

1. Program Description

A. Description

The Counseling Department is a valuable resource to students in exploring options and defining requirements in a particular field of study/career/job-training. Counseling faculty provide counseling in the context of the psycho-social development of the student for academic and career preparation. Specifically, counselors assist students with course selection, overall educational planning, major requirements, and general education. Further in depth, career exploration & planning are completed; strategic student education plans (SEP) are developed to meet graduation requirements and transfer; counselor interprets, evaluates, and analyzes transfer institutions information including SEP's, previous and current coursework, external transcripts and other relevant document and/or testing information; complete ongoing evaluation of progress on SEP's developed to confirm student is meeting transfer requirements to four-year academic institutions. Additional counseling is provided to help the student achieve student success by employing effective academic strategies.

B. Service Unit Outcomes

1. Students will be able to recognize the need for information and ask the appropriate questions when seeking counseling services.
2. Students will be able to navigate the student support services system to enhance their academic success.
3. New freshmen students will identify the courses needed to meet their educational goal (educational pathway) as indicated on their first semester educational plan after attending a New Student Workshop.
4. New Student Athletes will develop a valid educational plan by the end of 1st semester after attending an eligibility workshop and an individual counseling session.
5. During the counseling session, the student will identify their current educational goal and the steps needed to accomplish such goal.

C. College Level Student Learning Outcomes

1. Information Competency
2. Critical Thinking and Problem Solving

D. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

E. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

F. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

G. What services are provided by the program?

Professionally-trained counseling faculty provide services to support the development of students to their full academic potential, enhance personal growth, and foster positive values for successful living and membership in a multi-cultural society. Counseling is available to the general Ventura College student population and it is a free service. Counseling faculty provide academic, career and personal counseling services in the Counseling Department, located in the Student Services Center building.

General counseling services are offered day and evening, on- and off-campus, and at three main locations: General Counseling, Transfer and Career Center, and Santa Paula Center. Continuing, new, and prospective students may access counseling services by scheduling an appointment for a one-to-one 30-minute individual counseling session, or attend a New Student Counseling Workshop in a group setting. For brief counseling, drop-by counseling is an option, or via online e-counseling is also available but limited to distance education students.

The breadth of counseling services are provided by professionally-trained counseling faculty within the counseling components of Outreach/Pre-Orientation, Orientation, Academic Counseling, Career Counseling, Transfer Counseling, and personal counseling (as it relates to the academic success of the student). Additionally, students have access to counseling faculty that offer counseling in specific majors such as nursing, student athletes, veteran's and others majors that have additional local/state/federal educational requirements applicable to their Ventura College studies. Bilingual counseling is also available in Spanish and Hmong.

H. What are the strengths, successes, and significant events of the program?

STRENGTHS – The strength of the Counseling Department is its professionally-trained, knowledgeable counseling faculty. The department relies on its full-time faculty to provide counseling services to a campus with over 13,500 students. The counseling faculty are experts in their respective lead areas of counseling as well as are competent generalists. Their contribution to the campus goes beyond counseling services and includes collaboration with instructional faculty, participation on campus-wide initiatives (SLO's, campus planning, accreditation, Title V Co-Op), shared-governance committees involvement (Curriculum, DCSL, College Planning Council, Title X, Distance Ed & Technology Committee, etc), student services committees, and linkage to the community, industry and four-year higher education institutions. Additionally, all of the counseling faculty “flex” their yearly-work schedules to meet the needs of the students and Department.

SUCSESSES – Success achieved by the Counseling Department is not limited to the counseling components of academic and career counseling. It also includes the comprehensive student services approach to on-campus involvement with accreditation, program review, SLO development as well as to meeting the needs of feeder high schools, community, and industry. Under the outreach/pre-orientation component, twenty-two (22) high school & continuation schools were visited for a **total of 1800 student contacts** and matriculation counseling was provided on-site for **over 1500 incoming Freshmen students at their respective high school(s)**; campus student advocacy; SLO development and assessment are also areas where success was achieved during this program review period. Further, expanding counseling services using technology as a delivery system and participating in the campus-wide student services initiative of planning and implementing the new federal grant (Title V Co-Op) is a success the department experienced.

Specialized counseling is designed to address the needs of special populations continues to be a valuable counseling service. Counselors are available for nursing students, student athletes and Veteran's to help them become familiar with the unique requirements of eligibility and certification of educational plans as required by Board of Registered Nursing, NCAA regulations and the Veteran's Administration, respectively.

SIGNIFICANT EVENTS – Two significant events experienced during this program review period are the substantial contribution counseling made in the creation and planning of a new Welcome Center, a Title V CO-Op initiative, and the participation in its first SLO cycle for the Department. SLO analysis is underway.

The new Welcome Center will be centrally-located in the Cafeteria building, facing the main quad area. It will be the first-point of contact for all prospective new/incoming students. Two full-time, bilingual, classified staff and up to ten Student Ambassadors will be housed in the Welcome Center. Services that will be provided are campus tours, distribute college information on campus programs/services, assist with completing the college application and myVCCCD portal set-up. The staff will work closely with Counseling on outreach/pre-orientation activities to be offered at local high schools, community, and local businesses thus resulting in a more streamlined, efficient approach and reducing duplication. The Counseling Department will provide training as needed and will collaborate on joint-efforts such as Freshmen Week and Matriculation at the feeder High Schools.

I. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Victoria Lugo

Instructors and Staff

Name	Aurora De la Selva
Classification	Professor-Counseling/Department Chair
Year Hired	1985
Years of Industry Experience	
Degrees/Credentials	B.A., 1975, California Lutheran University; M.A., 1976, University of California, Santa Barbara

Name	Marian Carrasco-Nungaray
Classification	Professor-Counseling
Year Hired	1993
Years of Industry Experience	
Degrees/Credentials	A.A., 1985, Oxnard College; A.S., Ventura College; B.A., 1987, University of California, Berkeley; M.S., 1992, Ed.D., 2011, California Lutheran University;

Name	Marcelino De Cierdo
Classification	Professor-Counseling
Year Hired	1988
Year of Industry Experience	
Degrees/Credentials	B.A., 1978, University of California, Santa Barbara; M

Name	David Farris
Classification	Professor-Counseling
Year Hired	1996
Years of Industry Experience	
Degrees/Credentials	B.A., 1972, Occidental College, Los Angeles; M.A., 1974, University of California, Santa Barbara

Name	Helen Galindo
Classification	Professor-Counseling
Year Hired	1995
Years of Industry Experience	
Degrees/Credentials	A.A., 1979, Oxnard College; B.A., 1983, California State University, Northridge; M.S., 1989, California Lutheran University

Name	Angelica Gonzales
Classification	Professor-Counseling
Year Hired	2004
Years of Industry Experience	
Degrees/Credentials	B.S., 1996, M.A., 2002, California Lutheran University

Name	Guadalupe Guillen
Classification	Professor-Counseling
Year Hired	1998
Years of Industry Experience	
Degrees/Credentials	B.S., 1985, Escuela Normal Superior, Chihuahua, Mexico; M.A., 1995, California State University, Northridge

Name	Bea Herrera
Classification	Professor-Counseling
Year Hired	1997
Years of Industry Experience	
Degrees/Credentials	B.S., 1988, University of California, Irvine; M.S., 1994, California State University, Northridge

Name	Ticey Hosley
Classification	Professor-Counseling
Year Hired	2010
Years of Industry Experience	
Degrees/Credentials	B.A., 1998, University of California, Berkeley; M.A., 2001, University of California, San Diego; Ph.D., 2006, San Diego State

Name	Becky Hull
Classification	Professor-Counseling
Year Hired	1985
Years of Industry Experience	
Degrees/Credentials	B.A., 1977, University of California, San Diego; M.A., 1979, University of San Diego; M.A., 1982, Azusa Pacific University

Name	Ralph James
Classification	Professor-Counseling
Year Hired	1974
Years of Industry Experience	
Degrees/Credentials	B.A., 1988, University of California, Santa Barbara; M.A., 1974, University of California, Santa Barbara

Name	Giselle Ramirez
Classification	Professor-Counseling
Year Hired	2012
Years of Industry Experience	
Degrees/Credentials	A.S., 1999, Moorpark College; B.A., 2001, M.S. 2004, California State University, Northridge

Name	Yia Vang
Classification	Professor-Counseling
Year Hired	2011
Years of Industry Experience	
Degrees/Credentials	B.A., 2002, M.S. 2004, California State University, Fresno

Name	Daniel Walsh
Classification	Professor-Counseling
Year Hired	2010
Years of Industry Experience	
Degrees/Credentials	B.A., 1992, California State University, Long Beach; M.S., 1997 California State University, Fullerton; M.A., 2007, Sonoma State

Name	Denise Pope
Classification	Student Services Assistant II
Year Hired	1983
Years of Industry Experience	
Degrees/Credentials	A.S., 1983, Medical Assistant, Ventura College

Name	Beatriz Zizumbo
Classification	Clerical Assistant I
Year Hired	2001
Years of Industry Experience	
Degrees/Credentials	B.A. 2009, Spanish, CSUCI A.S. 2001, Accounting, Ventura College

2. Performance Expectations

A. Service Unit Outcomes

Students utilizing this service will be able to:

1. Students will be able to recognize the need for information and ask the appropriate questions when seeking counseling services.

Performance indicator: 70% of students who participate in a counseling workshop will participate in follow up counseling services as notated in SARS GRID and counselor's student files.

2. Students will be able to navigate the student support services system to enhance their academic success.

Performance indicator: 70% of students will identify a minimum of three support services they can utilize to enhance their educational performance after attending an online or face-to-face orientation session.

3. New freshmen students will identify courses needed to meet their educational goal (educational pathway) as indicated on their first semester educational plan, by the end of attending a New Student Workshop.

Performance indicator: 70% or higher will identify courses needed to meet their educational goal (educational pathway) as indicated on their *First Semester Education Plan* by the end of the New Student Workshop.

4. New Student Athletes will learn the academic requirements for participation in athletics at Ventura College.

Performance indicator: After attending a New Student Athlete Eligibility Workshop, 70% of students identified the minimum academic eligibility requirements for the first season of competition.

5. After attending a counseling session, the student will be able to identify two types of educational goals/pathways available at VC.

Performance indicator: 70% or higher will identify the tools/resources/steps necessary to accomplish their academic goals as indicated through counselors notes, follow up

appointments via SARS GRID, and analysis of educational plans and degree/transfer check lists.

B. Program Operating Outcomes (Budget, Facilities, scheduling, equipment and technology – hardware/software)

Note to Counselors: Per the notes above these POO's must all relate to budget, facilities, scheduling, etc. Other "goals" or plans for the future of the department might fit under the "initiatives" section. The performance indicators are a "muddy" area; not sure which angle the department wants to write from. Below are just my suggestions. TH

1. Identify and procure an updated SARS software program and/or an additional computer software program that provides a systematic and comprehensive method to collect data to better track services provided to students accurately and statistically.

Performance indicator: Research will be conducted on the most current version of SARS (to include cost of program, training on the new system and functionality) and a computerized software program that can track services provided to students such as a swipe card.

2. Provide a comprehensive and quality online orientation as part of the matriculation process.

Performance indicator: Research will be conducted on other online counseling models to find a program structure that is in line with the needs of the students at Ventura College and the faculty load Counseling Department.

3. Seek additional staffing assistance to manage the information center.

Performance indicator: A staffing needs assessment will be conducted for the information desk located in the student services center.

4. Training will be provided to all counseling faculty to comprehensive online counseling services to students.

Performance indicator: All counseling faculty will attend training workshops to learn how to provide online counseling services utilizing the most current technology.

5. Secure yearly funding for the reinstatement of Adjunct General Counseling Faculty to enhance service during peak times, including pre registration/counseling services during summer and to address multiple and separate registration timeframes.

Performance indicator: The Counseling Department will determine a base amount of yearly funds necessary to enhance counseling service during peak times.

6. Provide students with Guidance/Career/Transfer courses taught by counselors.

Performance indicator: The counseling department will survey students to assess their current needs regarding counseling guidance classes and develop an instructional schedule of Guidance credit courses.

7. Increase collaboration with instructional faculty.

Performance indicator: Counselors will survey the faculty to understand the need for counseling “in-reach” activities, i.e., classroom visitations; participation in learning communities, attending departmental meetings, etc.

8. Provide outreach/pre-registration/counseling services to our feeder high schools students

Performance indicator: Counseling department will conduct survey to assess outreach equipment, materials, and quality of services provided by counseling faculty at feeder high schools.

9. Increase the efficiency of the delivery of counseling services during counseling sessions by using the most up-to-date computer and software systems, specifically accessing external electronic transcripts, internet information, etc.

Performance indicator: The Counseling Department will assess the current computer and software system in each counselor’s office and develop a technology upgrade plan that will assist in increasing efficiency of services provided.

3. Operating Information

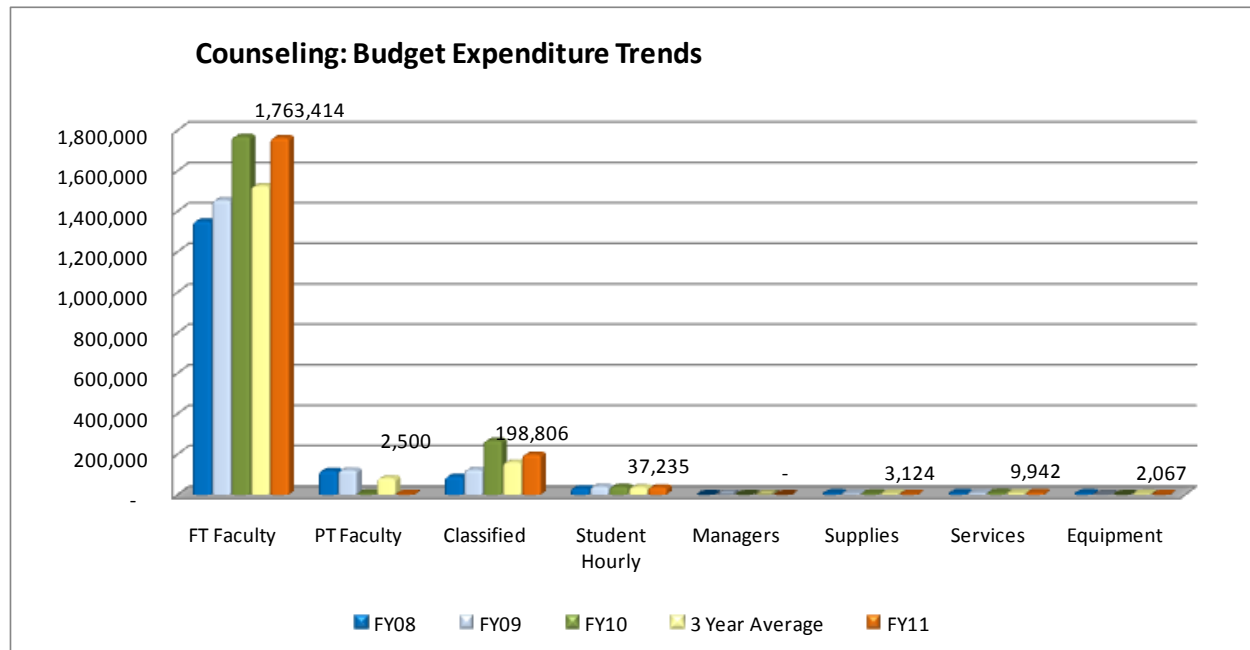
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	1,351,786	1,456,176	1,769,391	1,525,784	1,763,414	16%	12%
2	PT Faculty	119,110	122,053	5,655	82,273	2,500	-97%	-10%
3	Classified	90,892	123,787	267,617	160,765	198,806	24%	-1%
4	Student Hourly	31,783	41,114	40,137	37,678	37,235	-1%	10%
6	Managers	-	1,619	-	1,619	-	-100%	-8%
7	Supplies	7,202	5,734	5,394	6,110	3,124	-49%	24%
8	Services	8,234	9,548	10,153	9,312	9,942	7%	-17%
9	Equipment	7,202	690	-	3,946	2,067	-48%	-42%
	Total	1,616,209	1,760,721	2,098,347	1,825,092	2,017,088	11%	0%

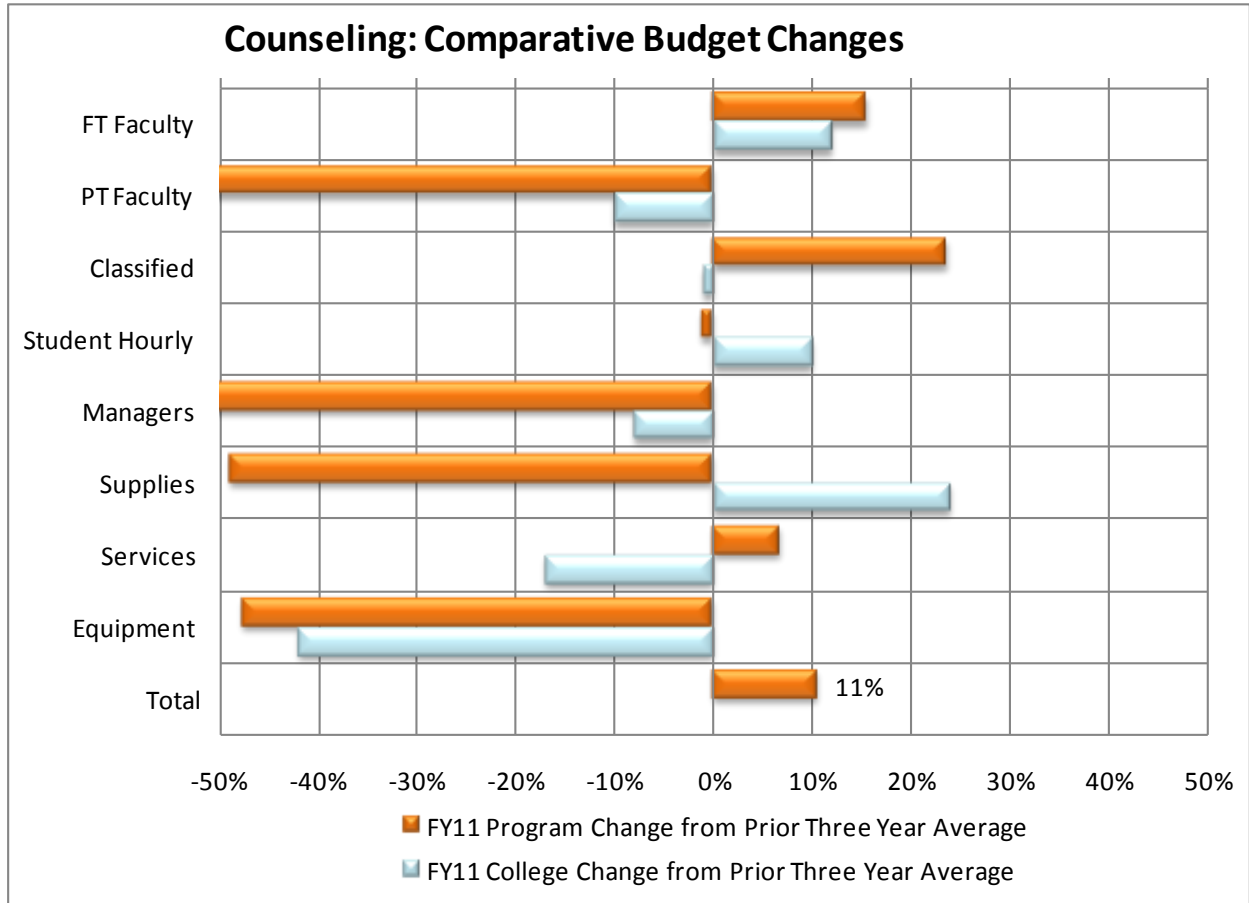
A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.



A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program’s change in expenses and includes the data label. The second bar represents the college’s change in expenses.



A4: Program Staffing

The following table shows the staffing in the FY12 budget.

Counseling							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
111310081170	Counselor/Dept Chair	De La Selva, Aurora L	11	1.000	0.400	1.000	0.400
111310081220	Counselor	Gonzales, Angelica Varg	11	1.000	1.000	1.000	1.000
111310081220	Counselor	James, Ralph E	11	1.000	1.000	1.000	1.000
111310081220	Counselor	Carrasco Nungaray, Mari	11	1.000	1.000	1.000	1.000
111310081220	Counselor	Hosley, Ticey Leshay	11	1.000	1.000	1.000	1.000
111310081220	Counselor-Bil	Herrera, Beatriz	11	1.000	0.500	1.000	0.500
111310081220	Counselor	Ramirez, Giselle	11	1.000	0.500	0.500	0.500
111310081220	Counselor	Hull, Rebecca	11	1.000	1.000	1.000	1.000
111310081220	Counselor	Walsh, Daniel Joseph	11	1.000	1.000	1.000	0.600
111310081220	Counselor	Moriel-Guillen, Guadalu	11	1.000	1.000	1.000	1.000
111310081220	Counselor - Rd Wkld	Farris, David	11	1.000	1.000	1.000	1.000
111310081220	Counselor	De Cierdo, Marcelino A	11	1.000	1.000	1.000	0.500
111310081220	Counselor	Casillas, Mary H	11	1.000	1.000	1.000	1.000
111310081220	Counselor/Matriculation	Vang, Yia	11	1.000	1.000	1.000	1.000
111310081230	Counselor/Dept Chair	De La Selva, Aurora L	11	1.000	0.600	1.000	0.600
111310081387	Dept Chair	De La Selva, Aurora L	10	1.000	1.000	1.000	-
111310082121	Std. Svcs Asst II	Pope, Denise Yvonne	12	1.000	1.000	1.000	1.000
111310082121	Clerical Asst. I	Zizumbo, Beatriz	11	0.475	1.000	0.475	0.435
111310082121	Matriculation Spec I/Bil	Matusevic, Margaret Isa	12	1.000	0.750	1.000	0.750
						17.975	14.285

A5: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
111 31008 1170 601000	Faculty - ReAssigned Time - Instruc	-	-	-	-	42,324
111 31008 1220 631000	Faculty -Non-Instructional	934,415	970,346	1,239,556	1,150,110	1,045,094
111 31008 1230 631000	Faculty - Non-Instr - Sabbatical	-	45,607	-	105,063	63,485
111 31008 1270 601000	Faculty - Reassign Time -NonInstr	41,410	44,878	40,134	18,243	-
111 31008 1342 631000	Faculty -Office Hours - PT Faculty	-	157	-	-	-
111 31008 1387 601000	Dept Chair stipd & extra (13.F2,3,4	2,500	2,500	2,500	2,500	2,500
111 31008 1420 631000	Faculty -Non-Instructional - Hourly	113,378	115,940	3,032	-	2,300
111 31008 2121 631000	Classified Regular	59,939	74,192	178,276	131,202	121,692
111 31008 2322 631000	Classified - Overtime	-	-	501	2,397	-
111 31008 2530 631000	Student Hourly-Non-Instructional	30,812	39,946	38,140	36,352	36,493
111 31008 2826 631000	Provisional, Ltd Term-NonPos Cntrl	-	16,648	-	-	-
111 31008 3XXX0 631000	Benefits Revenue	-	29	1,517	1,611	-
111 31008 3XXX1 601000	Benefits FT Faculty	375,962	395,344	489,701	489,998	532,094
111 31008 3XXX2 631000	Benefits PT Faculty	3,231	3,457	123	-	76
111 31008 3XXX3 631000	Benefits Classified	30,953	32,947	88,840	65,207	62,987
111 31008 3XXX4 631000	Benefits Student Hourly	970	1,169	1,998	883	620
111 31008 3XXX6 631000	Benefits Managers	-	1,619	-	-	-
111 31008 4200 631000	Office Supplies and Material	4,755	5,650	4,968	2,824	4,000
111 31008 4800 631000	General Supplies & Materials	2,448	84	426	300	3,100
111 31008 5211 631000	Employee Travel	-	-	298	-	-
111 31008 5220 631000	Mileage Reimbursement	16	9	-	83	-
111 31008 5241 631000	Faculty Travel (\$100 Per Contract)	713	740	504	70	200
111 31008 5242 631000	Other Faculty Travel	-	50	-	-	-
111 31008 5622 631000	Maint/Repair-Equipment	149	706	-	-	-
111 31008 5641 631000	Software Maintenance & License Fe	5,670	5,895	5,940	5,940	5,680
111 31008 5822 631000	Licenses And Fees	-	-	47	-	-
111 31008 5870 631000	Printing And Duplicating	1,686	1,654	2,517	3,549	2,400
111 31008 5890 631000	Other Expense & Services	-	495	847	300	-
111 31008 6425 631000	Equip-Non Instruc Furni \$200-\$999	-	620	-	2,067	-
12845 31008 6415 631000	Equip-Instruc Furn-\$200-\$999	607	70	-	-	-
12845 31008 6425 631000	Equip-Non Instruc Furni \$200-\$999	426	-	-	-	-
12845 31008 6453 631000	Equip-Non Instruc Equip \$1000+	6,169	-	-	-	-
	Total	1,616,209	1,760,752	2,099,865	1,825,609	1,925,045

A6: Interpretation of the Program Budget Information

The A-1 Budget Summary Table is inaccurate and does not represent the actual payroll expenses (benefits) as it relates to the Counseling Department. The table shows that a portion of the payroll expense for a manager was paid out of the Counseling department funds in FY09 but that was an anomaly, an error. Thus the table demonstrates management's payroll percentage was decreased by 100% as a result. The expenditure should not have been recorded in this budget. It was corrected in FY10.

Additionally, the actual percentage for FT and PT faculty payroll expenses cannot be confirmed because the original program staffing A-1 Budget Summary Table for FY12 was changed at the onset of this Program Review cycle (2011-2012) by David Keebler when it was discovered that Table A-4 Program Staffing Faculty/Staff FTE was inaccurate. Per David Keebler, he corrected the Table A-4 Program Staffing Table in his database but was not able to change the budget

data in Banner (A-1 Budget Summary Table) thus for this purpose, the faculty budget portion cannot be confirmed. From in-house data, the number of FT counseling faculty has been consistent for the past three years but the counseling faculty FTE number was sixteen (16) FTE in earlier years (prior to 2004). Thus, the Counseling Department has experienced a **decrease of 19% in the FTE of FT counseling faculty between 2004 to today**, not an increase of 16% as noted in Table A-1 Budget Summary Table. Perhaps this increase is a reflection of the step and column payroll increases for the current faculty and not an increase of actual FTE. Furthermore, the Department experienced a 97% decrease in PT faculty hourly funds while the number of students increased since 2004. The Counseling Department has had to continue to meet the needs of the general student population and its feeder high schools, community and industry with less staff and less funding.

The budget accurately demonstrates, in concept, the counseling faculty percentage of the employee payroll expenses. Counseling faculty are the sole providers of professional counseling services to students thus it is expected to have such payroll expense. The faculty had to have completed educational training at the Master's level to meet the minimum qualifications required to be employed as a counselor (a faculty position) in the California Community College system. Counselors are non-classroom faculty and are qualified to counsel and teach student success "for credit" courses under the discipline of Guidance Workshops at Ventura College. These courses vary in focus such as "How to Transfer" to "Discover the Right Career" as examples. Because of their instructional classification, the courses are under the instructional budget and are not in this budget.

The current faculty FTE will drastically change as the Department anticipates three faculty retirements. Two retirements will occur in the academic year 2012-13 and one will occur in 2013-2014. Given the need for counseling services, the Department intends to seek replacements for each retiree.

The classified payroll expenses reflect the current staffing of one full-time classified employee, one .435 part-time classified employee, and a recent addition of one full-time employee that has dual responsibilities in counseling (.750) and matriculation (.250). The latter addition is the reason for an increase in classified payroll expenses. The need for classified employees is greater than ever. With the new initiatives of SLO development and analysis, the need for detailed data collection continues to increase and it is a function the classified staff are most adept to handle as they are the front-line staff at the Information/Counseling Reception Desks.

Given the numerous and divergent transfer requirements for the hundreds of public and private institutions of higher learning (four-year universities) and job-training requirements to enter the workforce, the expectation of the Counseling faculty is to stay current with its knowledge-base and provide exemplary counseling services to a diverse and multi-cultural student body. It is the goal of the department that the college will replace each retirement so as to maintain an effective and efficient counseling faculty in the years to come. .

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Counseling								
Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Sony KDL52W3000-52 LD TV "	Troxell Communi	31008	12845	7/15/08	3	3,084	N00018533	S019020711X
Sony KDL52W3000-52 LD TV "	Troxell Communi	31008	12845	7/15/08	3	3,084	N00018532	S019020712X
						6,168		

B2: Interpretation of the Inventory Information

The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory is underway to provide an accurate equipment list. A quick survey of existing equipment shows that the Counseling Department has one 52" LD TV in the lobby area, one 52" LD TV in the Counseling Conference Room SSC 149, 19 computers, 13 desk printers, two Lexmark Banner printers, one HP Laserjet printer, one HP color printer, one fax and two scanners. With the exception of the two LD TV's, the value is undeterminable at this time as it is not new equipment, but rather are products of a migration project.

This equipment is used to provide direct counseling services to students. The equipment is housed at various locations: Information Desk, Counseling Desk, Counseling Conference Room and in each individual counseling faculty office. The computers provide counseling faculty and staff direct access to myVCCCD, Banner, Internet, MS Office software, SARS grid (appointment software), external transcript read-only files, and e-counseling. Printing capability allows counseling faculty/staff to print external transcripts, Assist information, catalog information, applications, etc., that is needed.

Although each counseling faculty member/staff has operational equipment, the equipment is outdated and requires to be upgraded to a faster, efficient level. The current equipment does not allow for a streamline, efficient manner to view external transcripts (or other documents accessible via Internet) while having open other "operational" software such as Banner and/or software at the same time. The current software and computer elements freeze each time this is attempted thus making a counseling session less productive.

Also, the need to capture each counseling service provided to student during a counseling session is vital to achieving a higher level of SLO's. It is imperative an assessment be completed of software and equipment available in the educational industry and find monies to purchase it. Counseling faculty are unable to monitor and record such experiences thus it impacts the successful data collection and evaluation of the Department's SLO's.

C1: Service Data

a) What populations are served by the program?

The Counseling Department provides general counseling services to the general student population which is approximately over **13,500** at this time. The type of students served are new, continuing, Veteran's, special-admit K-12, transfer, re-entry, non-traditional, ESL, international students, those seeking job-skills and student athletes. In addition, the Counseling Department may have students in common with other programs such as Financial Aid appeal students, DSPS (EAC), EOPS, MESA, CalWORKs and STEM.

Student Demographics – The last published Ventura College Student Demographics report is dated May, 2010. It was created by the Office of Research and Evaluation at Ventura College. It reported that in May, 2010 Ventura College had close to **14,735 students attending**, with the majority being **female (55.8%)** and about **42.2% of the student population being Latino/Hispanic**, with white students accounting for 39.1%. Of the student population, the largest age group (34.1%) attending is the 19 or younger group, followed by the second largest age group of 20-24 is at (31.1%). Between these two groups, the total is 65.2%. The remaining age groups (25-65/over) combined total is 34.8%. This demographic data closely resembles the gender and Latino/Hispanic make-up of the Counseling Department.

Further, out of the 14,735 students attending Ventura College at the time of the reporting, the unit enrollment status confirmed that **most students enrolled in less than 12 units per term (65.6%)** and those enrolled full-time were at 34.4%. Interestingly, the persistence rate for the academic year 2008-2008, showed the part-time students had a 45% persistence rate whereas for the **full-time students had a 73% persistence rate**. Consequently, the need for counseling services, in respect to increasing persistence rates is critical, in particular as it relates to the part-time student population.

Lastly, the CCSSE (Community College Survey of Student Engagement, 2008) report published by the Office of Research and Evaluation, Ventura College students responded that academic advising/planning (61%), career counseling (56%), and transfer credit assistance (51%) were very important college service to provide. The quality of relationships with people at Ventura College, in particular with college instructors, was quite strong (85%) as students found instructors available and helpful. The students have reported the importance of counseling services in the CCSSE and continue to do so at every evaluation cycle.

b) How many students, classes, etc. have been served by the program over the last two years (per semester)? This data is collected using the SARS grid software.

Student Contacts Table

Activity Type (Contacts)	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
One-to-One Appts-attended	1509	3437	3074	606	3709	3232
Drop-By	1837	4959	3880	3359	3420	2949
Group	799	339	1344	2216	1354	759
No.of Workshops*(not included in total)	184	63	72	66	52	51
TOTAL*	4145	8735	8298	6181	8483	6940

GW Courses (Sections) Table

Counseling faculty teach Guidance Workshop (GW) courses. The objective is to provide a curriculum that will aid the student in becoming a Master Student , learn how to develop appropriate academic/ career goals and learn how to achieve academic success, depending on the student’s goal(s). These courses are for credit and are either one- or two- unit credit courses. Most are CSU transferrable and all are degree-applicable at Ventura College. The topics range from “Discover the Right Career” to “How to Achieve Transfer Success”.

The counseling faculty teaching these courses have worked closely with the entire Counseling Department in the development, evaluation and analysis of the SLO’s for the GW courses.

Guidance Workshop Sections and Enrollment Data

Activity	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
No. GW sections	1	4	5	1	3	3
No. Enrolled Stdts	21	122	167	49	155	91
TOTAL	21	122	167	49	155	91

TOTAL GW COURSE ENROLLMENTS: 605 students

c) *What other operational data is pertinent to your program? Please provide.*

Additional services provided during this reporting period by the Counseling Department that are **not accounted for** in the data collection (either participants that do not have a VC Student ID number at the time of service & cannot be captured through the SARS grid software or students failed to denote their VC student ID number on the sign-in sheets):

- 1) E-counseling. This is a counseling service available to distance education students. Students have access to counseling via an electronic intake form located on the Distance Education webpage. Once completed, the Distance Education office forwards the form to the designated e-counselor. This is designed to assist students with questions regarding academic and career requirements. **Total: 550 counseling contacts per regular semester** on average.
- 2) Community Outreach. This an outreach activity to local community groups, church groups, non-profit organizations, elementary/middle schools, CYA, jail and local boys/girls clubs. Presentations vary in topics. Topics are regarding VC academic programs, general college information and career ladder information. Counselors conduct the presentations based on the type of information that is requested by the group. **Total: 15 presentations per regular semester** on average. **Counseled over 450 participants in one semester.**
- 3) High School Presentations. This is an outreach activity to feeder high schools. Counselors are invited to present on a variety of topics regarding VC academic and career program. Most frequent presentations involve nursing/allied health, student athletic counseling, matriculation process and transfer information. **Total: 3 per regular semester** on average. **Counseled over 500 participants in one academic year.**
- 4) Classroom presentation (In-Reach) to VC students. This is an in-reach activity counselors perform every semester. Collaborative efforts with instructional faculty allow for counselors to present directly to entire classes on topics ranging from major preparation to transfer requirements to career information. **Total: 15 presentations per semester** on average. **Counseled over 800 students in one academic year.**

C2: Times of Operation (per semester/summer):

Fall and Spring Semesters:

Counseling Department Office

Information Desk

Monday through Thursday: 8am to 7pm

Friday: 8am to 3pm

Sat/Sun: closed; except for special Matriculation counseling sessions in spring 2011

Counseling Availability

Monday through Thursday: 8am to 7pm

Friday: 8am to 3pm

Sat/Sun: Closed

Summer:

Counseling Department Office

Information Desk

Monday through Thursday: 7am to 7pm

Friday: closed

Sat/Sun: closed

Counseling Availability*

Monday through Thursday: 7am to 7pm

Friday: closed

Sat/Sun: closed, except for special Matriculation counseling sessions

*=depending on funding for summer counseling

4. Performance Assessment

A. Service Unit Outcomes

Service Unit Outcome	Performance Indicators
1. Students will be able to recognize the need for information and ask the appropriate questions when seeking counseling services.	70% of students who participate in a counseling workshop will participate in follow up counseling services as indicated in SARS and counselors notes/files.
Operating Information	
Analysis – Assessment	
No data	

Service Unit Outcome	Performance Indicators
2. Students will be able to navigate the student support services system to enhance their academic success.	70% of students will identify a minimum of three support services they can utilize to enhance their educational performance after attending an online or face-to-face orientation session.
Operating Information	
Analysis – Assessment	
No data	

Service Unit Outcome	Performance Indicators
3. New freshmen students will identify the courses needed to meet their educational goal.	70% or higher will identify courses needed to meet their educational goal (educational pathway) as indicated on their <i>First Semester Education Plan</i> by the end of the New Student Workshop.
Operating Information	
New Student Workshops are designed for incoming freshmen where the development of a First Semester Educational Plan will be completed by the end of the workshop. The focus of this workshop will be information regarding our academic and vocational programs, educational pathways and career guidance.	
Analysis – Assessment	
Based on evaluation completed of the first-semester ed plans collected during the identified timeframe for New Student Counseling Workshops offered at the high schools (for New Freshmen), a 100% achievement level was achieved. However, the level of interaction with a counselor was limited and no time was available for follow-up. Further, the sample was not representative of the entire Freshmen 2011 class we counsel during the Matriculation season. It was a small sample size.	

Service Unit Outcome	Performance Indicators
4. New Student Athletes will learn the academic requirements for participation in athletics at Ventura College.	70% of student athletes, after the New Student Athlete Eligibility Workshop, the student athlete will identify the minimum academic eligibility requirements for the first season of competition.
Operating Information	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
5. After attending a counseling session, the students will be able to identify two types of educational goals/pathways available at Ventura College.	70% of student will identify the tools/resources/steps necessary to accomplish academic goals as indicated by counselor notes, follow-up appointments and analysis of educational plans and degree/transfer check lists.
Operating Information	
Analysis – Assessment	

B. Operating Goals

Operating Goal	Performance Indicators
1. Identify and procure an updated SARS software program and/or an additional computer software program that provides a systematic and comprehensive method to collect data to better track services provided to students accurately and statistically.	Research will be conducted on the most current version of SARS (to include cost of program, training on the new system and functionality) and a computerized software program that can track services provided to students such as a swipe card
Operating Information	
SARS is currently the tool used to record appointments and drop by services performed with students. Counseling department will research if more current tools & technology that can be used to accurately capture all student contacts and services as well as assess need for counseling services.	
Analysis – Assessment	
No data has been collected to measure the number of hours or time of day needed for counseling services.	

Operating Goal	Performance Indicators
2. Provide comprehensive and quality online and in-person college orientation as part of the Matriculation process.	Research will be conducted of model online and in-person orientation programs.
Operating Information	
Presently, an online orientation is available to all students at no cost, and is non-mandatory. The current online orientation needs updating, and needs to be more interactive and user friendly. Presently there is no full time counselor assigned to complete this task. In addition, a method to needs to be created which can demonstrate the completion of the online orientation.	
Analysis – Assessment	
Orientations were previously conducted by the Matriculation staff. However, due to re-assignments within the Matriculation department this service is no longer provided. Counseling faculty will provide in-person orientations beginning fall 2011.	

Operating Goal	Performance Indicators
3. Seek additional staffing assistance to manage the information center.	A staffing needs assessment will be conducted for the information desk located in the student services center.
Operating Information	
The Information Desk, which serves as an “in- take” desk for six different student service programs (Counseling, Admissions & Records, Student Business Office, Transfer and Career Center and Matriculation). The hours of operation are longer than most departments on campus; Monday – Thursday, 8:00 a.m. to 7:00 p.m. and 8:00 a.m. – 3:00 p.m. on Friday. The Information desk is staffed by one full time and one 80% staff member funded exclusively by the counseling department. Due to the extended hours of operation the present level of staff cannot provide 100% of service and/or coverage of student demand. Although, student workers have been trained to assist in providing coverage; often times they are not reliable and without evening supervision.	
Analysis – Assessment	
The entire staffing of the information desk located in Student Services Center is unfairly staffed by the counseling department employees only.	

Operating Goal	Performance Indicators
4. Train all counseling faculty to provide comprehensive online counseling services to students.	All counseling faculty will attend training workshops to learn how to provide online counseling services utilizing the most current technology.
Operating Information	
Limited online counseling services are currently offered. Four counseling faculty currently provide this service. By training all staff, students will have greater access of counseling services online.	

Analysis – Assessment

Counselors need training on how to provide counseling services online to students. Topics for training include confidentiality as it relates to FERPA, analysis of students needs and how to respond in a concise manner, and how to document services.

Operating Goal	Performance Indicators
5. Secure yearly funding for the reinstatement of Adjunct General Counseling Faculty to enhance service during peak times, including pre registration/counseling services during summer and to address multiple and separate registration timeframes.	The Counseling Department will determine a base amount of yearly funds necessary to enhance counseling service during peak times.
Operating Information	
Analysis – Assessment	

Operating Goal	Performance Indicators
6. Provide students with Guidance/Career/ Transfer courses taught by counselors.	The counseling department will survey students to assess their current needs regarding counseling guidance classes and develop an instructional schedule of Guidance credit courses.
Operating Information	
Analysis – Assessment	

Operating Goal	Performance Indicators
7. Increase collaboration with instructional faculty.	Counselors will survey the faculty to understand the need for counseling “in-reach “activities, i.e., classroom visitations; participation in learning communities, attending departmental meetings, etc.
Operating Information	
Counselors worked closely with classroom faculty in previous years. Re-establishment of relationships need to occur to foster collaboration and serve as a resource to faculty.	
Analysis – Assessment	

Operating Goal	Performance Indicators
8. Provide outreach/pre-registration/counseling services to our feeder high schools students	Counseling department will conduct survey to assess outreach equipment, materials, and quality of services provided by counseling faculty at feeder high schools.
Operating Information	
Annually, the counseling department hosts a High School conference. An evaluation is included. The evaluation will be expanded to survey constituents from the high schools to learn how to better serve them.	
Analysis – Assessment	
The survey will be administered at the next High School conference in March 2012.	

Operating Goal	Performance Indicators
9. Increase the efficiency of the delivery of counseling services during counseling sessions by using the most up-to-date computer and software systems, specifically accessing external electronic transcripts, internet information, etc.	The Counseling Department will assess the current computer and software system in each counselor’s office and develop a technology upgrade plan that will assist in increasing efficiency of services provided.
Operating Information	
Analysis – Assessment	

5. Findings

Finding 1: Yearly funding is needed to provide students with counseling services during peak times, which include pre-registration and summer months (SUO#1, 2, 4, 5; OG#5).

Finding 2: Current system of data collection does not accurately collect or evaluate the services provided to students (OG #1)

Finding 3: Training for all counseling faculty on how to provide online counseling (e-counseling) to students is needed as well as upgrade of computers and computerized software that can scan, store and retrieve documents from counselor's office computers. Eventually student files will be phased out. Additional equipment needed includes a workable copy machine and color printer (OG #1, 4, 9).

Finding 4: Increase the course offerings of guidance classes taught by counselors that teach career development, transfer success and choosing a major/educational goal (OG #6).

Finding 5: Based on evaluation completed of the first-semester educational plans collected during the identified time frame for new student counseling workshops offered at the high schools (for new freshmen), a 100% achievement level was achieved. However, the level of interaction with a counselor was limited and no time was available for follow-up. Further, the sample was not representative of the entire Freshmen 2011 class we counsel during the Matriculation season. It was a small sample size (SUO#3).

6. Initiatives

This section is the initiatives that you develop as a result of your SUO and Operating Goal assessment. The items you identified in your last SUO assessment has been identified for you. You are asked also to create a numbering system, such as CTS 01.

Initiative: Increase Access to Counselors

Initiative ID: COUN1201

Link to Finding #1: Increase counseling faculty hourly budget during the matriculation cycle, high peak, summer July and peak August.

Benefits: Counselors will be available to provide services to students during evening and summer months.

Request for Resources: \$140,000.

Funding Sources: Need to add information here.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative : In-Person College Orientation needed.

Initiative ID: COUN1202

Link to Finding #1: Need to train staff to conduct dynamic, interactive in-person college orientation. This is needed as an alternate format for those that do not have access to technology or have LD issues.

Benefits: These orientation workshops provides new students to Ventura College information and guidance regarding academic programs, student support services, financial aid, and other educational costs

Request for Resources: Need to train staff to conduct dynamic, interactive in-person college orientation. This is needed as an alternate format for those that do not have access to technology or have LD issues. The budget would provide orientations during summer months, 3 times per week.

Funding Sources: \$7,000

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative : Training of Desire2Learn for counselor

Initiative ID: COUN1203

Link to Finding #5: Conduct training of Desire2Learn for all counselors to teach on-line guidance courses.

Benefits: Provides an opportunity for counselors to teach on-line classes which foster greater rapport with students which may lead to student success, retention and expands the capability of offering online counseling services.

Request for Resources: 0

Funding Sources:

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative : Data collection system

Initiative ID: COUN1204

Link to Finding #2: Need to have a systematic comprehensive computerized system that collects data on counselor contacts and activities with student.

Benefits: With accurate comprehensive data, analysis of need, projection and evaluation of services can occur to enhance counseling services. Follow-up counseling services can be provided for retention and student success.

Request for Resources: \$23,000

Funding Sources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative : Update of technology for counselor use

Initiative ID: COUN1205

Link to Finding #3: Upgrade of computers, and computerized software that can scan, store and retrieve documents from counselor’s office computers. Individual scanners, copy machine, and color printers will assist counselors in providing services to students.

Benefits: Counselors will be able to provide services to students in a more efficient manner by retrieving stored documents, thus eliminating the need of student files.

Request for Resources: \$5000

Funding Sources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. The program's initiatives will be entered into the Excel spreadsheets by resource category and consolidated into division and college-wide spreadsheets.

Counseling Program Review Spreadsheet

Line Number	Division Code	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1	35	Counseling	1				COUN1201	Hourly Counseling	Summer/Peak Counseling	1	\$140000
2	35	Counseling	1				COUN1202	Data Collection System	Collect Student Service Data	4	\$24,000
3	35	Counseling	2				COUN1203	Training D2L	Counselors will Teach online	0	
4	35	Counseling	3				COUN1204	Training / Technology	Enhance the delivery of student counseling services by utilizing educational Technology to provide services.	0	
5	35	Counseling	4				COUN1205	Upgrade/ Equipment	Increase effectiveness of student services by utilizing upgraded computers, scanner, color printers.	4	\$5000
6											
7											

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division’s spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean’s will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

7A: Appeals:

After the service unit review process is complete, your unit has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the review process.

7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.