speakers and as attendees, participate on panel discussions, facilitate workshops and attend fairs in the community as representatives of Mesa College.

An example of an off-campus event in the community would be counseling faculty participation as part of the Community College Admissions Panel at the University of California, San Diego (UCSD) High School Counselors Training Conference. The location of the panel is at UCSD in the College of Extended Studies. Because counseling faculty members participate on this panel, counselors are able to meet first-hand with high school counselors and educators concerning the transition of high school students into college. This is an important community service and helps to improve communication between the secondary schools and the colleges. Students benefit enormously from this type of community interaction as admission requirements and procedures, transfer guarantee programs, vocational program updates are explained and clarified.

Many events counselors attend off-campus are those that support the racial and ethnic diversity of the college student population. For example, counseling faculty participate routinely in the Cesar Chavez Breakfast, the monthly Latino-Latina Unity Breakfast, the Mexican American National Association (MANA) and the Adelante Mujer Conference. Counselor attendance at these events supports coalition-building and the recruitment of students who have been traditionally underrepresented in college populations. These community interactions are beneficial to students as well as the College and the District. The Puente Program, a program geared at increasing the numbers of students transferring to four-year colleges and universities, particularly Chicano/Latino students, is particularly strengthened as a result. Additionally, counseling faculty participate in the Annual Martin Luther King Breakfast and the Friday afternoon Catfish Club, as well as events sponsored by the MAAC Project and the San Diego Urban League. Counselors are particularly interested in building coalitions that increase the number of African American students at Mesa College, another group that has been historically underrepresented in college populations. The Mesa Academy a retention program that uses reference material from an African American perspective is particularly

strengthened by these activities. Counseling faculty associations with other community-based organizations and professional groups support the needs of Asian and Pacific Islander students who are also represented in the student population at Mesa College. Counseling faculty are active in attending meetings, conferences and cultural events for the Union of Pan Asian Communities, the Council of Filipino-American Organizations, Kalusugan Community Services and the Filipino American Educators Association. Counselors maintain memberships in many of these organizations and often serve in leadership roles [e.g., on the Board of Directors]. The associations that counselors have with professional groups and community-based organizations provide a foundation for recruitment, strengthen relationships within the community and provide a wealth of resource persons to access as speakers and mentors for student retention programs.

Counseling faculty are active in organizations that support the needs of our international students. A counselor serves as a member of the San Diego Chapter of the Professional International Educators Roundtable (PIER). As there are a significant number of international students at Mesa College, it is imperative that counselors attend PIER meetings and conferences every two months in order to stay current on policies and procedures that affect the international student population. Often PIER conferences are attended by Immigration representatives from the Department of Homeland Security. Counselors' attendance helps to solidify understanding of information that is vital for up-to-date counseling and advisement of international students. Counseling faculty are also represented among the membership of the National Association of Foreign Student Advisors: Association of International Educators (NAFSA: AIE). This organization hosts annual regional and national conferences. It is not uncommon for foreign luminaries, ambassadors and government officials to attend these events. Counseling faculty have not only attended these conferences and events, but participated in leadership roles in these organizations. Counseling faculty participation on the Board of PIER assisted that organization in becoming a model chapter.

Connection with the Community On-line

Increasingly the first contact many community members have with the College and with counselors in particular is via the world-wide-web. Individuals utilize the Internet to explore their options regarding college for many different reasons. For persons who live out of town or out of state, it is a practical way to learn more about the college, its policies and its programs without having to take an expensive or time-consuming trip to San Diego, at least initially. Others, including full time employees, single parents, or individuals with disabilities find using the Internet to access counseling assistance an extremely quick, convenient, and useful mode of contact. The Counseling Department routinely receives e-mails from prospective students in the community asking about degree programs, transfer guarantee programs and registration procedures. The Department Chair distributes these community inquiries to each counseling faculty person so that a response can be made online in an appropriate and timely fashion.

For this segment of the community, counseling faculty are the first representatives of the college with whom the prospective student will communicate. It is imperative that the communication that is undertaken is clear, comprehensive, and compassionate. The number of community members that have access to the Counseling Department via the Internet is as large as the world-wide-web itself. In this sense, the Internet broadens immeasurably the context of counseling faculty involvement within the community.

Relationship with Business, Professional and Academic Communities

Counseling faculty members, by virtue of their role as career counselors, must stay tuned to the business environment. They do so by collaborating with campus career-technical departments and the Transfer and Career Center, by participating in Project Seed (counseling employees at college fairs), and through resources available on-line and through professional development.

Counseling faculty participate in a variety of professional organizations, with the San Diego and Imperial Counties Community College Association and the American Counseling Association being the most prominent. Region X workshops and conferences sponsored by the University of California and California State University systems also contribute to professional development. Counselors attend as well as conduct trainings for colleagues within the campus, the district and the larger community.

CONCLUSION

The role of community college counseling faculty in higher education is significant in several respects. Often as the first point of contact with students and their families, counselors serve to inform, orient and encourage students to embark upon their college careers. Once enrolled, counselors assist students to navigate the often difficult path of adhering to college policies, procedures and deadlines in order to achieve eligibility for courses, graduation, and for many, transfer to a four-year college or university. Regardless of goal, counselors prepare students to become lifelong learners. From their offices or classrooms, counselors underscore the importance of character development, including the significance of honesty, integrity, responsibility and tolerance. The counseling curriculum in the area of Personal Growth also makes clear the importance of academic skills, coping skills, communication skills, goal-setting, decision making, time management, motivation, attitude, creativity and health. Community college counselors are professors, teaching student not only how to manage a successful college experience, but also how to manage life. These lessons ensue from the counseling mandate and have significance not only for higher education, but for social order in an increasingly global community. Among those in academia, there is an unspoken quest to mold from the raw clay of students, a citizenry that is competent, perceptive, responsible, compassionate and free-thinking. Counselors have a noteworthy role in this undertaking.

Not unlike other faculty, counselors envision their role as one that evolves with the needs of the institution. Most instructional faculty specialize in one or two fields, and students often select their courses based on interest or major, resulting in classrooms that are in many ways homogeneous. Counseling faculty, on the other hand are responsible for working with an extremely heterogeneous group of students - in fact, one that spans the entire population of students at the institution, with a diversity of backgrounds, interests, goals and aptitudes. At one moment, a counselor may work with a student who is taking organic chemistry in preparation for medical school and in the next moment with a student who is struggling to get through remedial English or mathematics. Whether the student has a physical or mental disability, is a high school drop-out, a single-parent, an honor student, an athlete, a graduate student, an elderly person, or is still in high school, the community college counselor must be knowledgeable in the counseling discipline, but also informed across disciplines to effectively assist students with academic preparation and long range planning in many different fields of interest. The depth and breadth of counselor training and the need for ongoing professional development becomes critical in meeting the demands of students who are pursuing a myriad of career paths. In support of the college mission to promote access, retention and student success across a diverse population of students, counselors are committed to assisting students with their individual needs. An increasingly diverse student population also lends challenge and responsibility to the nature and scope of the counseling faculty position. The more diverse the needs and the students, the better prepared counselors must be.

Societal forces also shape counselor responsibilities. The rise in college tuition nationwide, the competition for financial aid as well as the availability of financial resources has forced many university-bound high school seniors into the community college system. Other students who could have afforded attendance at a four-year college or university are choosing to attend a community college because of the monetary savings. An increase in students brings an increase in the demand for counselors to provide orientations, assessment interpretation and counseling to support their graduation and/or transfer. Students' lack of effective academic preparation for college presents additional challenges to the counselor. Nationwide, there have been an increasing number of high school drop-outs or graduates who are ill-prepared for the rigors of study at the post-secondary level. Others, including a growing number of international students consider the community college an academic proving ground and seek to build their competencies to acquire the qualifications they need to transfer. Competition for admission to some of California's top research institutions like the University of California at San Diego, Los Angeles and Berkeley drives a large number of students to seek admission at the community college in order to take advantage of the transfer programs, some of which guarantee admission if students meet specific criteria. Unemployment and an uncertain economy provides the impetus for many individuals to seek a community college vocational education program as a way of obtaining preparation for a career and more immediate employment to support their families. In these ways, societal factors impact the numbers of students enrolled in the community college system as well as the type of programs and services, including counseling services that will be required to accommodate them.

In honoring the professional trust that is inherent in an academy of peers and in accordance with the tenets of matriculation, counseling faculty at San Diego Mesa College have undertaken a broad and comprehensive array of programs and services. Counselors work with students from admission, orientation and assessment to a variety of counseling and follow-up activities. They counsel students, individually and in groups, conduct transfer, career, and application workshops, coordinate programs for selected student populations, develop and implement special projects to support student success and teach courses within the Personal Growth curriculum. Additionally, counselors serve the discipline, the institution and the academy by participating as researchers, writers, committee members, speakers, consultants and collegial consultants. Counselors have taken an active role in Student Learning Outcome (SLO) research at the college to give assurance that students are meeting intended objectives.

Finally, counseling faculty are responsible to the community by reaching out to potential students and their families as well as to other educational institutions, associations, and community-based organizations ensuring that students are welcomed and successfully ushered into the college and onward toward their educational and career goals. As counselors plan for the future, they know that they must accommodate ever-increasing numbers of students who are diverse in culture, personal circumstances, goal orientation and preparation. Counselors will continue to provide a variety of student-driven services, including classroom instruction, individual counseling as well as group workshops and likely increases in on-line instruction and advising. As members of a

large and burgeoning community college district, counseling faculty at San Diego Mesa College are dedicated to providing these services with a commitment to quality.

The Counseling Faculty Role Paper elucidates the duties and responsibilities of counselors at San Diego Mesa College, and also makes clear the historical and philosophical foundations that have served in the evolution of the counseling discipline. Although the counselor role is dynamic and as such is ever-yielding to changing institutional demands, the role paper serves as a framework from which growth may occur. This document then becomes a useful tool not only for intra-departmental training, research and evaluation, but also for the purposes of administrative management, inter-departmental collaboration and institutional planning. This is especially crucial as institutional growth, student service needs and staffing requirements come to bear on budgetary decisions. As counseling faculty are actively involved in the Western Association of Schools and Colleges (WASC) Accreditation Standard Two, Part B: Student Support Services, it is important that the role that counselors have undertaken in support of the matriculation plan, the strategic plan, program review and Student Learning Outcomes (SLO) research, be encouraged and sustained for the enhancement of services to students. The Counseling Faculty Role Paper gives the vantage point of counseling for future planning and research that will benefit the entire college community.

GLOSSARY

AB 1725: Vasconcellos Community College Education Reform Legislation, which charged faculty with broad responsibilities. It was the intent of the Legislature to improve academic quality and in doing so the Legislature saw fit to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties.

SB 121: Senator Gary Hart's Bill, which established that strong transfer between California Community Colleges, University of California, and California State University systems, is the responsibility of the institutions. The plan contains a number of provisions designed to engender cooperation among the systems.

Academic Counseling: A type of professional counseling provided to students by Mesa Counseling faculty with an emphasis on the students' educational goals. Components include educational plan development, course selection, and certificate, degree and transfer requirements.

Academic Senate: The organization whose primary function, as representative of the faculty, is to make recommendations to the administration of the College and to the San Diego Community College District Board with respect to academic and professional matters.

Academy: Academy of faculty peers at the college and other institutions of higher learning.

American Counseling Association (ACA): The counseling body dedicated to the growth and development of the counseling profession and those who are served.

Advising: Advising focuses on giving students the information they need to reach their stated goals. Advisors explain and clarify this information for students and present material in a manner sympathetic to the needs and situation of the student. Advising responds to the student's request for discipline specific information.

Articulation: The process developed to facilitate student transfer from one participating California college/university to another in order to complete a degree. The goal of articulation is to make planning and gathering transfer information simple.

Career Counseling: One type of professional counseling provided to students by Mesa Counseling faculty with a focus on personality, interest and values assessment, occupational and employment trends, and career-life planning.

Consultation: Governing board or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy effectuating such recommendations.

Counseling: Counseling is required when the student needs more than just specific information. When goals are not yet set, when decisions are not yet made, when the problem goes beyond a need for data, the student needs counseling. In this context, it is not appropriate for advisors to advise undecided or probationary students who, by the nature of their situation, require counseling. Nor is it appropriate for advisors to be called counselors.

Counseling Appointment: A 60-minute student counseling session scheduled on the SARS system with 50 minutes dedicated to counseling and 10 minutes preparation, referrals, documentation and follow-up. Appointments are typically scheduled one week in advance.

Education Code: The current laws in effect that pertain to regulations and policies in California's educational institutions.

EMO (English and Math Orientation): An orientation to college provided by a Mesa Counseling faculty to students following the English and math assessment.

Faculty: Any certificated employee of the San Diego Community College District whose term of employment does not demand a supervisory or administrative credential and who is not declared as holding a management position.

International Student Program: A collaborative program between Counseling and Admissions which serves international students at Mesa College.

ISIS: The San Diego Community College District Data Communication Network that serves as a repository for confidential student records and college information.

Kearny Fast Track: A high school partnership program that enables high school juniors and seniors to accrue college credit while in high school with counseling oversight.

Learning Communities: Linked courses in which two or more instructors inform curriculum across disciplines to improve Student Learning Outcomes.

Matriculation: The process that brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective. The agreement involves the responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements.

Mesa Academy: The Mesa Academy is a retention and academic program that utilizes materials from an African American perspective to assist students with program/degree completion and transferring to 4-year institutions.

Mesa Academic & Athletic Program (MAAP): The MAAP program is an academic and retention program for Mesa College student-athletes developed cooperatively through the Counseling and Physical Education Departments.

Outreach: Outreach is a collaborative program between the Counseling department and EOPS that focuses on outreach and recruitment of local high school students with an emphasis on those who are low income and/or first generation.

Personal Growth Courses: Courses taught within the Counseling discipline including Personal Growth 65 Orientation to College, Personal Growth 127 College Success Skills, Personal Growth 130 Career Life Planning and Personal Growth 140 Life Skills and Personal Adjustment.

Personal Issues Counseling: A type of professional counseling provided to students by counseling faculty with a focus on physical, emotional and/or the psychological well being of the student. Professional and community service referrals as well as follow-up are often utilized to ensure student safety.

Program Review: A process by which the department evaluates its effectiveness and develops recommendations for improvement, including hiring.

Puente: The Puente Project is an academic, retention and transfer program that utilizes materials from the Latino/Chicano perspective. Puente includes writing, counseling and mentoring components and is a collaboration between Counseling and the English Department.

Reassigned Time: Time assigned to contract faculty to perform duties outside of their regular work assignment, as part of their contractual assignment. The department receives backfill money to compensate for the time lost to the department.

Release Time: Time assigned to contract faculty to perform special duties as part of their regular work assignment, such as program coordination and departmental projects.

Scheduling And Reporting System (SARS): A multi-user scheduling program used by the Mesa Counseling Department. It enables users to track student contacts and appointments.

Student Access: The availability of support services to students and their ability to access those services. Student access to counseling services includes the website, transfer center, materials, workshops, Personal Growth courses, telephone calls, e-mail, drop-in counseling, counter counseling and counseling appointments.

Student Education Plan: The official document identifying a student's specific goal and describing the responsibilities of the student, the requirements he/she must meet, and the courses, programs, and services required to achieve his/her stated goal.

Student Equity: Student Equity aims to enable the institution to facilitate a place of learning that allows the participation of all students regardless of race, creed, color, sex, sexual orientation or disability. This is achieved through the development of strategies, policies and practices aimed at assisting the academic endeavours of specific disadvantaged groups.

Title 5: Education section of the California Code of Regulations that refers to California Community Colleges.

Transfer: Students' ongoing efforts in matriculating from the college to other institutions or universities.

Transfer Center: The Education Code, Section 51027 defines Transfer Center as specific locations on a college campus that 1) have a private space for students to meet with university representatives, 2) are readily accessible and identifiable to students, faculty, and staff and 3) serve as a focal point for collaborative functions and activities to increase the transfer rate.

Values: A set of basic assumptions, guiding beliefs and understandings that are discovered, invented, and developed in learning and are shared by members of the department.

Veterans (VA) Counseling: Counseling services provided to military veterans and their dependants. Educational plan development is an essential part of this service.

Walk-In Counseling/Advising: An informal counseling or advising service that accommodates "quick question" issues. This counseling service is provided to students at the front counter or in a 10-20 minutes session in a counselor's office.

50% Law: Since 1961, Section 84362 of the Education Code has required community college districts each fiscal year to spend 50 percent of their current educational expenses on salaries for classroom instructors. At this time, counselor and librarian salaries are not included in this calculation.

75/25 Ratio: Faculty hiring processes and procedures that include counselors and librarians; the premise that 75 percent of course offerings must be taught by full time faculty.

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