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

		Date Submitted:	November 11, 2013
College	College of Alameda	**Administrator:**	Dr. Alexis Montevirgen
Unit/Area	Counseling Department		
Completed By:	Trulie Thompson		
Mission/History and Description of Service Provided *Brief, one paragraph.*	The mission of College of Alameda's Counseling Department is to provide comprehensive services and programs that empower students to identify and achieve educational, career and personal goals. Additionally, the Counseling Department strives to assist students in meeting life's many opportunities and challenges. The Counseling Department also offers classroom instruction in Counseling and Guidance courses to assist students with recognizing their full potential through developing self-awareness, educational management, and life-long independent career planning skills.		
Student Learning Outcomes (SLOs) *(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)*	1. Students will be able to articulate an understanding of their personal responsibility in creating their own academic, personal, and professional successes. 2. Students will be able to utilize the necessary information, resources, and options available for them to make sound educational and lifelong decisions. 3. Students will be able to identify specific tactics and strategies used in order to achieve their desired goals		

SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	SLO #1 is mapped to ILO #1, #2, #3, #4, #5
	SLO #2 is mapped to ILO #1, #2, #3, #5
	SLO #3 is mapped to ILO #1, #2, #3, #4, #5
	
	  1. Problem Solving and Decision Making
	     Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.
	
	  2. Technology and Communication
	     Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.		

09/07/2013- ASM	3. Reflection, Participation, Creativity Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity. 4. Interpersonal Skills Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. 5. Civic Responsibility Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
Include service area data such as number of students served by your unit/area. Include data and recommendations from program review. *Include data used to assess your SLO/SAO/PLOs.*	Reports were generated from SARS to compare to the numbers taken from the Data Mart. There are differences in the total numbers which means that research needs to be completed to identify where MIS data is being culled from. (see data charts below) In Fall 2012 and Spring 2013, student evaluations were completed after Fab Friday. Over 200 evaluations indicated over 90% of students were highly satisfied with the event. In Spring 2013, student evaluations were completed after drop-in and scheduled appointments. Close to 100 evaluations indicated that 93% were satisfied with the services received.

Qualitative Assessments	
Present evidence of community need based on advisory committee input, student surveys, focus groups, etc. *Include data used to assess your SLO/SAO/PLOs.*	In a recent Research and Planning Group paper, based on a survey and interviews with California Community College students, it identifies what they believe is important to their success. The report ("Using Student Voices…") and the research brief ("What Students Say…") examine current practices and consider innovations to address "six success factors" identified by the research . At the December 4th District Academic Senate meeting, the COA Senate President and Department Chair for Counseling recommended that each month of the semester be assigned a "success factor" and the college

	dedicates that month to activities to promote that particular "success factor". For example: **Spring Semester** January (Connected) February (Directed) March (Valued and Nurtured) April (Engaged) May (Focused) This suggestion was well-received by the DAS and will be shared with the District Education Committee and the 3SP District-wide Committee. In addressing, current counseling staff, the need for more counselors is apparent. With a more balanced ratio of counselors to student population, the services provided could be delivered to a larger segment of the student population with adequate time given to clearly focus on each of our student's needs. While it is true that more counselors are needed, data shows that the students who do receive counseling services on average have higher success, persistence, and retention. Student evaluations show satisfaction with the services received by counseling faculty but many of them recommended hiring more to lessen the wait to see a counselor. Also, because of the shortage of counselors, less scheduled appointments are available. Student evaluations from Fab Friday indicate an overwhelming positive response to the event with extreme praise for the counseling faculty who facilitate the workshops. Many of them indicate high satisfaction with the day's activities and state that they felt welcomed and encouraged by the positive energy and message shared during Fab Friday.

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths *What are the STRENGTHS of your unit/area?*	- Increased counseling faculty by 2 positions (Student Success Counselor and Veteran's Counselor). - Collaborates with other counseling faculty in specialized programs as evidenced by work on the Student SUCCESS Academy and 3SP mandates. - Student surveys show high satisfaction with counseling services received. - Connected and engaged with instructional faculty and other shared governance committees. - Innovate new programs and curriculum to address student success.

Weaknesses *What are the current WEAKNESSES of your unit/area?*	• In a presentation to the State Chancellor's Office titled "Student-Counseling Ratio and Other Modifications to the 2014 Scorecard" (Research and MIS, TRIS Division at the Chancellor's Office, 11/7/13), the statewide median ratio of counselor to student was 1: 811. • At COA, the ratio of counselor to student is 1: 2632 (FT counselor/student ratio) **Fall 2013 Student Enrollments** Contract FTE (minus special assignments) 2.5 (Full-time) Counselor:Student Ratio 1:2632 • Student wait times during peak registration can be lengthy. In addition, to accommodate as many students as possible, more drop-in counseling is conducted with minimal scheduled appointment times. • Also, with Athletes requiring specialized counseling services and the more stringent mandates related to Financial Aid, the department would only be enhanced by increasing its staff to include an Athletes Counselor and Financial Aid Counselor. • In addition, lack of adequate office space is a challenge when scheduling adjunct counselors and Admission representatives. This will become even more problematic when 2 new counseling faculty begin in Spring 2014.
Opportunities *What are the OPPORTUNITIES in your unit/area?*	• Increase counseling staff to include an Athletes Counselor and a Financial Aid Counselor. • Explore satellite counseling campus-wide to broaden access and delivery of services. • Increase use of technology in providing more information to students regarding educational opportunities and planning. •
Limitations *What are the current LIMITATIONS of your unit/area?*	• Addressing 3SP mandates in offering enough Coun 200AB courses to meet total number of new students. • Available campus office space. • Funding for adjunct counseling.

Action Plan for Continuous Improvement

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

The Counseling Department administers a Student Evaluations survey in the spring semester of every year. This survey is conducted after students meet with counselors in either drop-in or appointment times. In addition, evaluations are also completed after Fab Friday New Student Orientation.

The results of all surveys are compiled, analyzed, and discussed in the subsequent fall semester. Based on feedback received from students, adjustments can be made to improve services to students. The primary suggestion that students have is a need for more counselors, a need to know when counselors or admission representatives are available, and increased access to educational planning resources and information.

Spring Fab Friday student evaluations indicated that students wanted more interaction and less "information-overload". This suggestion was incorporated in Fall 2013 as more student engagement activities were implemented. This was a positive result of Coun 200AB lessening the pressure to provide all the information necessary in an orientation.

Student Evaluations will be distributed in Spring 2014, reviewed, and improvements/adjustments made in Fall 2014. There is also plans to distribute the CCCSEE in Spring 2014 which will also provide student feedback regarding counseling services.

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	• Counseling faculty increase enrollment by assisting in the appropriate placement and scheduling of classes for students. • Counseling and Guidance courses taught by counselors increase FTES • Student SUCCESS Academy not only addresses 3SP mandates but also generates FTES. • Counseling faculty can refer students to under-enrolled courses therefore increasing FTES.
Increase Student Success	• Counselors provide students with academic, career and personal counseling along with appropriate referrals necessary to attain each students' academic goals. • Counselors also assist in the identification and re-evaluation of students educational plans and career goals; counselors also serve as an advocate to mediate concerns with their instructor's; counselors assist students in transfer to four year college/universities . • Counselors also work with students who are on academic or progress probation or dismissal. • New Student SUCCESS academy is a first-year learning experience that supports students and promotes success, persistence, and completion.
Increase Persistence *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.*	• Students meeting with counselors receive support services resource information and referrals that enable them to persist in their academic studies. • Counselors can provide students with encouragement and inspiration to help them persevere through their academic challenges. • New Student SUCCESS academy is a first-year learning experience that supports students and promotes success, persistence, and completion.

Increase College Completion *Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.*	• Counselors assisting with the creation of Student Education Plans helps increase college completion as students who have defined goals are more likely to achieve them. • New Student SUCCESS academy is a first-year learning experience that supports students and promotes success, persistence, and completion.

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)	[4]	[#]
	Faculty (PT/Adjunct)	[8]	[#]
	Classified Staff (Permanent)	[1]	[#]
	Classified Staff (Hourly)	[#]	[#]
	Students	[1]	[#]
	ICC/Consultant/Other	[#]	[#]

Narrative: *Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.* *Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.* *Describe implications of the current staffing level in your unit/area to overall service delivery.*	• In a presentation to the State Chancellor's Office titled "Student-Counseling Ratio and Other Modifications to the 2014 Scorecard" (Research and MIS, TRIS Division at the Chancellor's Office, 11/7/13), the statewide median ratio of counselor to student was 1: 811. • At COA, the ratio of counselor to student is 1: 2632 (FT counselor/student ratio) **Fall 2013 Student Enrollments** Contract FTE (minus special assignments) 2.5 (Full-time) Counselor:Student Ratio 1:2632 Given the recent changes to Financial Aid and the importance of students maintaining satisfactory academic progress, the Department requests a Financial Aid Counselor to work specifically on addressing the needs of Financial Aid students. Also, to get remotely close to the median ratio of counselor to student, COA would need to hire at least 3 more counselors. In addition, discussion with the Kinesiology faculty indicated a future increase in the program and students served. An Athletes Counselor would ensure that student are counseled appropriately, with adherence to any mandates relegated to student athletes.
Human Resource/Personnel Requests *List your human resource/personnel requests in prioritized/ranked order.* *Human resource/personnel requests will go through the established College and District planning and budgeting process.*	Increase full time general counseling faculty by 3 positions: • Financial Aid Counselor • Athletes Counselor • General Counseling In addition, current Classified Staff is 0.5 Veterans, 0.5 Counseling. The Department is requesting a full-time 100% assigned Counseling Staff Assistant.

Facilities/Infrastructure

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

Narrative: *Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.*	As the Student Success and Support Initiative approaches Fall 2014 mandatory implementation, more counselors and more counseling courses will need to be offered to meet the core services of orientation and education planning. Adequate office space is a challenge as the Counseling Department expands the faculty needed to meet student needs and State mandates. In addition, admission representatives require office space to meet with students interested in transfer programs, especially the institutions which have MOUs or specialized programs with COA. Because counseling courses often utilize a variety of teaching modalities to engage students, the classes need to be taught in Smart Classrooms with access to current technology.
Facilities/Infrastructure Requests *List your facilities requests in prioritized/ranked order.* *Facilities requests will go through the established College and District planning and budgeting process.*	• Need for more office space for counseling faculty and admissions representatives • Provide for dedicated smart classroom for counseling course instruction and education planning workshops

Technology

Please describe any technology needs for your unit/area.

Narrative: *Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of technology in your unit/area to overall service delivery.*	Technology plays an integral part in the work functions of the Counseling Department. As the number of courses increases to meet mandates of the Student Success Act, technological needs also increase. The Counseling Department utilizes various systems like PeopleSoft, SARS, and e-Counseling in providing services to students. If computers and software are not current and functioning properly, this negatively impacts the work the counselors and staff do to assist students. New technology would enable the department to expand current services and engage more students and increase access to important student support information and resources.
Technology Requests *List your technology requests in prioritized/ranked order.* *Technology requests will go through the established College and District planning and budgeting process.*	6 Laptops (for counselors who teach) 3 Projectors - Refreshed computers in all Counseling work areas - Review and evaluate any online student education plan proposed by the District - Explore functionality in SARS to improve services to students - As e-Counseling grows, there may be a need to move to a web-based database and the Counseling Department will need IT assistance for development - additional technology (software and hardware) to create/edit counseling informational videos

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

Professional Development
- Provide substantial funding for general counseling faculty to attend professional events, seminars, and workshops

- Review and make changes to current policy regarding counselor attendance at district-wide professional day activities

- Encourage and compensate adjunct faculty to participate/attend informational meetings, activities, workshops and seminars.

Materials and Supplies

- Purchase MBTI and Strong Interest Inventory Assessments
- Provide adequate funding for professionally prepared counseling pamphlets, brochures, and developed student surveys

Future Data Requests

- Advocate for the District to provide data comparing success, retention, and persistence rates with those students who did not receive core services like education planning (counseling).

Other
- Determine when and how mandatory online education plans will be completed

- Determine how career exploration, self-reflection, values, etc. will be done by students PRIOR to the education plan being created

- Create workshops to address academic probation/dismissal students

- Make workshops more accessible to students by offering them both online and in-person

California Community Colleges Chancellor's Office

Matriculation Services Summary Report

	Fall 2012	Spring 2013	Summer 2013
	Student Count (Credit)	Student Count (Credit)	Student Count (Credit)
Alameda	11,324	12,360	4,643
Students Count In The Term	6,019	7,179	3,269
Orientation Services Received During The Term	395	137	13
Orientation Services Received Prior Terms	726	1,026	401
Assessment Placement Services Received During The Term		3	0
Assessment Services Placement Received Prior Terms	578	616	256
Counseling/Advisement Services Received During The Term	1,492	1,685	475
Student Education Plan Development Services Received During The Term	735	492	26
Academic Follow-up Services Received During The Term	1,258	1,070	143
Matriculation Services Data Not Reported In Term	121	152	60

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