Section 1

PROGRAM AREA: Counseling

Program Philosophy: Students are best served from a holistic approach and as part of a centralized counseling program. The services provided by the counseling program are integral and essential to help students realize a positive, rewarding and successful educational experience. The counseling staff works to provide an atmosphere that assists students in academic planning, career information and self understanding, which leads to intellectual, emotional and social growth. Through interaction with the counseling staff, students develop a sense of self awareness to learn how each person affects the world at large.

Progress on Goals, Objectives (2007-2010):
Please list each goal from the matrix and describe progress on each.

1. *Staff Development program for counseling and staff needs to be improved.*

    During 2007-2009, the Dean of Student Services had funding available for staff development. Counselors could participate in conferences to enhance education, career and personal development. For example, counselors attended the UC, CSU, and First Year Experience conferences as well as many conferences on Basic Skills, Equity, and Learning. Counselors share workshop information during weekly meetings and via email. "Understanding Gen. X: the Millennium Generation" presented during the division meeting, is an example of timely information.

    Other staff opportunities included, Career Development Conferences; a two day workshop on intrusive advising with Dr. Vincent Tinto; and a Brain Based Learning workshop presented by Mt. San Jacinto faculty. Because two workshops were on campus, all counselors attended and benefitted.

    Both the Transfer Center Coordinator and the Articulation Officer attended many conferences, weekly meetings, webinars, then email all announcements, new legislation, changes to Assist, and any other articulation changes. The information is disseminated to all counselors, adjunct and full time, and then to any interested individuals. In addition, the transfer information is posted on the counselors' intranet web-site located at http://www.laspositascollege.edu/counselors/

    Staff/ professional development included in-house training on mental health/crisis counseling, emergency (health and security) training, and a workshop in ALERT U, the campus emergency phone system. Training is ongoing. Mental Health workshops included presentations by Jean Loyd, MFT, Dayna Barbero, the nurse practitioner, and Alameda County Health professionals.

2. *In order to enhance the delivery of basic counseling functions and disseminate information services to students, counseling should evaluate and incorporate "new technologies."*

The Transfer Counselor Website (TCW) (http://www.cacctcw.org/), a state wide repository for all transfer information, was built for counselors by counselors and is maintained by Butte College. At Las Positas College (LPC), the Counseling Office has a counselors-only intranet web-site where specific articulation and transfer information is centrally located and easily accessible. One counselor was in charge of maintaining and posting information to ensure currency and continuity. Counselors may use ASSIST, Eureka, Class Web, BANNER, SARS, Student Filer, Blackboard, and countless Internet resources during student meetings.

Students may find many counseling forms and petitions online. These provide daily access, save time, and decrease the college carbon footprint. Forms include, but are not limited to, probation, graduation, and Transfer Admission Guarantees.

During 2008-2009, counselors participated in an embedded counseling program. A series of three workshops covered Time Management, Resources, and Developing a Student Educational Plan. Each workshop was developed on Power Point. Well over 826 English and ESL students were seen in over 30 class sections. Embedded counseling is an ongoing program.

Counselors developed an online orientation. More students are served efficiently and effectively. Former in-person orientations required two counselors, a large packet of printed material, two hours of time and a room. Students often had to travel miles and make time for orientation. The on line orientation includes counselor developed video clips with sound. These show students how to use the Class Web registration system (to add/drop classes, pay fees and order a parking permit). The clips are on-line and also used during embedded counseling visits.

Power Point presentations with timely information run continuously on a TV monitor in the counseling waiting area. Presentations include: Payment Deadlines, When to Register, How to Register, How to Read the Schedule and How to Survive during Budget Challenges.

3. *Adjunct faculty needs reliable and regular training to stay abreast.*

Counselors developed an in-depth adjunct training program. Adjuncts receive individual training through emails, workshops, and meetings. A group training program was tabled because of budget cuts. At this time, no adjuncts work in general counseling.

4. *All faculty /staff need reliable and regular specialized training: crisis, mental health, emergency preparedness.*

Counselors attended in-house training on mental health/crisis counseling by Jean Loyd, MFT and Dayna Barbero, the Nurse Practitioner. In a student crisis, a counselor is always available. Some counselors work in the Student Health Center for campus crises and have been trained in documentation. Counselors also have had emergency preparedness training led by Rich Butler on using the AlertU system. During drills all counselors must assist to clear the building and outside area.

Alameda County Mental Health Services presented on Crisis Counseling at a counseling meeting.

5.   *Establish and assess student learning outcomes.*

Counselors and staff met for two one-day retreats, one in Spring 2007 and one in Fall 2007, and developed two program-level Student Learning Outcomes (SLOs).

To achieve the first SLO: "Plan a Program of Study," counselors met with students (N= 81) during a 30-minute appointment to develop a Student Educational Plan (SEP).

To achieve the second SLO: "Execute SEP," (N=210) counselors tracked these students and others using a copy of the original SEP. From October 2007 through February 2008, counselors compared the SEP to each student's BANNER schedule (the semester after the SEP) to assess if and to what degree each student implemented the SEP. The rubric was on a 0-4 scale, with 0 representing no match between the schedule and SEP and 4 representing 75-100% match.

Program Information

Staffing: *(Number of permanent staff and position titles)*
Jeff Baker, Interim Vice President of Student Services
Kimberly Tomlinson, Interim Dean of Student Services
Christine Acacio, Counselor (100%)
Andrea Alvarado, Counselor (50%) / Articulation Officer (50%)
Christina Lee, Counselor (75%) / Instructor (25%)
Barbara Morrissey, Counselor (75%) / Instructor (25%)
Michael Schwarz, Counselor (75%) / Instructor (25%)
Angella VenJohn, Student Interventions Developer (100%)
Gilberto Victoria, Counselor (100%)
Nancy Wright, Counselor (100%)
Donna Hawkinson, Counselor Assistant II (100%)
Celestine Rowe, Counselor Assistant I (50%)
Julie Thornburg, Admin. Assistant II (30%) / Student Staff Liaison Office Specialist (70%)
Vacant, Counselor (50%) / Matriculation Coordinator (50%)
Vacant, Counselor Assistant I (100%)
Vacant, Assessment Coordinator (100%)

Location: Building 700

Services: Academic advising, career, personal and crisis counseling, orientation, career testing and interpretation, and Psychology-Counseling (PSCN) courses. Counselors assist students who choose to transfer, earn an Associate Degree, career certificate, learn English, enhance professional growth, change careers, or enjoy life-long learning. Trained in personal, career, and academic counseling, counselors provide a safe environment for students and foster their success.

Program Components:

	2007-2008	2008-2009	2009-2010
Number of Students Served:	**14,737**	**15,697**	**16,206**

	2007-2008	2008-2009	2009-2010
Budget: (info from JB)			

1. *What is the program's connection/dialogue to other programs?*

    Counselors interact with each segment of the College community, the region and the state. All counselors have committee assignments, some committees report to the Academic Senate, some ad hoc, some task forces. Committees include, but are not limited to, Academic Senate, Staff Development, Curriculum (one counselor is the College Articulation Officer), Student Equity, Hiring Committees, Enrollment Management and Sustainability, Basic Skills, Planning and Budget, the College Council, and the District Council.

    Throughout the year, faculty and staff refer students for career, personal and academic counseling. Counselors work closely with the Health Center to provide crisis counseling. Faculty often bring students in crisis directly in to counseling.

    Counselors are sensitive to the needs of the changing and dynamic community we serve evidenced by community involvement. Representation on Advisory Boards includes: the Transfer Advisory Board, Allied Health, Tri-Valley Education Collaborative, Early Childhood Education, and the Career Advisory Board. As outlined in the Master Plan, Counselors do liaison work with all high schools (and some elementary schools) in the Tri-Valley and local communities. Additionally, Counselors liaison with each division at Las Positas College and attend their monthly meetings.

2. **Identify and describe the status of your Student Learning Outcomes. Include an analysis of your assessed SLO's.**
    Attach Elumen Matrix of SLO's in Appendix.

    #1 Student Learning Outcome: Students will learn how to plan a program of study to meet their career/educational goals.
    N=81 Students
    83% Actually had their schedules mapped out

    Based on the data collected for the #1 SLO, most students have some educational/career goal and know how to reach it. The Student Educational Plan (SEP) then continues to be a strong planning tool to inform students about requirements. Further, the data shows students with SEP's persist at a higher rate.

    Questions arising from this data:
    - How effective is the SEP as a planning tool
    - Which students come for the SEP
    - What do they learn
    - Do students who have assessed and orientated understand the SEP better

    Critical knowledge for counseling is *what students learn* not what counselors do. The counseling office's analysis of #1 SLO is counseling needs to answer the above listed questions to better serve students and to address the question: Does the SEP help students learn how to meet their goals?

    #2 Student Learning Outcome: Students who complete the SEP will demonstrate the ability to execute it.
    N=210
    37% Followed the plan almost as written.

For the #2 SLO: "Execute SEP," counselors compared a copy of the original SEP to the students' (N=210) current enrollment in BANNER. The data ran from October 2007 through February 2008.   The rubric scale was 0-4 with 0 representing no match between the schedule and SEP, and 4 representing 75-100% match.

In the 2009 Student Satisfaction Survey Brief 5, Core Competencies & Barriers, the majority of students, from the 12 problems/barriers were asked about major/career exploration and study skills. These issues could have played a part in whether or not students were able to enroll and complete their courses listed on their SEP.

Choosing a Career	Mean=1.67
Deciding Educational Goals	Mean=1.61
Time Management	Mean=1.88
Availability of courses	Mean=1.88

Range: 1= Not a problem
       2= Somewhat of a problem
       3= Significant problem

Extrapolating from all data, counselors learned the SEP often misses the mark. To mitigate these significant areas in student development, counseling may create a portal for students, and send email surveys to determine: 1) what students learned from the SEP appointment; 2) did they make a connection with someone on campus; and 3) were they referred to campus resources. Timing is important. One semester after developing the SEP, students should receive the survey. Presently, assessment is one full semester after the SEP instead of the same semester? Some counselors write the current semester classes on the SEP, which leads to 100% rubric score if assessed after enrollment. Others do not, which leads to n/a or zero score. Consequently, data may be skewed.

Further, counselors will consider revising the rubric, from "number of courses on the Student Education Plan match student's actual enrollment" to "number of student's enrolled courses matching goal requirements listed on the Student Education Plan." This may better reflect the critical questions about actual enrollment behavior and answer the question, are students on track to meet their goals.

Revisit the timing of our SLO data assessment Possible scenarios:
1. Reach consensus about SEP including use of the current semester classes.
2. Clarify which SEP's to use for data comparisons.
3. Identify SEP's completed between September - October.
4. Evaluate SEP's for retention data the following Spring semester.

The analysis also showed students often missed their appointments obviating the need for change. Working closely with the front desk, counseling changed the appointment process. All students are informed if they do not show up for their appointments, they cannot make another appointment until the following semester. This has decreased the number of no-shows. **DATA from JB re: SARS.**   In addition, counselors have conducted SEP workshops during embedded counseling for all English 100A students. **DATA from AVJ.**

3 <mark>**Provide a summary of current and future programmatic challenges.**</mark>

From 2007 through 2009, the ratio of counselor:student has increased from 1:1200 to 1:1600. In 2007, LPC had eight general counselors and 14,757 students, in 2009 LPC had six general counselors and 16,206 students. Budget constraints prevented hiring a counselor replacement, adjunct counselors, a counselor assistant (retired) and the assessment coordinator (retired) Students' response to faculty/staff reduction in services is apparent. Data from student satisfaction surveys follows:

Year	Counseling Services	
2005	Very good to Excellent	55%
2006		
2007	Very good to Excellent	60%
2008		
2009	Very good to Excellent	41%

In addition, Fall 2007- 2009, showed an increase in dissatisfaction in specific areas:

In a scale 1-5: 1= Strongly Disagree   5= Strongly Agree
Fall 2007
Counselor's have been available when I needed to see them N=834   Mean 3.59
Overall experience with counselors   N=834   Mean 3.81

Fall 2009
Counselor's have been available when I needed to see them N=1124 Mean 3.33
Convenience of getting a counseling appointment   N=1247 Mean 3.10
Overall experience with counselors   N=1232 Mean 3.50

Many students within the general population must have a student educational plan: Veterans, CalWorks, Athletes, Financial Aid recipients, and International students. Futher, the numbers of students with mental health issues has increased.

Veterans

Calendar 2007	Veterans Evaluations	48
Calendar 2008	Veterans Evaluations	54
Calendar 2009	Veterans Evaluations	102

Financial Aid/CalWorks
Increase of 101% of Pell Grants, 88% FAFSA applications, and 80% in fee waivers

International Students
Increase of 30%.
Mental Health

		Seen by MFT Intern	**Seen by MFT** (students in crisis)
Calendar year	2007-2008	89	86
	2008-2009	75	92
	2009-2010	221	92
Fall 2010		278	102

To summarize, in most cases, students on Financial Aid, Veterans, and International require one hour appointments. Students in crisis, must be seen immediately. Often this translates to no counselors being available. Fewer counselors, fewer appointments, no counselors on Fridays and two week nights (due to budget), and a robust general population of students, impacts an already strained system.

The current priority registration system continues to be another significant challenge severely impacting counseling. Historically, the priority registration system rewards (earlier registration date) students who complete the matriculation process: Orientation, Assessment, Counseling, Student Educational Plan (SEP). The matriculation budget, in fact, was cut 64% during 2009-2010. Given the increase of students mandated to have a Student Educational Plan, coupled with students who want to increase their priority registration date, created more strain on our system. Further, the spirit and strength of the SEP has diminished. To maintain the integrity of the SEP, counseling may consider removing it as a reward.

Counselors' work includes but is not limited to: Assisting students with major exploration and discovery, preparing students to transfer to multiple 4 year universities (UC, CSU, private, out of state) all having slightly different requirements, working with students seeking Associate Degree, career counseling, personal counseling, career counseling, general counseling, financial aid excessive unit SEP, Veterans SEP, Athletes SEP, reviewing graduation requirements, evaluation of other transcripts, committee work, high school liaisons, division liaisons, and working with the entire campus community. Counselors must continually educate the campus community about our role.

Section 2 is due by February 26, 2010

Point of Service Surveys:
Number of surveys gathered: N =960

Date range of survey(s):   Student Services Survey, Fall 2007--Counseling Satisfaction
                                            (Mean = 3.70)

Attach copy of survey in Appendix.

Point of Service Surveys:
Number of surveys gathered: N =960

Date range of survey(s):   Student Services Survey, Fall 2009--Counseling Satisfaction
                                            (Mean = 3.25)

Point of Service Surveys:
Number of surveys gathered: N =39 (In-House Counseling Office)

Date range of survey(s):   Academic year, 2009-2010

Attach copy of survey in Appendix.

<u>Program Strengths Identified</u> (utilizing survey data):
1. Counselors were very helpful.
2. Counselors cared about students' concerns/issues/questions.
3. Counselors provided valuable information to students to help them meet their educational goals.
4. Appointments were long enough to fully meet my needs.
5. The program staff answered students' questions adequately and completely.
6. Students received service that was helpful and responsive to their needs.

<u>Areas of Improvement Identified</u> (utilizing survey data):
1. Availability of appointments does not meet student demand.
2. The long wait time for a drop-in session is unacceptable.
3. Need for more counselors to meet increased student population.
4. Use technology to streamline counseling processes.
5. Serve students in group settings.

Section 3 – Goal Matrix completed by March 31, 2010

I.   **Objective (Formerly Target):**

Increase the number of students served with diminishing resources.

II.   **Plan to Accomplish the Objective:**

Plan:			
	Activity	**Timeline**	**Responsibility**
a.	Embedded counseling	Ongoing	Counselors
b.	Transfer and application workshops	Ongoing	Counselors
c.	Probation clearance—Academic Success workshops	Planned?	Counselors
d.	Program Planning	Ongoing	Counselors

III. **How Will You Measure the Effectiveness of This Objective/Goal?**

Measure how many students served in workshops.   Survey students.

IV.   **How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

#1; #3

V.   **Estimated Resource Requirement**
      (Please indicate if resources are needed "one time" or if they are ongoing.)

Category	**Description**	**Estimated Cost (if known)**
Personnel	Additional counselors (ongoing) and support staff. Funding to support management of web resources.	
Supplies	Student Handbook, handout materials for workshops	
Facilities	Rooms to conduct large workshops	
Other	Laptops for all counselors, Powerpoint clickers	

I.   **Objective (Formerly Target):**

To streamline counseling processes by utilizing technology

II.   **Plan to Accomplish the Objective:**

Plan:

	Activity	Timeline	Responsibility
a.	Create fillable online forms that are accessible to students	ongoing	Counselors
b.	Revise form and procedure for prerequisite verification	Fall 2010	Counselors and Counseling Assistants
c.	Update our website to be student friendly and current	Fall 2011	Counselors and Counseling Assistants
d.	Post current information on TV screens in waiting area of Counseling	ongoing	Counselors and Counseling Assistants

III.   **How Will You Measure the Effectiveness of This Objective/Goal?**

Reduce the need for drop-in counseling (Measure data in SARS).
Survey students.

IV.   **How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

#1; #10

V.   **Estimated Resource Requirement**
(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	Counselors (ongoing) and support staff. Funding to support management of web resources.	
Supplies	Computers and printers for student usage in counseling waiting area.	
Facilities		
Other		

Student Services Program Review
Action Plan Template
2010-2011

I.   **Objective (Formerly Target):**

Fill the vacant counselor position to accommodate the increased number of students who require counseling services.

II.   **Plan to Accomplish the Objective:**

Plan:

	Activity	Timeline	Responsibility
a.	Put in a hiring request for a counselor position	Immediately	JB
b.	Educate campus regarding counseling needs	ongoing	JB, counselors
c.	Work with Health Center regarding mental health services	Ongoing	Counselors, JB, Health Center
d.	Submit a proposal to the Faculty Prioritization Committee to fill vacant position	Immediately	JB

III. **How Will You Measure the Effectiveness of This Objective/Goal?**

Increased student satisfaction based on student surveys.
More appointments available. Less wait time for drop-ins.

IV.   **How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

#1; #2; #3; #7; #9

V.   **Estimated Resource Requirement**
      (Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	Job Description for a counselor	ASK JB
Training	Professional Development Training for mental health services	

KIT|G:/DOCUMENT/WORD/PR/2010/ACTION PLAN TEMPLATE (9/20/10)

Student Services Program Review
Action Plan Template
2010-2011

I. **Objective (Formerly Target):**

To increase efficiency, have a triage counselor at the front desk.

II. **Plan to Accomplish the Objective:**

Plan:			
	Activity	**Timeline**	**Responsibility**
a.	Discuss and come to consensus with counselors and front desk	ongoing	JB, counselors, staff
b.	Conduct bi-monthly meetings with triage counselor and staff		
c.	Meet and discuss with relevant offices (A&R, Fin Aid, Veterans, Int'l Students, etc.) invested in counseling services		
d.	Discuss various customer service models for improvement with counselors and staff	Fall 2011	

III. **How Will You Measure the Effectiveness of This Objective/Goal?**

Increased student satisfaction based on student surveys.
Less wait time for drop-ins.

IV. **How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

#1; #2; #3; #7; #8; #9

V. **Estimated Resource Requirement**
(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	**Description**	**Estimated Cost (if known)**
Personnel	Job Description for a counselor	**ASK JB**
Training	Professional Development Training for mental health services	

KIT|G:/DOCUMENT/WORD/PR/2010/ACTION PLAN TEMPLATE (9/20/10)

Instructions: Using your self study and Action Plan forms, please complete the spreadsheet below. Each Action Plan form corresponds to one row so that each OBJECTIVE is on one line.

Institutional Strategic Goals (for exact wording please visit the next spreadsheet in this workbook)
1. Teaching and Learning
2. Institutional Advancement
3. Accountability
4. Economic Development
5. Resource Development and Allocation
6. Academic and Professional Excellence
7. Diversity and Pluralism
8. Communication and Infrastructure
9. Community Life
10. Sustainability

Please contact The Office of Institutional Research and Planning (X1027), your Dean or VP with questions or assistance completing this data base.
DO NOT MAKE CHANGES TO THE DATA BASE FORMAT.
Macros must be enabled.

Program Review Type	Discipline/Unit (ex. CHEM, Research, Library, A&R, AUTO)	Division (Instructional Program Review Only)	What do you want to accomplish? (Objective)	How do you plan to accomplish this?	What is/are your measurement criteria? (How will you measure and document effectiveness?)	Which College Strategic Goal(s) does this objective address? (all that apply 1-10)	Does this objective address an Accreditation Recommendation or Planning Agenda?	When do you plan to start?	What resources will this take? (all that apply)	What Institutional Process/ Committee/Office will you need? (all that apply)	Specify if Other process	Prioritized
Instructional	Math	MSEPS	Improve student success and retention in Math X	Offer Math X in a hybrid mode in a state-of-the art computer classroom. A number of new measures to support student learning will be incorporated in the existing mode, including increased student/teacher contact.	student and instructor satisfaction surveys; grade and retention data	1, 3, 5, 7	Not sure	Fall 2011	Financial, One time, Financial, Ongoing, Non-Financial, Ongoing	PBC Classified Request Process, Staff Development, Research/Evaluation		High Priority

Student Services	Counseling	Student Services	To streamline counseling processes by utilizing technology.	Create fillable online forms. Make our website student friendly and accessible. Keep our information up to date and current.	Student satisfaction surveys. Measure average wait time for drop-in counseling.	1 Teaching and Learning, 10 Sustainability, 2 Institutional Advancement	Not sure	Spring 2011	Financial, Ongoing, Non-Financial, Ongoing	PBC Classified Request Process, Staff Development, Grants, Dean/Vp Budget Allocation, Technology Committee, Basic Skills, Matriculation, Release time/Coordinator time	Laptops, upgraded software	High Priority
Student Services	Counseling	Student Services	Increase number of students served with diminishing resources	Utilize group settings for services such as embedded counseling, transfer and application workshops, and probation clearance.	Student serveys and number of students served in workshops	1 Teaching and Learning, 3 Accountability	Planning Agenda	Fall 2010	Financial, Ongoing, Non-Financial, Ongoing	Grants, Dean/Vp Budget Allocation, Staff Development, Distance Education, Co-Curricular Funds (Book Store), Technology Committee, Basic Skills, My own Discipline, Release time/Coordinator time, Matriculation	Availability of smart classrooms, matriculation funds	High Priority
Student Services	Counseling	Student Services	Fill the vacant counselor position.	Put in a hiring request for a counselor position. Educate campus regarding counseling needs. Work with Health Center regarding mental health services. Submit a proposal to the Faculty Prioritization Committee to fill vacant position	Student surveys. More appointments available. Reduced wait time for drop-ins (using SARS data).	1 Teaching and Learning, 2 Institutional Advancement, 3 Accountability, 7 Diversity and Pluralism, 9 Community Life	Planning Agenda	Spring 2011	Financial, Ongoing	Faculty Prioritization Process, Dean/Vp Budget Allocation, My own Discipline, Matriculation		High Priority

| Student Services | Counseling | Student Services | To increase effiency, have a triage counselor at the front desk. | Discuss and come to consensus with counselors and staff. Conduct bi-montly meetings with triage staff. Meet and discuss with relevant offices invested in counseling services. Discuss various customer service models for improvement. | Student surveys. Reduced wait time for drop-ins (using SARS data). | 1 Teaching and Learning, 2 Institutional Advancement, 3 Accountability, 7 Diversity and Pluralism, 8 Communication and Infrastructure, 9 Community Life | Planning Agenda | Fall 2011 | Financial, Ongoing, Non-Financial, Ongoing | Dean/Vp Budget Allocation, Categorical Funds, My own Discipline, Matriculation | | High Priority |