

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2014-2015

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	January 30, 2015
College	Laney	Administrator:	Gregory Granderson
Unit/Area	Counseling		
Completed By:	Lilian Chow & Manuel Alcala		
Mission/History and Description of Service Provided <i>Brief, one paragraph.</i>	<p>The mission of the Laney College Counseling Department is to provide students and prospective students with comprehensive academic, career, and personal counseling. Counselors work with students regarding university transfer, Career Technical & Education Programs, basic skills development, personal/professional enrichment and personal concerns, while helping students develop personal decision making tools. We value the diversity of our student body and the worth and dignity of each individual.</p>		
Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i>	Counseling Student Services Outcomes (SLOs)		
	1. Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.		
	2. Navigate the processes that lead to successful transfer to a four year college or university; student is able to demonstrate progress by successfully following SEP.		
	3. Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing. <ul style="list-style-type: none"> • Student can identify the factors that kept them from being successful • Student is aware of appropriate classes and support resources. 		

SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	<p>All three of the Counseling Department's SLOs map to the College's Institutional Learning Outcome (ILO) which is as follows:</p> <p>Personal and Professional Development: Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.</p>
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II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments																					
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>The number of students served varies according to the time of year. For example, the beginning of each semester and summer session is considered high-peak and a much higher volume of students are served to support enrollment and are seen primarily on drop-in. The data below comes from SARS reports.</p> <p>Number of Individual Student Contacts (duplicated) based on January – December data (Data Source: SARS Report - Counselor Contacts)</p> <table border="1" data-bbox="540 1003 1468 1192"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014 Jan - Dec</th> </tr> </thead> <tbody> <tr> <td>Appointments Attended</td> <td>4163</td> <td>4191</td> <td>3676</td> <td>3868</td> </tr> <tr> <td>Drop - Ins</td> <td>14851</td> <td>14499</td> <td>15720</td> <td>17969</td> </tr> <tr> <td>Total Contacts</td> <td>19014</td> <td>18690</td> <td>19396</td> <td>21837</td> </tr> </tbody> </table> <p><u>NOTE:</u> SARS data above does not include all contacts, i.e. workshops, email contacts, telephone contacts, letters of recommendation written, etc.</p> <p>* See <u>Attachment 1</u> for Counseling Dept. Outcomes & Assessment Report</p>		2011	2012	2013	2014 Jan - Dec	Appointments Attended	4163	4191	3676	3868	Drop - Ins	14851	14499	15720	17969	Total Contacts	19014	18690	19396	21837
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Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>Career Technical & Education Programs (CTE): The Counseling Dept. has collaborated closely with CTE programs, i.e. counselors serve as dept. liaisons, scheduled visits & discussion at the CTE teaching sites for counselors, CTE dept. chairs invited to counseling dept. meetings. The CTE Programs would like to partner with the Career/Transfer Center to address the special needs and support of their programs.</p> <p>Transfer and Basic Skills: The course offerings developed in the COUN Discipline were a collaborative effort of district-wide PCCD counselors to provide support to student success in an alternative group setting. See <u>Attachment 2</u> for full description of the COUN Discipline course offerings.</p>

Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p>Strengths <i>What are the STRENGTHS of your unit/area?</i></p>	<p>Please see Attachments 3 & 4 for the list of Counseling Liaisons and memberships in standing committees and governance groups.</p> <p>One relationship that has proven to be effective is the Counseling Department's liaison assignment to instructional departments. See Attachment 3. This is an effort to continue fostering collaborative communication and working relationships. The liaison counseling faculty member serves as the key contact according to designation. The counseling liaison is responsible for receiving and delivering information regarding curriculum/program changes, concerns, or problem solving opportunities between the counseling and instructional departments. The liaison representatives are willing to attend department meetings to exchange information and/or clarify issues. In addition, the Counseling Department regularly invites academic departments to present to College wide Counseling meeting regarding program updates.</p> <p>The committee membership (Attachment 4) and liaison list demonstrate how counseling faculty are an integral and active part of the college community. In addition to the standing committees, counseling faculties are called upon for consultation on individual student problems and special meetings with instructional faculties and administrators.</p> <p>Throughout the year, our student contacts are divided into appointments (30 minutes) and drop-ins (10-15 minutes). Students are able to schedule counseling appointment online, by phone and in person. Appointments provide an opportunity to develop a comprehensive student educational plan, review transcripts and discuss other issues related to student success and progress. Drop-In counseling is available on a first-come, first serve basis. These counseling contacts support Student Success Services & Programs (SSSP)</p>
<p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>The Counseling Department has suffered the loss of 5 full-time counseling faculty positions since fall 2008. In fall 2013, we hired two full-time counselors, one assigned to Athletics and the other to Transfer Center. We lost one counselor since then because the Transfer Center counselor resigned in spring 2014. We currently have 8 full-time general counselors including the articulation officer. The articulation officer has a .75 assignment and sees students only during peak registration (.25). The department needs at least five more full-time general counselors, including a Transfer Center Counselor, Career Counselor and SSSP Coordinator/Counselor. Additional bilingual counselors are needed to assist students with limited English proficiency. Currently the Counseling Department is in the process of hiring 2 positions (Transfer Center Counselor/Director and a Career Counselor). The department requires additional counseling faculty to assist students in developing mandatory abbreviated and comprehensive SEPs due to increased demands of</p>

	<p>SSSP as well as the Completion Campaign requirements. More counselors are needed to teach SSSP Orientation classes given that all new students need to have comprehensive orientation (online orientation is only one component of this). See attached Faculty Justifications.</p> <p>SB 1456 – Student Success Act of 2012 restructured the way student support services are delivered to improve the assistance that students receive at the beginning of their educational experience. The goals of the Student Success & Support Program aka SSSP (formerly matriculation) are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success & support program (formerly matriculation) process: admissions, orientation, assessment and testing, counseling, and student follow-up. During Spring 2015, we plan to hire a full-time SSSP Counselor/Coordinator who can coordinate SSSP efforts and collaborate with the SSSP workgroup to ensure that the College is on track with implementation timelines. This counselor will represent the College at the District meetings and serve as a conduit between Laney efforts and the District SSSP implementation. Currently, we have a full time counselor acting as the interim SSSP coordinator with .5 release time.</p>
<p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>Two full-time counselor positions (Transfer Center & Career) are approved for hire this spring 2014 (start date Spring 2015). The department needs to hire a full-time SSSP Counselor/Coordinator (Tenure Track) and 5.5 FTE SSSP positions as soon as possible. In addition, 9 support staff are need to be hired for SSSP. (See Attachment 5- Laney College SSSP 2014-15 Budget Plan & Attachment 6 – Laney College 2014-15 Student Success and Support Program Plan).</p>
<p>Limitations <i>What are the current LIMITATIONS of your unit/area?</i></p>	<p>The department has identified the following needs, challenges, and limitations that if not addressed will continue to adversely affect the counseling services to students:</p> <ol style="list-style-type: none"> 1. The district needs to improve communication and collaboration with the counseling department to communicate with students about important issues (e.g. 45 units AA/AS degree reminder) that are traditionally done each semester. 2. The counseling Department needs assistance in developing and maintaining communication with student using webpages, online counseling services, online SARS access, and a webmaster to support the department. 3. Need to reinstitute district-wide annual student services surveys and graduation survey. 4. Need research support to develop appropriate and accurate assessment methods for SLOs. 5. Need counselor access of the CollegeSource transfer evaluation system. 6. Need to work collaboratively with the administration, categorical and special funded program’s counselors to develop on-going training and development of counseling student services. 7. Maintain involvement in the important and expanding collaborative

	<p>efforts of department, college, and district committee work.</p> <ol style="list-style-type: none">8. Develop and strengthened new initiatives, strategies and programs, while maintaining the required and traditional counseling services of the college.9. Need to work collaboratively with Laney College SSSP Coordinator and student service units to plan and implement in order to meet the SB 1456 – Student Success Act.10. Due to budget cuts and loss of counselors, the department is only open one evening per week and a half day Friday. As we hire more counselors, the department needs to be open one or more additional evenings to serve night students.11. Need to hire more office support staffs to meet the counseling department mission. The counseling department had lost support staff due to retirement and budget cuts.12. Need technical support/on going training to develop on-line counseling advising services.
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Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

The following describes the action plans directly related to the results of the analysis of data collection from the Student Learning Outcomes:

- In Fall 2015, the department will assess SLO #3 by distributing a survey to students related to Academic Success intervention methods.
- Development and distribution of survey related to academic and progress probation.
- Reevaluate Academic Success Contract and follow-up procedures.
- Revise Academic Success Contract to gather more information on needs and problems related student success.
- Consider distinguishing between academic and progress probation students to assess needs.
- Survey other colleges to see how they assist their students on academic/ progress probation.
- Consistency in development of abbreviated and comprehensive SEPs – major, goal and program requirements through ongoing in-service training and discussions.

The Counseling Department has identified the following changes and/or strengthening activities and concerns that if addressed would enhance services to students. These initiatives will continue to be reviewed and revised as appropriate and will impact the priorities set by the department:

1. Increase the number of full-time Counseling faculty to restore prior base (replacement of retirees); department has shrunk from a high of 16 full time counselors in the late 80's.
2. Increase student retention and persistence.
3. Decrease number of students on probation and dismissal; pursue establishment of both in-person and on-line college success counseling classes and workshops.
4. Work with the Laney community, including the college SSSP Advisory Committee, to reestablish an Early Alert System. The goal is to identify at risk students and reduce the number of student on probation.
5. Work collaboratively with Transfer Center Director to increase Transfer Admission Guarantees (TAGs) and implement strategies to increase transfer rates.
6. Work collaboratively with both Transfer Center Director and Career Counselor to increase the use of the Career/Transfer center's resources.
7. Increase Counseling Discipline course offerings to include Orientation to College to meet the SSSP mandate and continue alternative of online offerings with consideration for expansion.
8. Work to continue and strengthen methods to assess effectiveness of services, i.e. student surveys and implement criteria of SLO assessment methods established.
9. Increase rate of appointment for student contacts vs. drop in to meet the SSSP mandate for abbreviated and comprehensive SEPs.
10. Increase the accessibility for student appointments by using the online SARS appointment booking system through the Counseling web-page.
11. Increase 'show rate' of students at appointment by hiring new counselors and make use of the online SARS features.
12. Increase degree/certificate completion rates and transfer rates.
13. Increase in number of students with appropriate SEP development through online advising.
14. Development of transfer workshops, i.e. career resources/websites, selection of major, UC application & personal statement, steps to transfer, use of ASSIST, etc.
15. Continue collaborative efforts with instructional faculty, i.e. counseling liaisons with instructional departments; revisit proposal to improve the Early Alert system for SSSP mandate; and all associated training needs for counseling and instructional faculty; and development of improved enrollment and

matriculation strategies (i.e. class scheduling, short-term, late start, online offerings, late add period, prerequisite/corequisite enforcement, etc.)

16. Advocate to the Peralta district management team in order to notify students through email for essential services such as, missing SSSP mandated components, 45+ unit notification for AA/AS/AS-T/AA-T degrees and certificate completion, and academic/ progress probation and dismissal Early Alert.
17. Continue efforts to make suggestions to improve problems with PeopleSoft to ensure better services to students.
18. Improve accuracy of SARS data input, i.e. reason codes for SSSP and State MIS reports.
19. Work to establish changes in the method of operation to address the budget cuts with minimal effect on the quality of services delivered.
20. Ongoing review of Counseling Orientation courses for SSSP mandated services.
21. Assist the development and implementation of the funded SSSP core services.
22. Need to consolidate/eliminate duplication counseling services (i.e. SEP, FA petition, Graduation petition) with Categorical programs (EOPS, CalWorks, DSPS) and other Learning Communities.
23. Schedule assessment appointments throughout the semester and reduce assessments during late enrollment period.
24. Work collaboratively with all the college learning to refer students.
25. Work in partnership with all counselors college-wide (EOPS, DSPS, CalWorks, & other Learning Communities) to build quality services during 'Peak Enrolment Period'.

Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-<http://scorecard.cccco.edu/scorecard.aspx>)

Meet District FTES Target for AY2014-2015 of 19,355	See ACTION PLAN above
Increase Student Success	See ACTION PLAN above
Increase Persistence <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i>	See ACTION PLAN above
Increase College Completion <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i>	See ACTION PLAN above

III. RESOURCE NEEDS

Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

Current Staffing Level:		Headcount	FTE Equiv.
	Faculty (Permanent)	8	8
	Faculty (PT/Adjunct)	5	1.3
	Classified Staff (Permanent)	0	0
	Classified Staff (Hourly)	1	1
	Students	4	1
	ICC/Consultant/Other		
<p>Narrative: <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</i></p> <p><i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i></p> <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery.</i></p>	<p>The Counseling Department has suffered the loss of 5 full-time counseling faculty positions since fall 2008. In fall 2013, we hired two full-time counselors, one assigned to Athletics and the other to Transfer Center. We lost one counselor since then because the Transfer Center counselor resigned in spring 2014. We currently have 8 full-time general counselors including the articulation officer. The articulation officer has a .75 assignment and sees students only during peak registration (.25). The interim SSSP coordinator is currently doing (.5) Counseling and (.5) SSSP coordinator assignment. In addition, our part-time/adjunct faculty has decreased from 2.18 FTE to 1.3 FTE.</p> <p>We currently have no full-time Senior Clerical Assistant. We are in the process of hiring and filling this position. The department now has a full-time hourly temporary clerical assistant as the main support staff. We previously had an additional full-time Staff Assistant (.50 counseling support/.50 veterans affairs) who retired and a part-time Clerical Assistant II who resigned. <u>These two permanent support positions have not been replaced.</u> We have four part-time student workers who support the Counseling office. The current staff is not sufficient to support the administrative needs and the great numbers of students who come in to the Counseling Department daily. From January – December 2014 the counseling department total student contact was 21,837 students.</p> <p><u>Current Counseling Faculty</u></p> <p>General Counselors: 6.5 Full-time Interim SSSP Coordinator: 1 Part-time (.5 SSSP coordinator/ .5 counseling) Articulation Officer: 1 Full-time (.75 articulation/.25 general counseling) Part-time Counselors: 5 who work limited hours</p> <p><u>Current Support Staff</u></p> <p>Senior Clerical Assistant: none Temporary Full time hourly clerical assistant support staff: 1 Full time</p>		

	Student workers: 4 Part-time
<p>Human Resource/Personnel Requests <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p>	<p><u>Faculty:</u></p> <ol style="list-style-type: none"> 1. Transfer Center Director 1.0 FTE (In process of hiring) (.50 Transfer Center/.50 General Counseling) 2. Career Center Director 1.0 FTE (In process of hiring) (.50 Career/.50 General) 3. SSSP Coordinator/Counselor 1.0 FTE (In process of hiring) (.50 SSSP/.50 General) 4. General Counselor 1.0 FTE 5. General Counselor 1.0 FTE <p><u>Classified:</u></p> <ol style="list-style-type: none"> 1. Staff Assistant for Counseling department 1.0 FTE - vacant due to retirement 2. Staff Assistant 1.0 FTE – vacant due to retirement (.50 counseling support/.50 veterans’ affairs) 3. Clerical Assistant II .50 FTE – vacant due to resignation

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

<p>Narrative: <i>Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.</i></p>	<p>The Counseling department is on the third floor of the Administration building. In the beginning of Fall 14, there was a flood happen in the third floor woman bathroom and which affected multiple office near that area. The flood has potentially caused mold which had affected the air qualities on the third floor.</p>
<p>Facilities/Infrastructure Requests <i>List your facilities requests in prioritized/ranked order.</i></p> <p><i>Facilities requests will go through the established College and District planning and budgeting process.</i></p>	<ul style="list-style-type: none"> • The counseling had requested that the baseboards that were damaged during the flood be replaced. • Investigate potential mold on a regular bases and replace the air filters and damaged carpet.

Technology

Please describe any technology needs for your unit/area.

<p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p>	<p>Each counselor's office has a desktop PC and printer. The Counseling reception office has computers and printers as well as a copy machine and fax machine.</p>
<p>Technology Requests <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p>	<ul style="list-style-type: none"> • Need a new multi-functional copier • Need a color printer that can in Counseling reception office • Ongoing maintenance of department and online advising website • Ongoing maintenance and update of information on the digital signage display screen installed at the Counseling student waiting area • Career software needs include: the Eureka disk version which has a useful feature for linking majors with careers (not available on the web version); Discover and Career Cruising; we also recommend these career software programs be available on other computers

	<p>throughout the campus, e.g.: library, Assessment and Welcome Centers, etc.</p> <ul style="list-style-type: none">• Department laptops/tablets and portable projector to present in varies meetings. In addition, department laptops/tablets can be used to advise students on campus and use for academic triage during peak registration. <p>*See <u>Form B1, B2, B3, B4</u></p>
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IV. OTHER

Please feel free to provide any additional information about your unit/area below.