

Counseling Department

Spring 2010 – Student Services Program Review

I. Background Information

A. Describe (Unit, History, Current Components, Purposes/Needs Assessed)

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.

As described in "Standards of Practice for California Community College Counseling Programs" (Academic Senate for California Community Colleges) core functions are derived from The California Education Code and from materials from the American Counseling Association. Functions include: Academic Counseling, Career Counseling, Personal Counseling, Crisis Intervention, Multicultural Counseling, Outreach, Consultation and Advocacy, Program Review and Research, and Training and Professional Development. Although the student population has increased, the Laney Counseling Department has shrunk from a high of 16 full time counselors in the late 80's to 9.16 FTE in the Fall 2009.

Counseling services of the college include drop-in and appointment counseling; assistance to students with the development of Student Education Plans (SEP); development and offering of Counseling Discipline courses; response to student emails and phone calls; follow-up research on out-of-district transcript evaluation; follow-up on student issues/problems/questions - consultation with district A&R evaluator, instructional department chairs/faculty/division deans, other student services programs/services, and other counseling faculty; referral contacts with outside resource agencies; letters of recommendation and reference; develop and maintain work of liaisons with instructional departments, develop and maintain information on department & faculty websites; participation in the important collaborative efforts of department, college, district, regional and state committee work, etc

The department needs have been assessed annually and have remained the same over the past couple of years. Description of needs listed below:

- Impact of budget cuts on Counseling Department; see Addendum #2 - Review/Recommendations Budget Impact Fall 2009.
- Tower Refurbishment Project/Office Relocation
- Concern re: reduction of Counseling Courses
- Establishment of Counseling Discipline oversight
- **Implementation and review of Counseling Department & Discipline SLO assessments**
- TRC, contract and adjunct counselor evaluations
- Update Counseling Department Website
- Training Needs of Counselors
- Status of online orientation
- Develop written rotational process for Dept Co-chairs
- Development of dedicated counseling for Athletes

B. Unique aspects of program

- Expansion in Counseling Discipline course offerings according to department plan.
- Support of existing special programs, e.g.: UBAKA, Puente, Gateway, EBCAA, etc.
- Expansion in technology: initiation of online matriculation orientation, website development (department, transfer center, articulation and counseling faculty) and development of online courses (COUN 24 and 200A).
- Use of the district-wide probation & dismissal procedures as a tool for assisting at-risk students.
- Calls to dismissal readmits from staff to make progress check follow-up appointments
- Follow-up mailings, eg.: missing matric components, new matric student, 45+ unit letter, academic/progress probation and dismissal letters, etc (Suspended since the Peoplesoft conversion.)
- Collaboration CTE/Vocational programs, eg: invitations to department meetings (faculty/deans) and visits to program sites
- Continuing inservice training, eg: Asian American Mental Health Agency, Alameda County – (Domestic Violence and Suicide Prevention), VET SEP requirements, transfer activities (4-year rep presentations & conferences and TAG requirement review), CSU/UC/Independents conferences, etc

C. Current Resources

Counseling Faculty

General Counseling: 10 Full-time

Articulation/Transfer Center: 1 Full-time

Adjunct Faculty: 4, limited hours

Support Staff

Classified: 1.5 Position (1.0 Counseling and .5 Counseling/.5 VETs)

Classified: .5 position (**vacant** part-time permanent)

III. Student Performance and Feedback

TABLE 2. – Data related to Counseling Matriculation Component (Source: Institutional Research OLD Website)

		FALL 2006 (%)	FALL 2007 (%)	FALL 2008 (%)	FALL 2009 (%)
Total College		13,833	14,358	13,104	13,966
Success	college coun	65.4 65.5	65.0 65.6	*	*
Retention	college coun	69.7 70.5	71.1 72.6	*	*
Aver GPA	college coun	2.95 2.93	2.94 2.92	*	*
Persistence	college coun	55.5 59.7	64.7 65.8	*	*
Probationary/Dismissal:	Academic	5.6% - 780#	5.7% - 813#	*	*
Probationary/Dismissal:	Progress	8.5% - 1,180#	8.3% - 1,194#	*	*

* - No data available, SARS interface to Peoplesoft for MIS data on counselor contacts not functioning; also no data input on probationary and dismissal holds since conversion to Peoplesoft (Summer 2008).

IV. Program Effectiveness

A. Interdepartmental/ Program/Campus Collaboration

Please see Addendum #3 for the list of memberships in standing committees and governance groups.

One relationship that has proven to be effective is the Counseling Department's liaison assignment to instructional departments. 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 on Addendum # 4.

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.

The committee membership and liaison lists 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.

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 many 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, short answer questions.

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, e.g.: student surveys, implement criteria of SLO assessment methods established;**
8. **Develop and establish a full service comprehensive Transfer Center and Career Center;**
9. Implement Online Matriculation Orientation;
10. Increase rate of appointment for student contacts vs. drop in;
11. Increase 'show rate' of students at appointment;
12. Increase degree/certificate completion rates and transfer rates;
13. Increase in number of students with appropriate SEP development;
14. Development of 501s/workshops, e.g.: career resources/websites, selection of transfer major, UC application personal statement, use of Eureka, etc;
15. Continue collaborative efforts with instructional faculty, e.g.: 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 (e.g.: class scheduling, intersession, short term, late start, online offerings, late add period, prerequisite/corequisite enforcement, etc)
16. Re-establish the matriculation follow-up mailings that have been suspended since the Peoplesoft conversion, eg.: missing matric components, new matric student, 45+ unit letter, academic/progress probation and dismissal letters, and unable to respond to special requests from 4-year reps, etc.
17. Continue efforts to make suggestions to improve problems with Peoplesoft and participate in future enhancements.
18. Improve accuracy of SARS data input, eg: reason codes, file copy of paper SEP.
19. Improve following the standards of what activities should be conducted during drop-in vs appointment.
20. Work to establish changes in the method of operation to address the budget cuts with minimal effect on the quality of services delivered.

The Counseling Department has also identified the following challenges, opportunities and limitations that if not addressed will continue to adversely affect the enhancement of services to students, (as identified in the 2009 unit plan):

1. Lack of response from district for student mailing labels for outreach that is traditionally done each semester.
2. Limitations of space: negative impact of capabilities and development of activities and staffing, services such as student workshops (COUN 501s), development of comprehensive/full service Career Center and Transfer Center.
3. Limited resources for technology growth in services, need webmaster and a dedicated server, e.g.: electronic SEP's (proposed since early 90's), online counseling services, online matriculation orientation, online COUN course development, upgrade of computers and software, etc.
4. Need to re-institute district-wide annual student services surveys and graduation survey.
5. Need to apply to physical work area the Leadership in Energy and Environmental Design (LEED) Green Building Rating System; poor indoor environmental quality, e.g.: air quality, ventilation, thermal comfort, etc.
6. Need 'ergonomic' assessment of work areas, e.g.: 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.