

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

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

College	Laney	Date Submitted:	February 20, 2014				
Unit/Area	Counseling	Administrator:	Tina Vasconcellos				
Completed By:	Kathy Ma & Ann McMurdo						
Mission/History and Description of Service Provided <i>Brief, one paragraph.</i>	The mission of the Counseling Department is to assist students with decisions that affect their academic, vocational, and personal goals. Quality counseling programs staffed by professional counseling faculty are critical to assure that students achieve their educational and career goals. Today's students face a myriad of complex academic and personal issues and concerns. By helping students identify those issues and deal effectively with them, counseling faculty provide a means for students to be successful.						
Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-POs)</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Counseling Student Services Outcomes (SLOs)</th> </tr> <tr> <td style="padding: 5px;">1. Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.</td> </tr> <tr> <td style="padding: 5px;">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.</td> </tr> <tr> <td style="padding: 5px;">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. </td> </tr> </table>			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.
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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 1041 1360 1192"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Appointments Attended</td> <td>4163</td> <td>4191</td> <td>3676</td> </tr> <tr> <td>Drop - Ins</td> <td>14851</td> <td>14499</td> <td>15720</td> </tr> <tr> <td>Total Contacts</td> <td>19014</td> <td>18690</td> <td>19396</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	Appointments Attended	4163	4191	3676	Drop - Ins	14851	14499	15720	Total Contacts	19014	18690	19396
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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>CTE and Vocational: The Counseling Dept has collaborated closely with CTE/Vocational 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/Vocational 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.</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 faculty are called upon for consultation on individual student problems and special meetings with instructional faculty and administrators.</p> <p>Throughout the year, our student contacts are divided into appointments (30 minutes) and drop-ins (10-15 minutes). Appointments provide an opportunity to develop an educational plan, review transcripts and discuss other issues related to student progress. Drop-In counseling is available on a first-come, first serve basis. This type of student contact is intended for simple, brief answer questions.</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. The department requires additional counseling faculty to assist students in developing mandatory abbreviated and comprehensive SEPs due to increased demands of 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</p>

	<p>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 fall 2014, we need 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.</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 fall 2014). During fall 2014, the department needs to hire a full-time SSSP Counselor/Coordinator.</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 enhancement of services to students:</p> <ol style="list-style-type: none"> 1. Lack of response from district for student mailing labels for outreach that is traditionally done each semester. 2. Limited resources for technology growth in-services, need webmaster and a dedicated server, i.e. electronic SEP's (proposed since early 90's), online counseling services, online matriculation orientation, and online Counseling course development. 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 'ergonomic' assessment of work areas, i.e. computer & keyboard placement, chairs, etc. 7. Lack of ability for easy access of data in Passport, previously accessible in Legacy/mainframe. 8. PASSPORT conversion issues: requires longer time in a student contact to access information (requires accessing more screens to find needed information); lack of infrastructure to communicate challenges and work to resolve, etc. 9. Maintain involvement in the important and expanding collaborative efforts of department, college, and district committee work to assess and develop new and strengthened initiatives, strategies and programs, while maintaining the required and traditional counseling services of the college with decrease in assistance of adjunct faculty. 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.

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:

- This spring 2014, the department will assess SLO #2 by distributing a survey to students related to transfer and student education plans.
- Development and distribution of a department student satisfaction survey related to probation.
- District institutional research should also resume cycle of distributing and analysis of student satisfaction surveys
- Reevaluate Academic Success Contract and follow-up procedures
- Revise Academic Success Contract to gather more info on needs and problems
- 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 SEPs – major, goal and program requirements; ongoing in-service training and discussion

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 a monitoring hold for probation status students as was implemented for readmit/dismissal students.
4. Work collaboratively with Transfer Center Director to increase Transfer Admission Guarantees (TAGs) and implement strategies to increase transfer rates.
5. Increase number of students in concurrent enrollment programs with four-year institutions.
6. Increase Counseling Discipline course offerings, including full complement of all the offerings and continue alternative of online offerings with consideration for expansion.
7. Work to continue and strengthen methods to assess effectiveness of services, i.e. student surveys and implement criteria of SLO assessment methods established.
8. In conjunction with the Transfer Center Director, develop and expand the new Career/Transfer Center.
9. Increase rate of appointment for student contacts vs. drop in.
10. Increase 'show rate' of students at appointment.
11. Increase degree/certificate completion rates and transfer rates.
12. Increase in number of students with appropriate SEP development.
13. Development of transfer workshops, i.e. career resources/websites, selection of major, UC application & personal statement, steps to transfer, use of ASSIST, etc.
14. Continue collaborative efforts with instructional faculty, i.e. counseling liaisons with instructional departments; revisit proposal to improve the Early Alert system; 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.)
15. Re-establish the matriculation follow-up mailings that have been suspended since the PeopleSoft conversion, i.e. missing matric components, new matric student, 45+ unit letter, and academic/ progress probation and dismissal letters.

16. Continue efforts to make suggestions to improve problems with PeopleSoft and participate in future enhancements.
17. Improve accuracy of SARS data input, i.e. reason codes, file paper copy SEP.
18. Improve following the standards of what activities should be conducted during drop-in vs. appointment.
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.
21. Develop and implement First Year Intensive Orientation.
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. Need up-to-date information & clarity on how to refer students to the other learning communities, i.e. hours of operation and location.
25. Build service during 'Peak Period' by all counselors college-wide (EOPS, DSPS, CalWorks, & other Learning Communities) and devote all working hours to help serve the number of students coming in for enrollment; develop means to defer student to other service areas as appropriate.
26. Develop system for electronic SEPs.

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 AY2013-2014 of 18,830	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)	6	2.18
	Classified Staff (Permanent)	1	1
	Classified Staff (Hourly)	0	0
	Students	2	N/A
	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).</p> <p>We currently have one full-time Senior Clerical Assistant. 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. These <u>two permanent support positions have not been replaced</u>. We have two 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.</p> <p><u>Current Counseling Faculty</u></p> <p>General Counselors: 7 Full-time Articulation Officer: 1 Full-time (.75 articulation/.25 general counseling) Part-time Counselors: 6 who work limited hours</p> <p><u>Current Support Staff</u></p> <p>Senior Clerical Assistant: 1 Full-time Student workers: 2 Part-time</p>
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<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 (.50 Transfer Center/.50 General Counseling) 2. Career Center Director 1.0 FTE (.50 Career/.50 General) 3. SSSP Coordinator/Counselor 1.0 FTE (.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 1.0 FTE – vacant due to retirement (.50 counseling support/.50 veterans’ affairs) 2. Clerical Assistant II .50 FTE – vacant due to resignation
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Facilities/Infrastructure

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

<p><u>Narrative:</u> <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 moved to our permanent, refurbished space on the third floor of the Administration building. General Counseling occupies the entire third floor along with the Dean of Matriculation and her secretary. There is a small conference room space.</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>	

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 ergonomic keyboard trays installed on each counselor's work station (request submitted to Dean)• Two electronic flat screen monitors for the Counseling waiting area to project SARS student waitlist (request submitted to Dean)• Need a color printer in Counseling reception office• Ongoing maintenance of department and online advising website• 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 throughout the campus, e.g.: library, Assessment and Welcome Centers, etc.• Upgraded laptops or tablets for all counselors who teach and a portable projector to be used to enhance teaching in the classroom; Laptops or tablets would also be useful for counselors to bring to meetings and use with advising students <p>*See <u>Form B</u></p>

IV. OTHER

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