



Counseling Program Review 2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

- None of the initiatives that required **zero** funding were implemented in AY 2012-2013. The Counseling Department discovered, after the fact, that such initiatives required multiple departments to become engaged in the implementation of the initiative thus without prior consultation at the time of writing the program review, the department's were not able to design and implement the initiatives within the allotted timeframe.
- Of the **three** initiatives that **required funding** and were ranked high by the Division, two were funded and completed. Counseling 1311 (convert Guthrie Hall to a SMART classroom) and Counseling 1310 (replace three counselors) were completed in AY 2012-2013. The replacement of three counselors has had a tremendous impact on student learning. As a result, Counseling was able to maintain the same level of counseling services for the AY 2013-2014 as in AY 2012-2013; in particular with the start of the counseling "peak" season for incoming freshmen on July 1, 2013. Students had access to experienced, competent counselors throughout the entire summer because the replacement were hired in anticipation of the peak season and began employment on or immediately following July 1, 2013 start date.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

One major accomplishment is that students will now have access to a comprehensive online college orientation via the student portal. This accomplishment was funded by the VC Title V Co-Op grant and created by a general counselor assigned to the grant, and allowed release time, to develop this project. This same orientation will now be modified to be implemented as an in-person college orientation for use in the newly converted Guthrie Hall SMART classroom. In last year's program review the creation of an in-person college orientation required funding but now, that initiative will a zero funding initiative.

A most recent important update is the passage of the new legislation titled, **the Student Success Act of 2012** (formerly known as the Seymour-Campbell Act). The impact of this legislation is twofold: it directly targets funding to "mandated" student services provided and it holds the student accountable for achieving student success. The new law will impact the service provider (the college) as well as the students receiving the service(s). The new law requires colleges to:

- Mandate assessment, orientation, and education planning—this was never legally mandated before. It was optional for students.
- Require students to declare a course of study—this was never legally mandated before. In the past, students were able to transfer as "undecided" provided minimum requirements were met.



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- Target student support services funding model—the delivery of services were not tied to funding before and the accountability measures were not required in the past. Now, in order to receive 60% of the funding, the colleges must employ strict protocols to ensure students complete the mandated college orientation, complete the mandated comprehensive holistic assessment, complete mandated counseling with an outcome of an abbreviated education plan for the first semester and a comprehensive education plan outlining the student’s chosen “course of study”. Additionally, the service provider must collect and maintain concrete data to account for every point of contact for the student services provided, as required by the new law.
- Set minimum academic standards for state financial aid—in the past, students not making satisfactory academic progress were able to continue receiving the California fee waiver. Now, the student’s fee waiver may be discontinued as a result of not making satisfactory progress.
- Establish and publish the Student Success Scorecard—colleges will be mandated to document and publish data pertaining to integrating institutional student success and student equity planning to address achievement gaps in race, ethnicity, gender, age group, and level of college preparation.

The implementation of this new law will require the various campus departments to work closely together, within the next few months, to establish District and campus policies/protocols to ensure full-compliance with the law and to disseminate up-to-date information to current and new students regarding this new law and its impact on students. Consequently, many initiatives being proposed in this program review are directly correlated to the Student Success Act legal mandates.

Section II - Description

A. Description of Program/Department

Counseling is a crucial and valuable resource available for students as counseling faculty provides personal, academic and career counseling which contributes to the enrichment of student development in preparation of academic and career planning. Counselors help students explore educational pathways that culminate in the development of a student educational plan (SEP) that specifically outlines requirements for the associate degree, certificate of achievement in specific majors or career fields, and/or transfer to a four-year university. Counselors evaluate and analyze numerous documents including SEP’s, internal and external transcripts, career interest inventories (i.e. Myers Briggs, Strong, Kudor), academic assessment information (i.e. AP, IB, CLEP), aimed towards student progress and good standing. Effective academic strategies are provided by counseling faculty to help students achieve success, degree completion and/or



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transfer. Counselors collaborate with instructional faculty and make referrals to on and off campus resources as deemed appropriate and necessary for student success.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

With the continual implementation of the SB 1440 legislation for transfer to the California State University system, and the newly legislated Student Success Act, the legal mandates will require colleges to provide the counseling services with particular legislated outcomes thus impacting the level of counseling services and the number of specialized of counseling services available. Additionally, compliance requirements and outcomes will be tied to funding thus the Counseling Department will need to complete a thorough review of its protocols and procedures to ensure that accountability measures are developed and implemented in alignment to the State Chancellor's funding formula, in preparation for the Fall 2014 semester.

C. College Vision

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

D. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

E. College 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

F. Organizational Structure

President: Greg Gillespie **Executive Vice President:** Daniel Seymour

Dean: Victoria Lugo

Department Chair: Guadalupe Guillen



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| | |
|---------------------|--|
| Name | Scott Brewer |
| Classification | Professor-Counseling |
| Year Hired | 2013 |
| Degrees/Credentials | AA, 1985, Antelope Valley College; B.A, 1988, CSUN; M.A, 1993, UCSB. |

| | |
|---------------------|--|
| Name | Marian Carrasco-Nungaray |
| Classification | Professor-Counseling, Transfer Center Coordinator |
| Year Hired | 1993 |
| 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, Career Center Coordinator |
| Year Hired | 1988 |
| Degrees/Credentials | B.A., 1978, University of California, Santa Barbara; M.S., 1988, California Lutheran University |

| | |
|---------------------|--|
| Name | Eric Chau |
| Classification | Adjunct Professor - Counseling |
| Year Hired | 2013 |
| Degrees/Credentials | M.S Counseling, 2004, University of La Verne |

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

| | |
|---------------------|---|
| Name | Norine Fine |
| Classification | Adjunct Professor - Counseling |
| Year Hired | 2013 |
| Degrees/Credentials | AA, 1989 Mission College; B.S. 1993, Pepperdine University; M.S. 2009, California Lutheran University |

| | |
|---------------------|--|
| Name | Helen Galindo |
| Classification | Professor-Counseling |
| Year Hired | 1995 |
| Degrees/Credentials | A.A., 1979, Oxnard College; B.A., 1983, California State |



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|--|---|
| | University, Northridge; M.S. 1989, California Lutheran University |
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| | |
|---------------------|--|
| Name | Angelica Gonzales |
| Classification | Professor-Counseling |
| Year Hired | 2004 |
| Degrees/Credentials | B.S., 1996, M.A., 2002, California Lutheran University |

| | |
|---------------------|--|
| Name | Jose Gutierrez |
| Classification | Professor-Counseling |
| Year Hired | 2013 |
| Degrees/Credentials | AA, 1998, Moorpark College; B.A, 2001, CSU Chico; M.S, 2009, San Francisco State University. |

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

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

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

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



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|---------------------|--|
| Name | Corey Wendt |
| Classification | Professor-Counseling |
| Year Hired | 2004 |
| Degrees/Credentials | A.A., 1990, Allan Hancock College; B.A., 1993, M.S., 1995, California State University, Fresno |

| | |
|---------------------|--|
| Name | Denise Pope |
| Classification | Student Services Assistant II |
| Year Hired | 1983 |
| Degrees/Credentials | A.S., 1983, Medical Assistant, Ventura College |

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

Section IIIa – Data and Analysis

A. SUO Data

The Counseling Department has a total of five SUO's. In the AY 2012-2013, the department selected one SUO (as required by the Program Review Process) to evaluate. It was evaluated in Fall 2012. The SUO was PSUO-2 which required students on probation and/or dismissal to be able to identify the steps needed to reach academic success. The performance target of 70% was met; the actual percentage was 100%. The counseling faculty were not surprised by the finding as the student benefited from receiving the required information ("the intervention") during the counseling session. The student was able to ask for clarification immediately right after the "intervention" before completing the SUO post-test.

One surprising observation was how many students would inform the counselor at the onset of the counseling session that "they [the students] were surprised that they were on probation" even though the student's transcripts indicated the grade point average was below a 2.00 or were not completing their courses in a satisfactory manner. The students also failed to understand the impact of being on academic probation and/or dismissal on their academics, financial aid, program completion, etc. Consequently, the counseling faculty recommended that the online college orientation that was created be updated to include more detailed information on this policy and the impact of not making satisfactory progress. Discussions are continuing within the Counseling Department to determine if the development of workshops for students on probation or dismissal will be required, per the new Student Success Act, before the student is allowed to enroll in more units, or be allowed to re-enroll. In anticipation of needing this workshop, a draft workshop outline has been created. Further guidance is forthcoming now that a team of VC personnel has attended the Student Success Act Summit in Sacramento and obtained instructions on the matter.



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During the SUO evaluation, the students on probation and/or academically-dismissed demonstrated to not understand the magnitude of the seriousness of being on such status. The student's typical answer when informed of being on probation was "Why can't I take more units? I need the financial aid. If I cannot get financial aid, I cannot attend school." They did not seem to understand the connection between being on probation and academic progress plus the potential of jeopardizing their financial aid. Because counselors must develop a Financial Aid Appeals education plan for this specific type of student (as required by the VCCCD Financial Aid Offices), the student often expressed to the counselor of feeling pressured to make a decision about their course of study because they had never had been "required" to declare a course of study and required to follow-it. Now with the new Student Success Act, this type of education plan will be required of all students, not just those on financial aid appeals.

During the SUO evaluation period, it was discovered that the number of financial aid appeal education plans had doubled because the Financial Aid policies had changed over summer in 2012. In the AY 2012-2013, the federal financial aid law changed which impacted the delivery of counseling services to students on probation and/or academically-dismissed, or students 'red-flagged' by Financial Aid. Counseling was unaware of these changes in the law because there is not a designated counselor to be a liaison with Financial Aid and provide counseling with regular updates and training.

Noted below is the data on the number of Financial Aid education plans completed by counselors during the SUO evaluation and subsequent terms, for which probation students were a subset of the entire financial aid student population requiring an education plan. However, to provide a more complete backdrop to the financial aid aspect, here's a brief introduction into the Financial Aid mandates. Recent changes to federal student aid by the federal government mandates that all students receiving Financial Aid and identified as one of the following must have a student education plan on file:

- Satisfactory Academic Progress (SAP) Appeals
- Unusual Enrollment Appeals
- Direct Loan Appeals
- Pell Lifetime Eligibility Flag
- Remedial Units Flag

According to the VC Financial Aid Office, in an effort to bring down the Direct Loan default rate, it has enacted a new appeals process that requires students to complete a student educational plan (SEP) with an academic counselor. Federal Student Aid has also enacted new regulations for students who are flagged as having "unusual enrollment" history. Unusual enrollment students are required to submit official transcripts from outside institutions and submit a SEP to the financial aid office to determine if there is potential fraud.

The Financial Aid Office documented the exact number of education plans completed by VC counselors for financial aid purposes alone. Here is the data:

886 Fall 2013 SAP/EXTEND appeals received as of 09/27/13.



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* **1459** SAP/EXTEND appeals approved/denied in the **2012-2013 aid year**.
150 SEPs submitted for unusual enrollment, remedial units, PELL lifetime eligibility, and Direct Loan appeals as of 09/27/2013.

As a result, Counseling has identified a great need to hire a general counselor to be assigned as a lead counselor to Financial Aid (similar to the model currently used for Athletic Counseling). By doing so, the communication between general counseling and financial aid would greatly improve in frequency/depth and training could be provided on an on-going basis. The Financial Aid Director could meet with the lead counselor on a weekly basis or more often and provide regular updates, and work closely to develop trainings and/or assist with the creation of protocols to best serve the students and streamline procedures as best as possible. The result expected would be to reduce duplication of efforts on the creation of education plans, consistent evaluation of coursework progress, and evaluating pertinent degree/transfer requirements/completion as it pertains to course of study.

The SUO data also support the need for “in-reach” activities at Ventura College. One of the reasons probation students came to meet with a counselor to develop an education plan was because it was a requirement for the student if the student wish to apply or receive Financial Aid. The other reason was the fact the student was unable to register for classes because the student was “blocked” at registration as a result of being on probation or academically-dismissed. During the SUO evaluation phase, the students repeatedly told the counselors that “had they known the academic policies that impact financial aid, maybe they would have sought help earlier before getting into trouble academically.”

During the AY 2012-2013 students were not legally mandated to complete a college orientation (the academic progress policies explained during the orientation) and/ or meet with a counselor to go over the course of study options, degree and transfer requirements, and develop an education plan to meet such goal(s) thus this is one reason that explains why students “slip through the cracks.” One initiative to implement would be to conduct more “in-reach” on campus by conducting counseling presentations in the classroom and to student organizations. Although the new Student Success Act will change this requirement from optional to legally required, completing an optional orientation and optional counseling sessions will no longer be an option; all core services will be legally required.

CSLO Data

The Counseling Department also offers Guidance Workshop (GW) courses. These CSU transferable courses and are for college credit. They are offered every fall and spring semester, depending on instructional funding. In the AY 2012-2013, two courses were evaluated in Fall 2012 as noted on the Counseling Department’s SLO rotational map. The first course evaluated was GW V01A (Discovering the Right Career). Three separate CSLO’s were evaluated. The first



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Required students to participate in a class discussion on career development theories and be able to compare two theories during the class discussion. The students participated in focus group and compared successfully two career development theories. The target was met. It signifies a 100% achievement since 25 out of 25 students achieved the goal.

The second CSLO evaluated for GW V01A required the student complete one career self-assessment and be able to identify, at a minimum, one career choice as a result of the diagnostic standardized career self-assessment. The students completed an in-class exam successfully and identified one career choice. This target was met by 92% since 23 out of 25 students completed the goal.

Lastly, the third CSLO was evaluated. It required the student to develop an effective career pathway for his/her selected career choice by completing a career plan using a research paper format to convey his/her chosen career choice. The target was met: 20 out of 25 students completed the assignment successfully. This signifies an 80% achievement.

The GW V01A instructor suggests faculty continue with the in-class self-assessment and expand on the web-based resources for career development that are available free-of-charge. Students that are financially-burdened, were appreciative of the activities that did not incur additional costs. Many of the students are in need of financial assistance and keeping costs down helps students stay in class and achieve success. Those that completed the self-assessment discovered aspects of themselves they would have never known had not for the career self-assessment. Some changed their course of study as a result of having more knowledge about their own personal preferences and strengths.

The second course evaluated was GW V02T (Transfer Success). Three separate CSLO's were evaluated in this one course. The first CSLO required the student describe the segments of Higher Education. The assessment type was a presentation. The target goal was 100% and it was met. One suggestion from faculty was to separate this CSLO's into separate segments of higher education by creating one just for out-of-state as this is the one segment of higher education that received less attention from most of the students. The second CSLO required the student examine the university requirements required for transfer. The assessment type was an in-class exam/quiz. The target goal was 100% and it was met.

For future use, it was recommended to update the quiz to reflect the new AD-T's for the CSU campuses and any new transfer changes for other university systems. The last CSLO required the student formulate a transfer plan for achieving transfer success. The assessment type was a writing assignment. The target goal was 100% and it was met. For future use, writing assignment instructions must be updated to reflect any new transfer information available. Also, faculty recommends instructor clarify parameters for those students needing to make a stronger connection between completing an Associate's degree and transferring to a University. For some students this was a difficult connection to make because some students stated they did not intend to transfer yet the student had registered in a class to learn about transfer but found it difficult to relate to lesson as they had not selected a major or career goal. In the future, the



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new Student Success Act will require students declare a course of study with 15-units or 2- semesters. Students will need to be informed as early as possible of the legal mandate to select a course of study because it has never been a legal mandate before.

The student success of GW courses offered by the Counseling Department in Summer 2012 and AY 2012-2013 were:

| Course | Total Retention for All Stdts | Total Success for All Stdts |
|---------|-------------------------------|-----------------------------|
| GW V01A | 94% | 67% |
| GW V02B | 90% | 80% |
| GW V02T | 94% | 72% |

As required by the Student Success Scorecard, attached are the data charts with the desegregated data on retention and success by course, term, ethnicity, gender, age. Since Ventura College is a Hispanic Serving Institution, the data highlighted in the narrative pertains to the Hispanic students enrolled in the above-noted courses. The average overall retention rate for the entire student population enrolled in all sections of all of the courses noted above was **93%**. The average overall academic success rate for the entire student population enrolled in all sections of all of the courses noted above was **71%**.

In the GW V01A courses, 92% of the Latino students enrolled completed the course, with 73% of them achieving academic success in the course in comparison to 67% academic success rate for the entire student population enrolled in all GW V01A course sections. The Latino students had a higher academic success percentage of 6% in comparison to the GW V01A academic success overall average. However, the retention rate was slightly higher (by 2%) in comparison to the GW V01A retention overall average.

In the GW V02B courses, 90% of the Latino students enrolled completed the course, with 70% of them achieving academic success in the course in comparison to 80% academic success achieved by the entire student population enrolled in all GW V02B course sections. The Latino students had 10% less academic success than the GW V02B academic success overall average. The retention rate was the same for the Latino students and the overall average.

In the GW V02T courses, 97% of the Latino students enrolled completed the course, with 80% of them achieving success in the course in comparison to the 72% academic success achieved by the entire student population enrolled in all GW V02T course sections. The Latino students had 8% higher academic success than the overall average. The retention rate was also higher by 3% for Latino students than it was for the overall average.

Overall, the data demonstrates that Latino students achieved a solid retention rate. It was more difficult to assess the academic success—in terms of letter grade-- given the courses are offered on a P/NP format. The retention rate achieved was more apparent and clear cut. One contributing factor to the retention rate is that the course had a low student to teacher ratio. As a result, students were able to make stronger connections with the instructor despite the



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shorten format of the classes, which usually met for eight weeks. Instructors had time to develop rapport with the students and provide mentoring inside/outside the class. Further, the instructors are also Ventura College full-time counselors thus students had access to an academic counselor for eight weeks before and after class, and could ask questions regarding academics and educational planning especially if the class did not cover such topics during the class.

Counseling faculty recommend the following:

- Increase GW course sections: currently only two GW sections in the fall and two in the spring. Need to offer GW courses year-round through the instructional program and increase the courses sections, depending on need. Expand the hourly instructional budget.
- Update GW curriculum: Need to have more up-to-date course titles (GW to COUN) and update the curriculum to reflect the new changes either in regulations and/or legislated.
- Create new curriculum and go through the curriculum approval process: create courses that will meet the new legislation of the Student Success Act (e.g. COUN 101 Student Success, COUN 102 College Academic Strategies, COUN 103 College Orientation, COUN 104 Transfer Success, etc) and/or meet the needs of student populations such as probation/dismissal, athletes, financial aid appeal students, and other identified specialized student populations.

B. Operating Data

1. Service Data

Student Contacts Tables Ventura College Counseling Department++

| Activity Type (Contacts) | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 | Summer 2013 |
|---|----------------|--------------|----------------|----------------|--------------|----------------|----------------|
| Available one-to-one appointments* (not included in totals) | 708* | 5483* | 5133* | 2002* | 4328* | 4198* | 442* |
| One-to-One Appts- attended | 517 | 3695 | 3156 | 1379 | 2676 | 2940 | 246 |
| Drop-By | 3263 | 2965 | 2828 | 4424 | 3613 | 2507 | 5181 |
| Group | 151 | 501 | 279 | 270 | 400 | 221 | 1497 |
| No.of Workshops* (not included in | | 13* | 6* | 38* | 24* | 34* | 270* |



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| | | | | | | | |
|-------------------------------------|------|------|-------|------|------|------|------|
| total) | | | | | | | |
| Other-contacts not recorded in SARS | | | 1937* | | | | |
| H. S. Matriculation | | | 1700* | | | | |
| TOTAL* | 3931 | 7161 | 6263 | 6073 | 6689 | 5668 | 6924 |

*Not Included in TOTAL.

++ Please note that this data has been corrected from previous Program Reviews according to what is presently captured in SARS.

A quick review of the above data suggest that the demand for counseling services has greatly increased during the Summer semesters while remaining stable during the Fall and Spring semesters. The following implications to students have resulted:

- 76 percent Increase in student volume from summer 11-summer 13.
- 78 percent decrease in available one-to-one counseling appointments from summer 12-summer 13.
- Increase in number of group counseling appointments..
- Increase in volume of students for drop in counseling
- Above data indicates: With an decrease in available one to one appts and and increase in available group appts-students still seek one to one service which resulted in an huge increase in Drop In contacts!

ANNUAL Totals:

| Year | Available one-one appts. | Appts. Attended | Group Appts attended | Drop-ins | Total contacts | Undup appt | Undup dropin | Total Undup cntcts |
|-----------|--------------------------|-----------------|----------------------|----------|----------------|------------|--------------|--------------------|
| 2011-2012 | 12016 | 7808 | 1037 | 8786 | 17631 | 8209 | 5901 | 11516 |
| 2012-2013 | 10071 | 6666 | 1691 | 10742 | 19099 | 8196 | 7077 | 12334 |

The above tables illustrates the following important points:

- The number of unduplicated students seeking services from general counseling increased by 818 students to 12334 and was nearly equal to that of the total Fall 12 student enrollment.
- The number of total student contacts increased by 1468.
- The number of students seeking drop in services increased by 1956.
- The number of students served by group appointments increased by 654.



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- The number of available appointments decreased by 1945 as the option to handle the increase in total volume has been to increase the number of drop-in hours and number of group appointments.

With the passage of the Student Success Act in 2012, the numbers of students seeking counseling students is expected to continue to increase over the next 4 to 5 years as nearly all students will be required to develop comprehensive educational plans. The complexity of developing unique comprehensive educational plans will continue to require one to one counseling appointments. Currently students are limited to 30 minute appointments to develop these educational plans, which often is not enough time depending on the complexity of the plan.

Full-Time and Part-time Counseling Faculty FTE Data

| Contract Counselor | POSITION % | Assign to Gen COUN % (AY13-14) | FTE | Expected Fall 14 FTE |
|------------------------------|------------|--|------|----------------------|
| Scott Brewer | 1.00 | 1.0 | 1.0 | 1.0 |
| Marian Carrasco-Nungaray | 1.00 | .50 (funded for only 40K, not 55K) | .50 | .5 |
| Helen Galindo | 1.00 | 1.0 | 1.0 | 1.0 |
| Marcelino DeCierdo | 1.00 | .5 (funded for only 40K, not 55K) | .5 | .5 |
| David Farris | .5 | .5 (no backfill prov) | .5 | 0 (retired) |
| Angelica Gonzales | 1.00 | .5 (Fall 13 sabbatical) (no backfill prov) | .5 | 1.0 |
| Jose Gutierrez | 1.0 | 1.0 | 1.0 | 1.0 |
| Beatriz Herrera | 1.0 | .8 (.2 FTE release, no backfill prov) | .8 | .8 |
| Guadalupe Guillen | 1.0 | .6 (.4 dept. chair) (no backfill prov) | .6 | .6 |
| Yia Vang | 1.0 | 1.0 | 1.0 | 1.0 |
| Daniel Walsh | 1.0 | .8 (.2 release Title V) | .8 | .8 |
| Corey Wendt | 1.0 | 1.0 | 1.0 | 1.0 |
| Subtotal Contract | | | 9.2 | 9.2 |
| NON Contract | | | | |
| Eric Chau | .6 | .6 | .6 | .6 |
| Norine Fine | .4 | .4 | .4 | .4 |
| Subtotal Non contract | | | 1.0 | 1.0 |
| TOTALS | | | 10.2 | 10.2 |



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Approximate Fall 13 Enrollment: **12,437** (VCCCD Institutional Research Data, Snapshot Report, October 2013)

Ratio of FTE Counselor to Enrolled students: **1:1,219**

The recommended ratio of counselor to students as outlined in the agreement with the district and the AFT is 1 to 550-800. Ventura College would need to hire at least 5.5 more full time counselors to reach the upper end of this ratio and over 12 new full time counselors to reach the lower end of this ratio. Hourly funds have been used to a minimal extent to supplement this gap, but it is clearly not enough and has led to an increase in quantity (drop-in counseling) and a decrease in quality (one-to-one counseling) student experiences.

To further support the need (established by this data), the Counseling Department is also including additional data (in the data table below) that is currently not being factored into the planning of the needs of students or into the planning needs for funding of the Counseling Department. **Over 4371 student contacts did not get recorded in Counseling's primary data collection system.** Most counselors provide online counseling to Distance Education students, provide online counseling to students that intend to begin their studies at Ventura College in the near future but need to have a counseling session via Distance Ed (via internet) as they currently reside outside Ventura County and/or to students still in high school that are unable to come onto campus for their counseling session. The Counseling Department also participates in campus and off-campus outreach but had to reduce its efforts due to budgetary reasons. The goal is to resume all outreach efforts, including participating in parent nights, AB540/Dream Act Information sessions, transfer activities, etc. Having an experienced and competent counselor present, allows for meaningful dialogue during the Q & A sessions on academic requirements. All of these efforts must be documented into a concrete database to allow for proper data collection and analysis for funding allocation and appropriate planning.

This data was not able to be inputted into SARS grid previously because many of the students had not yet been assigned a VC student ID number and/or the activity did not allow for data collection. The new advance feature on SARS grid, acquired at the end of last year, will allow for temporary ID numbers to be assigned for purposes of data collection.

Additional Counseling Data that is not CAPTURED in SARS Grid (Data Collection System)

| Term | Number of Std Contacts (Online Counseling) | In-Reach/Outreach/(VTEA Outreach Project) |
|---------------|---|--|
| Summer 2012 | 308 | Did not document |
| Fall 2012 | 837 | 155/No VTEA |
| Spring 2013 | 867 | 755/1449 (VTEA) |
| | | |
| Total: | 2012 | 910/1449 (VTEA) → 2359 |



Counseling Program Review 2013-2014

2. Budget

The Counseling Department budget provided by the Office of Program Review indicates that the funding for faculty and classified personnel was reduced over the past four years, with AY 2012-2013 being the lowest funded year. The projected budget for AY 2013-14 shows an increase of \$50,000 in the faculty line item and about \$4000 in the classified line item. The funding for part-time counseling faculty has ranged between \$2500 dollars in 2010-2011 to a projected \$7394 for Ay 2013-2014.

Historically, the Counseling department has rarely been provided backfill funds when a faculty member is on sabbatical leave, on a reduced workload, on release for special projects, or for when serving as Department Chair. Currently out of seven counseling faculty on release time, reduced workload, or on sabbatical leave, the Counseling Department is only receiving back-fill funding for one counseling faculty released at .2 FTE; he is working on a Title V Co-Op grant. Those working on the Title V H.S.I grant are being back-fill but not at the exact amount as being released. In AY 2012-2013 alone the Counseling Department **was not provided backfill funding** in the amount of approximately \$130,000 dollars. In AY 2013-2014, the amount will be approximately \$205,000 because one counseling faculty is on sabbatical for an entire semester and another faculty on a reduced workload contract is at a 50% contract for AY 13-14.

As the budget indicates, the counseling budget is not optimal. Hourly counseling is extremely limited. The department has relied on external funding sources such as Matriculation, VATEA and Title V Co-Op to fund counseling services to meet the counseling needs of particular groups of students over the summer and/or during peak times. This type of funding is unreliable as it is not consistent from semester to semester and it is also subject to specific guidelines which limits the type of student eligible to receive counseling services.

The Counseling Department requests an increase in funding to cover all of the needed back-fill hours not currently being funded plus it requests additional funding to implement the new Student Success Act. This funding is needed on a consistent basis (every year) that will allow for advance planning for the academic year and permit the department to offer comprehensive counseling services year-round. It is requested that the institution please review its current practice of not providing the Counseling Department backfill for Department Chair release time, sabbatical leaves, reduced workload contracts, and other forms of release. Counseling is requesting equity in its funding similar to the funding approach used with instructional departments for back-fill and to fund a robust instructional schedule on an hourly basis.

With the new legal mandates of the Student Success Act and Federal/State financial aid regulations, counseling services will continue to expand and grow in demand.



Counseling Program Review 2013-2014

The current 10.2FTE in counseling faculty plus one pending retirement in May 2014, the Department is requesting to hire additional counseling faculty to address the unmet needs of students, unmet needs of the Department and to be prepared to meet the demand of the various legislative and grant-funded initiatives that the college and counseling must address by Fall 2014.

- Program members have reviewed the budget data.
- No comments or requests to make about the budget

C. Resources

1. Non- Instructional Faculty

The change in FTE for full-time faculty continues to decrease as one full-time counselor is on a reduced workload contract (50%) for this academic year and another is on sabbatical leave for Fall 2013. In counseling, unlike instructional departments, there are no back-fill funds provided by the campus for counselors on a reduced workload contract or on sabbatical leave thus the result has a direct impact on students. Students must wait longer to meet with a counselor and over the summer, only drop-by counseling is available. Student's wait-time can be as long as three hours to meet with a counselor for a quick drop-by session. **The counselor on a reduced workload contract will be retiring in May 2014 and will need to be replaced. This particular counselor has been the lead for Veteran's for over a ten years and with his pending retirement on the horizon, it leaves the Counseling Department with less counseling staff to meet the needs of these students.** The college is considering submitting a grant to create a Veteran Center at Ventura College. An experienced lead counselor will be needed to work closely with the VA, Admissions and Records, and the County Vet Center to ensure Veterans are recruited to attend Ventura College and achieve student success.

The lack of funding for hourly counseling has been year-round. The current funding process and allocation to Counseling does not appear to take into consideration future needs, advance planning, and effective use of advance collaborations thus it has had a major impact on the Department's ability to provide adequate counseling services at peak times during the academic year and during summer. With the change in the District's registration policy, it is no longer possible to provide a high level of counseling services to continuing and new students in the spring semester in preparation for Fall. Additional funds are needed to meet the demand for counseling services for continuing and new students in the months of May, June, July and August when the county high school seniors are able to matriculate and register in July/August. The Student Success Act will add to the needs of students and college alike. The college needs to prepare for these changes and Counseling is ready to assist. **One additional counselor needs to be hired to meet the "growth" needs of the Student Success Act and to accommodate the campus' efforts to grow in FTES for the AY 2014-2015, given the recent passing of Prop 30 and its effect on the budget. Further, the efforts to grow the Santa Paula Center will also warrant additional counseling faculty thus this position can assist with both growth efforts.**



Counseling Program Review 2013-2014

As funding from the federal government for federal student aid continues to require more accountability, the need for counseling faculty to work closer in sync with financial aid continues to grow. **The counseling department needs to hire an additional full-time counselor to assist with taking the lead with financial aid matters.** This counselor can serve as the liaison between the Counseling Department and Financial Aid Office and be the lead counselor; a similar approach as currently exists between Athletics and Counseling. The level of engagement between the Counseling Department and Financial Aid is growing exponentially and requires its own in-house counseling expert to address the issues and concerns in regards to the accountability measures for Financial Aid [see financial aid data on education plans required].

In anticipation of the new Student Success Act and the impact of the accountability measures required by this new legislation, **counseling supports the combined initiative for additional funding through Matriculation to hire a full-time counseling faculty that will serve as the Student Success (Matriculation) Counselor/Coordinator.** This person would ensure that VC meets the legal requirements of the new Student Success Act, works closely with the SS Act Advisory Board to ensure compliance with the law, addresses prerequisites issues, work closely with Admissions and all other entities on campus and provide counseling services to the general student population, as a means to stay current and abreast of academic issues impacting the VC student population.

2. Classified Staff

There have been no changes in the number of classified staff in the department over the last three years. The effect of no change in the number has impacted the department because the number of student contacts has increased as well as the number of students requiring staff's attention in particular those seeking information on the new regulations pertaining to financial aid, matriculation, and repeatability issues. The counseling information desk is the first point of contact for all students entering the Student Service Center building which houses Student Business Office, Admissions and Records, Matriculation, Transfer Center, Career Center and Counseling.

The current staffing model (1 FT and 1 PT classified staff) does not provide adequate coverage in the late afternoon/evening. There is only one full-time staff on duty after 1pm until 4pm. The counseling department desk is left unattended or staffed with student workers from 4pm to 7pm, Monday through Thursday. The department requests one additional full-time classified staff that can work independently, provide reliable information, understand campus regulations, supervise the student workers, and work closely with counseling faculty to assist students and faculty needing help.

3. Inventory

*Requesting double computer monitors (with built-in camera) for all counseling offices (23" monitors: total 16 offices). This will allow each counselor to place one monitor exclusively on the desk for the student to view his/her own Degreeworks screen while the counselor creates the electronic edplan with the student. It will increase counselor effectiveness and efficiency during the counseling session and the student will be able to store and retrieve



Counseling Program Review 2013-2014

their edplan from their portal as the edplan will now be electronic and portable. This is one of the many legal mandates of the new Student Success Act.

*Requesting a copier for the Counseling workroom that can easily copy double-sided copies, scan documents, email documents and collate large quantities.

4. Facilities or other Resource Requests

- Requesting that Guthrie Hall be converted to a Multifunctional Center and be called the Guthrie Hall Student Success and Support Center (AKA "3SP Center"). This Center would be used to meet the legal mandates of the new Student Success Act in a centralized, conducive to learning environment. A range of activities would be conducted in this Center. It would range from pre-admissions activities, AB 540/Dream Act workshops, mandated in-person/online college orientations, mandated college assessments, and mandated counseling to mandated follow-up for at-risk students. Also, other services would be offered at the 3SP Center by all Student Services programs, in particular Financial Aid and Admissions. The lead users and coordinators of the Center would be the Counseling Department and Matriculation Office.
- Requesting furniture for the 3SP Center: (30 tables/60 chairs/3 office desks); (2) ADA fully-equipped workstations; (60) laptops with corresponding charging "dock" cabinet with locks; (1) fast printer that can accommodate multiple users and printing (IT recommended this type); (3) dry erase boards; (6) readers; (6) wireless microphones w/speakers; (2) 42" flat screens for interior walls to announce upcoming student services workshops, classes, counseling sessions, etc.. The primary users of the laptops would be Counseling. The sole purpose would be to conduct group counseling sessions, with the outcome being the creation of the abbreviated or comprehensive education plan that will be stored in Degreeworks at the end of the session. The student will be able to retrieve and review the e-education plan from the portal at their convenience. Future course planning can also be stored and retrieved during the college experience as both the counselor and student would have access to making modifications to the e-education plan given the student's course of study and academic goal(s).
- Requesting back lobby area in the Counseling Department is reconfigured to conduct Quick Counseling for the purpose of drop-by counseling. Will need the office space to be reconfigured to include one drop-by desk for counseling, (5) additional seating chairs, (2)-42" flat screen monitor to announce wait-list for drop-by, upcoming events/workshops; (4) Wireless Access Points for SSC Atrium and back lobby area so that the counselors can work with small groups of students to learn how to access Degreeworks or how to update their e-education plans using their SMART phones. One of the flat screen monitors can be used as a teleprompter/overhead projector to show students the actual process using a large-size visual.
- Requesting two laptops with fast-processors for use at the Information Desk Counseling' Triage" work space. These laptops will be used by counselors and Student Services Specialists, once hired, to assist students during the peak times of registration and matriculation activities.

5. Combined Initiatives

- a. Guthrie Hall conversion: collaboration with Matriculation, Admissions, Financial Aid, Transfer Center, Career Center, and Welcome Center. See above description for use of Center.



Counseling Program Review 2013-2014

- b. Hire Two Admissions/Records Data Techs: collaboration with Admissions and Records— (2) data techs needed: a) one classified data tech would be responsible for working closely with counseling faculty for when transcript(s) evaluation(s) is completed by academic counselor and it needs to be inputted into Banner for course credit notation on VCCCD transcript and for ensuring accuracy of notation & its use before posting and submitting SB 1440 ADT degrees to CSU campus and posting CSUGE/ IGETC certifications using the electronic method; b) another classified data tech is needed to build template and input into DegreeWorks as external transcripts are inputted into banner, ensure that cleared prereq's are entered into Banner and Degreeworks if externals transcripts are used, SOATEST results are noted in Degreeworks, etc. Accuracy is critical to the success of the electronic edplans created in Degreeworks; a tool that the District purchased in anticipation of the legal mandate of the Student Success Act.
- c. Hire a General Counselor—collaboration with Financial Aid. FAid will provide all of the required training on the federal and state regulations, will work closely with this lead counselor to provide updates to Counseling Department, will take lead on FAid appeals & FAid Office, will present Counseling updates to FAid on a weekly basis, etc. Counselor will be assigned to the Counseling Department and be supervised by the Dean of Counseling. [The model used will be similar to the Athletic Counselor]
- d. Hire a Matriculation Counselor/Coordinator—collaboration with Matriculation. [Per VL, she will write this initiative. Need to obtain language from her] Will counsel students 50% of the work-week.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

The Counseling Department is requesting professional development funding for the AY's 2013-2015 for counseling faculty to attend state and federal conferences on topics relate to the new Student Success Act, Student Success strategies, Retention and Academic Success, and Counseling At-Risk Students. As the campus undergoes the first full-year experience of the Student Success Scorecard, counseling faculty need to become more engaged, as a partner with instructional faculty, in the classroom learning experience of the student. By counselors learning how to support instructional faculty and becoming a collaborator in their efforts, the student is the beneficiary of this partnership which more than likely will lead to a more positive academic experience. The student's outcome would be to achieve academic success.

Section IV - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.



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R = Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.)

H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

List your initiatives below, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: Hourly counseling

Initiative ID: COUN 1201

Link to Data: This initiative is linked to the operating, budget and resource data.

Expected Benefits: An increase in hourly counseling will meet the needs of students and campus alike.

Goal: To complete the required counseling services to be in compliance with the new Student Success Act.

Performance Indicator: Expect to be able meet the need of students by 75% the first year.

Item Description: Hourly counseling funds

Cost: \$180,000

Timeline: Spring 2014

Funding Resource Category: Staffing Funds

Ranking: H

B. Initiative: Counselors to learn D2L

Initiative ID: COUN 1203

Link to Data: Linked to resource and facilities data.

Expected Benefits: Learning D2L will facilitate follow-up using e-communication with students enrolled in GW classes and Counseling workshops; using it with the online college orientation.

Goal: To increase counselor use of D2L by 50%.

Performance Indicator: By increasing counselor use of D2L capabilities, the follow-up with students will double in the first year of use.

Item Description: Training provided by D2L VC staff to counselors

Cost: 0

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: M

C. Initiative: Training/Technology

Initiative ID: COUN 1204

Link to Data: Linked to facilities, CSLO data and SARS Grid data

Expected Benefits: Capture accurate and detailed data to aid in the development of realistic budgets and staffing/scheduling plans for Counseling.

Goal: To create a realistic budget and staffing plan for the Counseling Department in advance of the upcoming AY.



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- Performance Indicator:** By March of every year, the budget and staffing plan for the proceeding year will be developed by Counseling using accurate data and concrete budget information.
- Item Description:** Timely budget information provided to Counseling Department.
- Cost:** 0
- Timeline:** Spring 2014
- Funding Resource Category:** Technology Funds
- Ranking:** M
- D. Initiative: Replace one retiree (retiring in May, 2014)**
Initiative ID: COUN 1401
Link to Data: Linked to operating, budget and resource data.
Expected Benefits: To maintain the current level of counseling services.
Goal: To replace an experienced lead counselor to assist with Veteran's and with general counseling needs.
Performance Indicator: Hire the new counselor before July 1, 2014 in preparation for the peak time of summer matriculation services for Incoming Freshmen and new students. No void will be experienced and students will not be negatively impacted. Waiting time for new students will be reduced as a result.
Item Description: Full-time faculty hire; it is a retiree replacement (may be addressed through a different venue; seeking clarification)
Cost: \$95,000 (sal/h&W)
Timeline: Fall 2014
Funding Resource Category: Staffing Funds
Ranking: R
- E. Initiative: Hire a lead full-time counselor/coordinator (matriculation)**
Initiative ID: COUN 1402
Link to Data: Linked to operating, resource and budget data.
Expected Benefits: To ensure compliance with the Student Success Act.
Goal: To have a dedicated counselor/coordinator to be in charge of implementation, enforcement and continued assessment of the Student Success initiatives.
Performance Indicator: A college Student Success Act plan will be drafted shortly after hire and be implemented at the start of the Fall 2014. The hiring process must conclude before July 1, 2014 in order to be in compliance with the start of the data collection in Fall 2014.
Item Description: Collaboration with Matriculation; funding not through Counseling.
Cost: 0
Timeline: 2013-2014
Funding Resource Category: Staffing Funds
Ranking: H
- F. Initiative: Hire a lead full-time counselor (financial aid liaison)**
Initiative ID: COUN 1403
Link to Data: Link to Financial Aid, FTE data, operating data, SARS grid, resource and budget data.



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Expected Benefits: Increase knowledge base of counselors re: financial aid information and increase accuracy of financial aid appeal edplans being completed. Be in compliance with Federal/State financial aid regulations.

Goal: To increase communication between Financial Aid and Counseling by 100% and reduce the number of appeal edplans by 100% that must be revised/redone.

Performance Indicator: Reduce the number of counseling sessions required to finalize a FAid appeals edplan as a result of working closely with the new lead counselor designated as liaison. Appeal edplans developed will be in compliance with FAid federal/state regs.

Item Description: Full-time faculty position for Counseling.

Cost: \$95,000 (sal/H&W)

Timeline: 2013-2014

Funding Resource Category: Staffing Funds

Ranking: R

G. Initiative: Hire one full-time counselor (growth) to meet need of 3SP

Initiative ID: COUN 1404

Link to Data: Linked to CSLO, FTE Data, operating, budget and resource Data.

Expected Benefits: Increase access to counseling services, especially for new students.

Goal: Increase the number of appointment and group counseling sessions available during peak times.

Performance Indicator: An increase of 75% will be observed thus the waiting times for students to see counselor will be reduced significantly at peak times.

Item Description: Full-time faculty position for counseling.

Cost: \$95,000 (sal/ H & W)

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: R

H. Initiative: Guthrie Hall Multifunctional Reconfiguration

Initiative ID: COUN 1405

Link to Data: Linked to facilities, resource and collaborative efforts data.

Expected Benefits: Provide students with a conducive efficient and effective learning environment.

Goal: Increase the number of counseling sessions offered to complete educational planning as required by the new state legislation on the Student Success Act.

Performance Indicator: All new students will complete a counseling session to develop an abbreviated e-educational plan with a counselor, using Degreeworks, and an online orientation.

Item Description: Reconfigure facility for group activities to be used by all SS areas. Need (30) moveable tables, (60) stackable chairs, (40) ipads/laptops [pending ADA research], plus 3 ADA work stations with accessible computers, chairs, and tables and one fast printer. Plus, two 42" LED monitors for waiting area to announce activities.

Cost: \$160,000

Timeline: Spring 2014

Funding Resource Category: Facilities Funds



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Ranking: R

- I. Initiative: Counseling Classified Support Staff: increase PT to FT (one position)
Initiative ID: COUN 1406
Link to Data: Linked to operating and resource data
Expected Benefits: Increase day-time staffing by 21.5 hours per week to increase student access to permanent staff; staff provides college information about services, programs and directs students to the appropriate offices from the Information/Counseling Desk.
Goal: Increase student knowledge of college services.
Performance Indicator: Students will learn how to register for a counseling session/schedule an appt. and know how to access & complete the online college orientation as required by the Student Success Act.
Item Description: Increase of classified support staff.
Cost: \$20,000
Timeline: 2014-2015
Funding Resource Category: Staffing Funds
Ranking: M

- J. Initiative: Counseling Full-time Classified Student Support Services (late/evening coverage)
Initiative ID: COUN 1407
Link to Data: Linked to operating and resource data
Expected Benefits: : Increase late afternoon/evening staffing to increase student access to college information services at the Information/Counseling Desk.

Goal: Increase student knowledge in the evening student population.
Performance Indicator: Evening students will have the same access as day students to permanent college staff. Evening student contacts for counseling services will double.
Item Description: Classified full-time staff position
Cost: \$50,000
Timeline: 2014-2015
Funding Resource Category: Staffing Funds
Ranking: M

- K. Initiative: Admissions and Records Classified FT Position (external transcript posting, Banner)
Initiative ID: COUN 1408
Link to Data: see Susan Bricker's data
Expected Benefits: see Susan Bricker's data
Goal: see Susan Bricker's data
Performance Indicator: see Susan Bricker's data
Item Description: Classified Fulltime Staff; funding through A & R program review process. A collaborative initiative with Counseling.
Cost: 0
Timeline: Spring 2014
Funding Resource Category: Staffing Funds
Ranking: H



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- L. Initiative: Admissions and Records Classified FT Position (artic, Degreeworks, prereqs)**
Initiative ID: COUN 1409
Link to Data: Linked to Student Success Act and to e-educational plans using Degreeworks.
Expected Benefits: See Susan Bricker's data
Goal: see initiative K
Performance Indicator: see initiative K
Item Description: Classified full-time position; funding through A & R program review process, not through Counseling. A collaborative initiative with Counseling.
Cost: 0
Timeline: Spring 2014
Funding Resource Category: Staffing Funds
Ranking: H
- M. Initiative: Readers, Wireless Microphones/speakers, Dry Erase Boards**
Initiative ID: COUN 1410
Link to Data: Linked to Facilities, Operating, and Resource Data
Expected Benefits: Clearer modes of communication during large group counseling sessions, and in-person orientations will help students understand the content .
Goal: Provide clear communication when conducting group counseling/orientation sessions.
Performance Indicator: Students will be fully-engaged and be active participants whether seated in the back or front of the Center. Students hard-of-hearing and/or sight issues will be equally engaged as a result of the new technology.
Item Description: (6) Overhead readers, (6) wireless microphones/speakers, (4) dry erase boards.
Cost: \$18,000
Timeline: 2015-2016
Funding Resource Category: Equipment-non computer
Ranking: M
- N. Initiative: Double Monitors in Counseling Offices (23") for use with Degreeworks**
Initiative ID: COUN 1411
Link to Data: Linked to facilities, operating data, FTE data, budget and resource data
Expected Benefits: Increase efficiency and effectiveness during the counseling session
Goal: Students will be able to learn Degreeworks first-hand and learn how to retrieve later the e-educational plan created during the counseling session.
Performance Indicator: Before students exit the counseling session, counselors will ask student to demonstrate how to retrieve the edplan on Degreeworks using the 2nd monitor in the office and be able to display completed edplan which will be easy access to student.
Item Description: 23 " computer monitors for each counseling office
Cost: \$20,000



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Timeline: Fall 2014

Funding Resource Category: Technology Funds

Ranking: R

- O. Initiative: Counseling waiting area (back): furniture, flat screen monitor, (to support 3SP activities in Fall 2014) and two laptops for Information Desk for “triage” counseling at check-in.**

Initiative ID: COUN 1412

Link to Data: Linked to CSLO, operating, budget, facilities, resource and collaborative efforts.

Expected Benefits: Increase student satisfaction by reducing wait-time during peak times by providing a specialized location for Quick counseling. Students will check-in and the triage counseling staff will direct students for less complicated questions to Quick Counseling.

Goal: To reduce wait-times during peak times, increase student satisfaction and increase counseling services available as the “bottlenecks” will be reduced.

Performance Indicator: Waiting time during peak times will be reduced by 50% provided the other relevant initiatives are funded at the same time.

Item Description: Furniture for seating, 42” computer monitor, laptop, keyboard, etc.

Cost: \$4,000

Timeline: Fall 2014

Funding Resource Category: Facilities Funds

Ranking: H

Section V – Process Assessment

Instructions: Please answer the following questions:

- A. How have the changes in the program review process this year worked for your area?**

With the prompts provided, it has helped the process be more streamlined with the responses.

- B. How would you improve the program review process based on this experience?**

Continue to provide fill-in options and if you can increase what data can be imported from other online databases, it will help make the process go faster. This year it is taking about half the time from last year to complete the write-up, although it is still a lengthy and involved process. On the budget front, it is disappointing to know that other departments have greater advocacy and influence for securing funding. Despite our division colleagues lending support to our “required” or “high” rated initiatives by voting them high, the initiatives do not get funded. It is discouraging because so much effort goes into the development of the program review.

- C. Appeals**



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After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals Form (Appendix D) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VI – Submission Verification

Instructions: Please complete the following section:

Program/Department:

Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

x **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

x **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



Counseling Program Review 2013-2014

Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

| <p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p> | | |
|---|---|--|
| Excluded Items | Who to Contact | Explanation |
| Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process. | Dean, M&O or Appropriate Office | All safety issues should be immediately reported to the Dean, M&O, or appropriate department. |
| EAC Accommodations that can be resolved through the normal process. | DSPS and Dean | Any accommodation should have the guidance of the DSPS office. |
| Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you. |
| Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you. |
| Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process. | Campus Technology Center or Division Office | Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you. |
| Section Offerings/ Change of classrooms | Dean/Department Chair | Dean will take requests through the enrollment management process. |
| Substitutes | Dean | Dean will process in accordance with existing guidelines. |
| Conferences, Meetings, Individual Training | Professional Development Committee | Requests should first be addressed by the PDC and only go through program review if costs cannot be covered. |



Counseling Program Review 2013-2014

Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiatives.

| Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation. | | |
|--|---|--|
| Included Items | Committee Group | Explanation |
| Replacement of classroom furniture | Facilities Oversight Group | Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process. |
| Upgrade and/or replacement of computer and other technological equipment | Technology Committee | These items will go on to a list for replacement or upgrade per the technology plan. |
| New Equipment/Furniture/classroom items (i.e. microscope, etc.) | Budget Resource Council | These items must be approved included in a plan to improve student learning and/or services. |
| Buildings/Office Space (new renovation, modernization) | Division Dean | The division dean will work with Administrative Council and the Fog Committee to pursue the projects. |
| New Software | Technology Committee | These items must be approved included in a plan to improve student learning and/or services. |
| New Faculty Positions | Faculty Staffing Priorities | Requests for new positions will compiled on a list and sent to the FSP committee. |
| New Classified Positions/or increase in percentage of existing positions. | Classified Staffing Priorities | Requests for classified positions will compiled on a list and sent to the CSP committee. |
| New Programs/certificates | Curriculum Committee | These program/certificates must be approved by the curriculum committee. |
| Training and Professional Development above normal | Professional Development/Budget Resource Council | These are items over and above what the PDC can provide. |
| Expansion/Conversion to Distance Learning | Dean of Distance Learning and Distance Learning Committee | Requests will be compiled and sent to the committee process for discussion. |
| Service Agreements | Budget Resource Council | Requests must include justification. |
| Instructional Materials and Office Supplies/Advertising/Student Workers/Printing/Duplicating | Budget Resource Council/Dean | These items must include a compelling reason and be above what the normal budget will allow. |



Counseling Program Review 2013-2014

Appendix D

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.