

Santa Rosa Junior College

Program Resource Planning Process

Counseling 2021

1.1a Mission

The mission of the Counseling Department at Santa Rosa Junior College is to provide counseling, instruction, and services which assist individuals in attaining their educational, occupational, and personal/life goals.

The Counseling Department promotes and supports diversity of culture and learning, and as an integral part of the educational community, seeks to enhance the lives of those who participate in our programs and enroll in our courses.

1.1b Mission Alignment

The department goals are consistent with the district Strategic Plan in the following ways:

- Best Practices: Actively discussing the recommendations of the Student Success Act and what it means to our department.
- Student Learning Outcomes: The Dept. actively engages in program SLO's

• Strategic Plan: Goals and Objectives	Counseling Alignment with Strategic Plan
<i>A. Support Student Success: Support development of the whole student from early college awareness through successful completion of educational and career goals</i>	
Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies	In the last year, Counseling has:

	<ul style="list-style-type: none"> • Expanded online services by offering zoom conferencing academic counseling appointments. • We identify students on probation and provide ongoing workshops to the different groups identified as being on probation and dismissal. We also offer these workshops in spring for students identified as being on probation or dismissal status at the end of fall. We have developed an online probations/dismissal workshop for students that are not able to come in person. More students are utilizing this option rather than the in person workshops. • As much as possible and as allowable by the schedule, we encourage students to enroll in a counseling class. Students taking a counseling class consistently persist at a higher rate than that of district average.
<p>Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities</p>	<p>Counseling faculty routinely connect students to campus and community activities to increase student success, working closely with our colleagues in the DRD, Assessment, Career/Transfer Center, Tutorial and College Skills/Math/English labs.</p> <p>Counseling faculty lead many campus activities and workshops each year to increase retention of students. These include PDA presentations as well as workshops designed for undecided, CE and transfer students.</p> <p>To encourage retention and student responsibility, we assist the Transfer Center with offering Transfer 101 workshops throughout the year to educate and help students take ownership of their transfer process.</p>
<p>Increase the number of students who complete their educational plans and goals</p>	<p>The Counseling Department promotes regular updating of educational planning as students often changes their academic road map in addition to changing majors. We actively create long term educational plans so the students can see the completion of their goal, while also ensuring the student that should they change their mind, they are welcome to return to</p>

	counseling for discussion and revision as needed.
Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population	Approximately half of the current fulltime counselors are Spanish speaking and available to assist Spanish speaking ELL learners. The Dept. also provides a counselor to serve the needs of the students at the SouthWest Center. All counselors are trained in cultural competence as part of their Master's Degrees. The department has participated in the HSI (Connections) grant and regularly provided a counselor to work with our Connections students. The department has two Puente Learning Communities, one in SR and another in Petaluma. Additionally, given the expiration of the HSI grant, the department will continue to offer a Counseling 10, The First Year Experience class that will be specific to LatinX students.

B. Foster Learning and Academic Excellence Foster learning and academic excellence by providing effective programs and services

Support and promote teaching excellence across all disciplines	Counseling teaching faculty participate in Learning Communities (Puente, APASS, Connections, UMOJA), which have higher retention and success rates than their stand alone counterparts.
Engage students and spark intellectual curiosity in learner-centered environments	As instructors and in provision of allied services, Counseling faculty encourage students to be active learners and we encourage students to participate in Campus Life.
Integrate academic and student support services across the college and curriculum	Counselors provide in class presentations about Student Services by invitation. We work closely with other instructional faculty on committees.
Identify and implement responsive instructional practices that increase the learning and success of our diverse students	The Counseling Department has developed student learning outcomes for its programs (Counseling and Human Services certificates and majors) and all fulltime faculty are actively completing learning assessments. We are up to date with SLO's for all counseling classes.

C. Serve our Diverse Communities Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership

Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population	The Counseling Department offers two Puente Programs as well as a Summer Readiness cohort to support student success at SRJC. In fall 2019, the department will continue to offer a Counseling 10, The First Year Experience class that will be specific to LatinX students.
Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts	Counselors serve on committees such as HSI, Women's History, Arts and Lectures, Multi-Cultural Events.
Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)	Counselors address lifelong educational needs through 1:1 educational planning and counseling with students, instructional programming—including the career development courses. We have a full-time Veteran's counselor that works with that specific cohort.
Provide relevant career and technical education that meets the needs of the region and sustains economic vitality	Counselors provide career assessment, planning and educational counseling for students interested in career and technical education pathways. The Dept. offers multiple sections of Coun. 6, a career development class that is always full. The Dept. works closely with CE programs to provide counseling and sit on advisory committees. We also provide counseling services weekly in the Career Hub.

D. Improve Facilities and Technology Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation

Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments	<p>Counseling is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness.</p> <p>Counseling uses technology to propel data-driven decisions. Multiple data sources are utilized such as SARS, SIS.</p> <p>The department continuously changes and updates its in person and online orientations options.</p>
Improve and sustain infrastructure, facilities, and technology to proactively	N/A

support our diverse learning community	
Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness	Counseling faculty collaborate in facilities planning in their representation on District committees. Members of the Counseling Department are actively engaged with IP. Counselors are active in local, community and professional organizations. As an example, counseling has given up a primary classroom to allow for the relocation of the Transfer Center. This will lead to a much better connection with the Transfer Center at the SR location given they will simply be located across the lobby from the Counseling Department. Additionally, the department has worked collaboratively with the Testing Task Force to accommodate the needs of a soon new Testing Center.
Provide effective facilities and technology technical training for all employees to ensure operational effectiveness	Counseling administration, faculty and staff take advantage of technology training opportunities by the college. Many counselors have participated in CANVAS training.
<i>E. Establish a Strong Culture of Sustainability</i> <i>Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity</i>	
Expand, support, and monitor district-wide sustainability practices and initiatives	Counseling efforts toward sustainability are commensurate with college-wide efforts. Most of the business of Counseling has transitioned to the electronic environment over the past several years, including electronic ed plans.
Infuse sustainability across the curriculum and promote awareness throughout District operations	Counseling faculty have increased their use of technology to disseminate course information to students through CANVAS and the student portal. The Department encourages the use of recycled paper in printers, recycles regularly and has minimized the printing of materials by providing information online. Rather than printing a student guide, all materials are available online for students.
Promote social and economic equity in the communities we serve	Counseling regularly contributes to the campus dialogue to increase awareness of diversity.

	Counseling faculty are actively engaged in the student equity plan.
Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	
<i>F. Cultivate a Healthy Organization</i> <i>Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality</i>	
Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	Counseling administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	All Counseling faculty and staff demonstrate areas of expertise and extensive experience in supporting people with disabilities. Counseling faculty contribute to faculty and staff training in the Academic Senate, New Faculty Program, the Crisis Intervention Resource Team, and through 1:1 consultation with faculty, staff, and administration.
Establish robust programs to improve the health and wellness of students and employees	Counseling faculty routinely discuss health and wellness-maintaining behaviors with their students. Counselors refer students to Health Services and Student Psychological services as necessary.
Increase safety planning, awareness and overall emergency preparedness	Counseling is fully engaged in the planning process for emergency and disaster preparedness. . In addition, Counseling has identified Safety Area Leaders for Bertolini Hall. The SR Counseling location had an active shooter training in May, 2018. Additionally, the department has developed code language and procedures on dealing with disruptive students.
<i>G. Develop Financial Resources</i> <i>Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability</i>	
Increase the amount of discretionary, unrestricted general fund local revenue	Counseling prudently manages it's District budget and takes advantage of appropriate CE grants to provide services to students.
Increase and maintain the District reserves above the state requirements	N/A

Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students	
Manage enrollment and course offerings to maximize apportionment funding	The Department chair, in collaboration with the curriculum committee, the faculty and administration, actively monitors course enrollments and creates schedules based on past data of student demand.
<i>H. Improve Institutional Effectiveness</i> <i>Continuously improve institutional effectiveness in support of our students, staff, and communities</i>	
Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation	Counseling actively participates in college wide continuous improvement efforts. Counseling faculty and administration consistently serve on the Strategic Planning Task Force, the Student Services Accreditation work group, the Institutional Planning Council, the Academic Senate, Project Learn, and Student Services Council, Curriculum Tech Review, District Facilities Planning, DTREC, and numerous other committees. We have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. The department chair regularly interacts with the Petaluma Dean of Student Services to address counseling needs in Petaluma.
Enhance internal and external communication systems to ensure effectiveness	The Counseling Department actively engages in discussion and brainstorming sessions and implements changes to our service delivery to better serve students. This is ongoing.

1.1c Description

The Counseling Department is at the core of a series of Student Services programs and an essential part of the college community and mission. The Counseling program assists students in academic, career and personal endeavors in accordance with Title 3 Division 5, Section 62620 of

the Post Secondary Education Code and Title 5 Section 51018 which requires that all California Community Colleges offer counseling services for their students. Counseling is an integral, complementary part of the instructional process facilitating educational equity and retention.

Counseling faculty assist current and prospective students in gaining educational and career information while enhancing self-understanding in order to promote effective decision making. Counseling faculty encourage students to develop personal responsibility in order to achieve their goals and aspirations benefiting themselves, the college and the community. Service to students is provided through drop-in counseling, appointments in person and online via zoom conferencing, group and on-line orientations, and courses. We have updated our online and inperson orientation to meet new ed code requirements and make it more appealing to technology savvy students. The department provides appointments and drop-in counseling services to meet the high demand. Additionally, we offer instructional classes in Counseling (college success and career development) and in our Human Services Certificate and Major Programs.

The Counseling Department offers on-line counseling services to students who wish to access services using web-based technology. Developed in conjunction with Computing Services, the "Ask a Counselor" Online Counseling Services Program provides new and continuing students information, answers to questions related to services and college programs, answers to questions regarding academic programs, educational planning for one semester and degree or transfer requirement checks. The demand for this service has grown throughout the years and our response time increases particularly during our busiest times (November, December, January, April and May). Already mentioned above is that we also offer zoom conferencing appointments to meet the need of distance education students.

Counseling faculty are critical to the effectiveness of many Student Services programs including the Transfer Center, Schools Relations, the Puente Project, UMOJA, CalWORKS, EOPS, the ESL and College Skills departments, Career Development, Veteran Services, Financial Aid, and Athletics. The Counseling Department continues to provide support and leadership to the First Year Experience Program, Learning Communities, the Piner High School Early College Program, HOPE Trio Program, and the Southwest Center. Additionally, counselors actively participate on the Academic Senate, the Majors Review Committee, EPCC, IPC, the Curriculum Committee and the newly combined SSSP/Equity/BSI committee.

The Counseling Department provides college information to every high school in the county and hosts workshops for high school counselors.

The Counseling Department participates in college nights at district high schools and outside Sonoma county by invitation.

Majors:

The Counseling Department offers two majors: Human Services with emphasis in Alcohol and Drug and Human Services with emphasis in Advocacy. The Human Services Alcohol and Drug major was developed in response to community need for a program that would address the academic need for certified alcohol and drug counselors. Our program currently meets the accreditation criteria for CAADE (California Association for Alcohol and Drug Educators).

Certificates:

The Counseling Department currently offers two certificates: Human Services with emphasis in Alcohol and Drug and Human Services with emphasis in Advocacy.

1.1d Hours of Office Operation and Service by Location

Santa Rosa Counseling Department: Monday, Tuesday, Thursday 8 a.m. - 5 p.m.; Wednesdays 8 a.m. - 7 p.m.; Friday 8am-3pm

Petaluma Counseling Department: Mondays, 8 a.m. - 5 p.m.; Tuesday/Wednesdays 9 a.m. - 7 p.m.; Thursday 8am-5pm and Fridays 8 a.m. - 1 p.m.

Southwest Center Counseling hours: Monday, Tuesday, 10-7, W, 9-5, TH, 9-2

Public Safety Center Counseling hours: Tuesdays, 11-1p.m.

Both Campuses are closed on Fridays during the summer.

Hours of operation may vary pending coverage by both administrative staff and counselor availability.

1.2 Program/Unit Context and Environmental Scan

Over half of the counseling department is new to SRJC. Given the nuances of SRJC's local majors and certificates, as well as the complexities of transfer requirements, it takes years to learn and be comfortable with this information. Ongoing training is vital. Additionally, given that we are right sizing, many programs are making changes which causes ongoing modification of information about how we work with students. Counseling works actively with all faculty, CE and otherwise, to regularly update the Curriculum Office of forthcoming changes. An example of this is the Health Care Interpreter program that will not have another start cohort until fall 2020. Another example is the need to revamp the LVN program. It is critical that departments notify counseling of upcoming changes as we often create ed plans to completion based on known information. Sometimes, the ed plan can be two or three years out. It is imperative that departments provide the Counseling Department with a heads up so that we can avoid having student pursue a pathway that will become obsolete.

Additional challenges are presented with the ongoing changing legislation via the state Chancellor's Office. The most recent example of this is AB705. This impacts how we work with each individual student. Given the newness of this, we are experiencing the need to constant updates and problem solving of different scenarios as we become aware of different student situations.

2.1a Budget Needs

Narrative carried from prior year

Areas of Need in rank order:

1. Adjunct counseling budget: continues to decrease as we experience reductions to the general counseling budget in addition to cuts in categorical funding. The Counseling Department continues to see increase in adjunct need due to unfulfilled retirements.
2. Training/Professional Development (Conferences, Workshops, etc): Need budget to allow more counselors (including adjunct) to attend essential annual conferences and workshops

2021-22: The need for adjunct counseling and professional development is ongoing. Adjunct counseling budget has been stable for the last two years and will need to remain robust.

Rationale:

In addition to providing comprehensive counseling services, counselors provide a big picture, multi-disciplinary perspective across campus projects, curriculum, programs, and more. They also support academic programs across the district and participate in outreach in our communities. As counselors are pulled in many directions, the adjunct counselors play a vital role in supporting the department to ensure we provide continuous services to the students walking through our doors. They also help provide continuous counseling services as not all of our retirements are not replaced.

The Counseling department develops and provides programs and services that support student success. Counselors must acquire and maintain a broad knowledge base of SRJC academic programs and student services, transfer information for CA, private, and out of state universities, and a variety of internal and external support resources. In addition, counselors must stay abreast of legislative initiatives that shape a student's college experience.

Due to the ever-changing nature of the information with which counselors must stay current, they need ongoing training and professional development in order to provide the highest quality of services to students and the most accurate information to the broader campus community. This body of knowledge is dependent on local training and attendance to conferences and workshops pertaining to transfer, innovative program development, as well as career and workforce development trends. These are essential in performing the responsibilities of an effective counselor. This need extends to our adjunct professionals.

The department/district needs to support a robust budget to maintain a consistent and competent adjunct pool and provide ongoing training opportunities.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	07	\$100,000.00	The adjunct budget has decreased throughout the years and general funds have been replaced by categorical funds for adjunct counseling. Unfortunately, our categorical funds are also decreasing and currently, the funding of SEAP does not include a COLA even though our adjunct costs continue to increase. Without replacement of full-time counseling faculty positions, we rely on backfill by adjuncts. Without a commitment to the adjunct budget, our service to students will be impacted by diminished counseling resources. The amount reflected here is our anticipated deficit of funds.
0002	ALL	01	02	\$3,000.00	Training/Professional development funding is important for the ongoing learning that is required within the academic counseling discipline. Having the most up-to-date information is critical in providing the most effective student services.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II, Petaluma	40.00	12.00	Coordinate the daily activities for the offices of Counseling, Transfer Center, Puente, EOPS and to a lesser degree Financial Aid, and Career Hub (Work Experience, Career Services and Student Employment). Manage the budget and scheduling process for Counseling, Transfer Center and Puente including District and SEA funding. Answer general questions for students and provide bilingual support for the ESL students. In addition, provides referrals to SRJC programs as needed for both students and prospective students. Responsible for student workers including, but no limited to recruiting, interviewing, training specific to the policies/procedures and the work of the Counseling Suite, scheduling hours, and payroll. Liaison of the SARS Anywhere Scheduling Program for the Petaluma Campus.
Administrative Assistant III, Santa Rosa	40.00	12.00	Coordination and monitoring of Counseling Faculty schedules, absences and assignments, counseling curriculum and counseling budget. Counseling (allied component) Department data collection and reporting, technology liaison to both the vendor and other departments regarding SARS program and data collection, supervision of student workers, daily monitoring of drop-in list, information and referral services to students (gateway position).
Student Success Specialist I	40.00	12.00	Assist with Counseling Faculty schedules, absences and assignments. Counseling (allied component) Department data collection and reporting, assists as technology liaison to both the vendor and other departments regarding SARS program and data collection, supervision of student workers, daily monitoring of drop-in list, information and referral services to students (gateway position). Maintains daily monitoring and changing of information on department website. Responsible for probation/dismissal student notifications and follow-up.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Senior Dean, Counseling and Student Success	40.00	12.00	Manages and supervises a wide array of services including District Student Equity and Achievement Program, Counseling, Assessment/Welcome and Connect Center, Puente, APASS, UMOJA, Articulation, and the Transfer Center.
Executive Dean, SRJCPetaluma	40.00	12.00	Oversee the organization, delivery, supervision, fiscal management and evaluation of academic programs, student support services, facilities operations, and associated planning functions for the Santa Rosa Junior College, Petaluma Campus; provide District leadership for Student Success efforts; supervise and evaluate the performance of assigned faculty, classified professionals and managers.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Worker, Remote: Santa Rosa and Petaluma	5.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.

2.2d Adequacy and Effectiveness of Staffing

During our remote operations (2020-2021), the Counseling Department has had minimal STNC/Student Worker administrative support. We went from 4 positions of about 70 hours per week of support in Santa Rosa and 3-4 positions of about 36 hours per week of support in Petaluma to 5 hours a week for both locations (Santa Rosa and Petaluma). This has impacted the ability to answer more phone lines and led to student frustration. If we continue to remain remote, we need to increase the student worker hours to increase student access to counseling.

Below is an outline of needs based on our pre-pandemic office operations. We anticipate the need to remain when we are back in person:

The Counseling Department in Santa Rosa continues to need a dedicated administrative staff person to be the first contact at the Counseling front desk. The lack of 100% front desk coverage significantly impacts our ability to manage counseling schedules and meet the daily needs of the department such as probation/dismissal follow up, student success coach training and supervision, scheduling of appointments and other SSSP mandates. These, along with other increased responsibilities such as managing the data collection in SARS, fall on the current administrative assistants. Administrative assistants are also responsible for managing the counseling front desk at both locations and supervising student workers on top of their daily duties. As our student worker budget has decreased, the administrative assistants have to forego their daily duties to staff the counseling front desk at both the SR and Petaluma locations.

In fall 2018, the Administrative Assistant III for Counseling Department left SRJC. In light of the current budget environment, this district-funded position was reorganized. The Senior Dean of Counseling and Student Success has worked with faculty and staff to come up with a plan to redistribute duties among several other staff members. We request for additional administrative assistance to Counseling and Student Success in the future.

Petaluma

The Counseling Department in Petaluma has only one administrative staff position.

Of particular importance is that both the Santa Rosa and Petaluma departments' service delivery are gravely affected when administrative staff are out due to illness or other commitments without adequate back-up. This significantly impacts the ability to serve students and staff. An AAI position continues to be requested to support the counseling function at the Santa Rosa and Petaluma campus (one at each location for two total).

Student workers are not a sustainable option. The first point of contact for the counseling front desk should not be a revolving door of student workers but instead a consistent classified staff person that can triage, trouble-shoot, and support students in a professional and timely manner.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	02		AA I Counsel. Dept, Santa Rosa	Classified
0002	Petaluma	01	02		AA I Counsel. Dept, Petaluma	Classified

2.3a Current Contract Faculty Positions

Position	Description
Counselor	Generalist, HOPE Trio 60%, reduced load (increasing to 75% load in Fall 2020)
Counselor	Generalist, Petaluma, Co-Chair
Counselor	Generalist, 50% Athletics
Counselor	Generalist, Transfer Center Director/Counselor
Counselor	Generalist, ESL
Counselor	Generalist, 10% College Skills
Counselor	Generalist, 50% 2nd Chance, 50% MESA
Counselor	Generalist, Piner Early Magnet Liaison
Counselor	Generalist, 100% CalWORKs/EOPS, Human Services Program co-coordinator
Counselor	Generalist, 50% APASS and Human Services Program co-coordinator
Counselor	Generalist, Petaluma, 50% EOPS
Counselor	Generalist, Petaluma
Counselor	Generalist, Veterans, 100%
Counselor	Generalist, 50% Puente SR
Counselor	Generalist, Petaluma, 50% Puente
Counselor	Generalist, Co-Chair, Foster Care Youth Liaison
Counselor	Generalist, Financial Aid liaison
Counselor	Generalist, 50% UMOJA
Counselor	Generalist, Ag/Natural Resources, Public Safety
Counselor	Generalist, Southwest Center
Counselor	Generalist, 50% Athletics
Counselor	Generalist, International Students
Counselor	Generalist, International Students
Counselor	Generalist, Transer Center counselor
Counselor	Generalist, Southwest Center
Counselor	Generalist, CE Strong Workforce
Counselor	Generelist, CE Strong Workforce, 50%SR/50%Petaluma
Counselor	Generalist, 100% EOPS

Position	Description
Counselor	Generalist, 100% EOPS
Counselor	Generalist, Petaluma, Bilingual Spanish
Counselor	Generalist, Health Science Liaison, SSSP and Student Equity Liaison (Retired December 2019)

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Counseling (Allied and Instructional)	24.9400	87.2000	3.6700	12.8000	<p>The Counseling Department Core Data reports FTE that is a reflection of allied counseling load and instructional load combined. The Counseling Department does not have any faculty who are employed as 100% instructional faculty. All of the courses offered are taught by adjunct faculty or full-time counselors teaching overload classes or as part of their regular load. The percentage of teaching inload versus overload for full-time counselors and the ratio of adjunct to full-time counselors changes each term.</p> <p>Additionally, as course reductions occur, per AFA contract, adjunct faculty will fall out of our pool. Our adjunct faculty numbers have and will continue to decrease as some of our seasoned adjunct counselors find full-time employment at other schools.</p>

2.3c Faculty Within Retirement Range

The Counseling Department currently has 30 fulltime contract faculty (most have responsibilities to other programs). This number reflects two full-time EOPS counselors.

In fall 2018, the Santa Rosa location experienced a retirement of a fulltime counselor with no replacement and no additional adjunct money to cover of this vacant position. With the early retirement incentive, another counselor retired in December 2019. This position had been an anchor liaison position to our health science programs, our ongoing, high demand programs.

The Department anticipates the possible retirement of one full-time counselor within the next couple years. At the time of retirement, a replacement will be needed in order to adequately serve the populations for which the position is responsible .

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Faculty Staffing Request Narratives (Top 2 Positions): Counselor Generalist, Second Chance/IGNITE/Human Services Programs Counselor Generalist, Retention & Engagement

#1 - Counselor Generalist, Second Chance/IGNITE/Human Services Programs

Criterion #1: Discipline/Department/Program Needs:

The Counseling Department is losing two full-time positions this academic year. There were two retirements in 2018 and 2019, which were not replaced. This cumulative loss of full-time faculty impacts the department's overall capacity to address students' needs. Most of the existing counselors hold responsibilities to programs beyond providing counseling to the general student population. Over 6.0 FTEF is spent with specific student cohorts: Career Education (CE), PUENTE, UMOJA, APASS, Transfer, Student Athletes, EOPS/CalWORKS, MESA, International, ESL, Veterans. Two areas of need are Second Chance/IGNITE (Inspiring GreatNess Inside Through Education) and Human Services.

The current Second Chance counselor is retiring, and we currently do not have an anchor position for Human Services (HUSV). Second Chance is growing, and no other current

counselors possess the expertise nor can be pulled from other program areas. Part of this growth includes increased juvenile hall programs (i.e. Marin being added) and collaboration with probation and courts on creating a more formal pipeline to college.

The HUSV program is taught primarily by adjunct, and coordination of the program has shifted often. The HUSV program is currently expanding with a new certificate and possibly an ADT in HUSV/Social Work, supporting Students for Recovery to create collegiate recovery space on campus (linked to new certificate).

The department needs a full-time faculty position to fulfill these intersecting needs - continue serving Second Chance/IGNITE students and provide stability for the HUSV program including meeting HUSV program accreditation standards.

Criterion #2: Student & Staffing Needs:

The Counseling department needs someone with expertise with the Second Chance/IGNITE special equity population due to a retirement. This position would allow the Second Chance program to continue to thrive and grow. Combining this position with the IGNITE program acknowledges the logical pipeline into Second Chance (jail to JC).

Currently, the Counseling Department only has a 50% Counselor handling Second Chance. The duties of this position have grown significantly in the past three years. The PRPP has recommended a FT position to serve the growing needs, as has the Chancellor's Office. Second Chance and IGNITE are under the umbrella of the CCCC Rising Scholars Network, now an official CCCC Categorical Program. As such, a full-time position is warranted to match this new Statewide designation.

The demand for the Human Services program continues to be strong with high fill rates. The curriculum and the certificate and associate degree programs (Human Advocacy and Addiction Studies) were recently updated to meet accreditation which requires 20% full-time faculty level (or higher) coordination. The department needs this anchor position to maintain the integrity of the program and offer specialized counseling as needed.

A large percentage of Second Chance students are also pursuing the Human Services program. Integrating these pieces into one position creates cohesion for these populations and programs.

Criterion #3: Student Equity Needs:

Second Chance and IGNITE students are a recognized equity population. All are system-impacted students who have been previously incarcerated. Approximately 55% are students of color. Numerous statistics show significant disparity of BIPOC incarcerated at much higher rates than whites, in large part due to over-policing of communities of color and other systemic injustices. Approximately 95-100% of Second Chance/IGNITE students have a substance abuse disorder diagnosis. Most also have a secondary disability such as PTSD, ADHD, learning disabilities, and/or mental health disorders. A high percentage of foster youth also end up in the carceral system.

The Human Services program intersects with both Second Chance and IGNITE, as the majority of students in this program are in recovery from a substance abuse disorder. Like Second Chance/IGNITE students, most are also first-generation low-income students. As a Bronze

rated CE program from the Chancellors office, the program has proven to be a strong asset to SRJC in preparing our students to enter the workforce.

A full-time Counselor position with the title Second Chance/IGNITE/Human Services will position the college to recognize and support these high-need equity populations, and close equity gaps by providing full-time attention using a case management model.

This position will also directly address student equity gaps through counseling, educational planning, and a smaller student-counselor ratio. By the nature of the disproportionately impacted student population within these programs, this position will contribute to increasing their retention and completion rates.

Criterion #4: District, State, and Societal Priorities:

This position will directly work to achieve all six of the district mission statements and solidifies our commitment to serving marginalized populations and reducing equity gaps. Second Chance/IGNITE/Human Services students are all equity populations with multiple intersecting equity identifiers (BIPOC, DSPS, foster youth, first-generation, low-income, etc.). A FT position for this population would align with the District's priority to increase resources to equity populations and address equity disparity.

This FT position will also directly support the newly designated Rising Scholars Network as a categorical CCCCO program with a \$10 million annual budget. 50 colleges will receive funding by application, and SRJC is well-positioned to receive the funding. Second Chance and IGNITE were just nominated by our regional CCCCO Rising Scholars coordinator for interviews for a Legislative Report. SRJC is continually working to grow the in-jail programming in response to the needs and support from the CCCCO. This position will be able to address those needs and keep SRJC at the forefront of these new initiatives.

In terms of "society well-being," numerous studies show education is a proven remedy to recidivism and a protective factor to maintaining recovery. In custody programs that have community college education programs have a near zero recidivism rate. Education has proven to turn lives around from a life of substance abuse and crime, to one of becoming a productive tax-paying member of society. We are reducing crime, restoring communities, and transforming lives.

#2 - Counselor Generalist, Retention & Engagement

Criterion #1: Discipline/Department/Program Needs:

The Counseling Department is losing two full-time positions this academic year. There were two retirements in 2018 and 2019, which were not replaced. This cumulative loss of full-time faculty impacts the department's overall capacity to address students' needs. Most counselors hold responsibilities to programs beyond providing counseling to the general student population. Over 6.0 FTEF is spent with specific student cohorts: Career Education, PUENTE, UMOJA, APASS, Transfer, Student Athletes, EOPS/CalWORKS, MESA, International, ESL, Veterans.

The student population at SRJC has shifted towards students 25 or older. As of Spring 2021, a total of 16,560 students are in this age group, almost 56% of the total students across the district. Considering this demographic along with the launch of SRJC's Re-Entry & Student

Resources program, a need to support nontraditional age students has evolved. It's been over 15 years since SRJC offered a re-entry program. Targeting counseling services to facilitate students re-entering college is essential in addressing their unique needs. "Engagement" would be the term used in referring to working with re-entry students and the position title to create a positive connotation.

Another area of development is retention. With the challenges facing students in the last few years, supporting students more intrusively to stay in college and persist in their education is critical. Focus must be given to developing strategies in proactively wrapping services around students, especially those in equity groups. The Counseling Department has committed to conducting an equity audit and targeting interventions appropriately (i.e. students on probation and dismissal status).

Criterion #2: Student & Staffing Needs:

With current counselors already committed to various student populations, this position would fulfill the need to focus on our re-entry and high-risk students. This faculty member would be able to lead our efforts in identifying barriers these students face and collaborate with other departments in interventions and services for a more coordinated and organized approach to these equity groups in addition to providing more counseling.

Both students re-entering college and those at high risk for discontinuing their studies need more instructive and proactive counseling services. This position can contribute to these targeted efforts. Even though counselors conduct regular in-reach to our overall student body, typically, students seek out guidance from counselors. The focus on re-entry and retention will involve more in-reach directly to these students as well as outreach efforts in concert with the Resource Center and Outreach Team.

Criterion #3: Student Equity Needs:

According to local research, disproportionate impact (groups that are more than 2% lower than district average) exists in the metrics of persistence, course retention (staying through the end of a semester) and successful course completion (C or better). Students who are disproportionately impacted include low income, homeless, foster youth, African American, Native American, LGBTQ, and other groups.

State and local research has consistently proven the positive impact of counseling and education planning on student retention and completion. The position requested will strengthen the Counseling Department's focus on serving disproportionately impacted students, including but not limited to providing timely intervention for students who are on probation or dismissal as well as reaching out to students who need to partake in counseling services and develop education plans for their goal completion.

In addressing the re-entry (engagement) component of this position, students re-entering college often need high-touch services for a variety of reasons: becoming re-acquainted with college (might be first time attending), understanding how previous coursework may or may not still count, needing support with resources for childcare and obtaining employment in order to return to college, feeling that they belong in college at a nontraditional age and that their needs are understood.

Criterion #4: District, State, and Societal Priorities:

With SRJC student enrollment declining, this position will be working in direct response to the district need to retain and bring back students that have stopped out. Targeting these populations also addresses equity gaps.

Supporting students re-entering college and remaining committed to their educational goals until completion leads to the attainment of new employment and/or career advancement. Higher education along with gainful employment contributes to our local economy and a more informed society.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	01	02	Counselor Generalist, Second Chance/IGNITE/HUSV	The Second Chance program is growing at SRJC and requires the attention of a full-time counselor. The position would also intersect with IGNITE students and providing counseling services. The Counseling Department offers Human Services Associate's degrees and certificates. The program recently received accreditation and needs a designated faculty member to oversee the curriculum and enrollment trends. Many Second Chance students are enrolled in the HUSV program, therefore, there is a logical integration of these programs. The intro HUSV course will also be taught in the jail for IGNITE students next Fall.
0002	ALL	01	02	Counselor Generalist, Retention & Engagement	Two areas that need student focus are retention and engagement (known as "re-entry"), which we feel falls under the umbrella of equity. This position would focus on efforts to get students back in school and support them in staying in college and persisting in and completing their education goals. At-risk students would be identified such as those on probation and dismissal to provide a more targeted, intentional approach to counseling services.
0003	ALL	01	02	Counselor Generalist, Career Counseling	Many statewide and district initiatives revolve around supporting students identifying goals in a shorter period of time and promote decreasing time to graduation. One of the core reasons students struggle with choosing a major and reaching their goals is due to being undecided on a career path. A dedicated Career Counselor would offer individual counseling that students need and contribute to sooner student goal identification and attainment.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Online/distance education/remote counseling services and instruction has become essential to serving our online student population and ensuring the continuity of services required during emergency and disaster situations (i.e. COVID-19, fire season). The Counseling Department must maintain the technology needed in order to deliver services online year-round. In addition, counselors need these tools remotely when it is not safe to be on campus.

The equipment and technology needed on campus and remotely include:

- Laptops for flexibility to offer remote counseling and services
- Back-up monitors for remote use in order to create a conducive working environment
- Additional webcams for use with back-up monitors for video counseling
- Wireless headsets for phone use during remote use

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	Webcams	10	\$40.00	\$400.00	Andrea Alvarado	Counseling Department	Amanda Greene

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Petaluma	06	02	Urgent	Kathleen Doyle Hall	PC 216	\$0.00	The Petaluma Counseling Department has been requesting a sink & running water to be added to their kitchen area. There is no running water currently in the kitchenette area and this was a serious oversight when that space was designed. People using that space have to leave the office area if they want to wash their hands (health and safety) and keep the area clean. Now, with COVID-19, it is more imperative faculty and staff be able to wash their hands within the office. They have constant close contact with students and it is not reasonable to require they walk to another building to wash their hands or dishes.
0002	Santa Rosa	06	02	Urgent	Bertolini	2nd Floor Counseling Kitchen	\$0.00	The kitchen and breakroom area in Counseling department needs to be updated to allow for multiple people to use at the same time and better connection with the adjacent breakroom

2.5b Analysis of Existing Facilities

The current existing facilities for each location is as follows:

Santa Rosa

The facilities are mostly sufficient. One area of need is to lower/remove a portion of the front countertop so that the student worker or administrative staff that is sitting at the front desk can see students walking in.

Petaluma

The Counseling office has a lack of running water in the kitchen area. Staff must wash dishes and hands in a completely separate building. In light of current pandemic circumstances, staff cannot wash their hands frequently as that would be a disruption to providing services. **This is a health and safety issue that needs to be addressed.**

Southwest Center

The facilities at this location are in poor condition. In addition, the location is not a safe environment. The fact that this environment is reserved for our ESL population contributes to the disparity this population experiences. The district needs to address this location for safety reasons and out of respect for our non-English speaking populations.

3.1 Develop Financial Resources

Departments that apply for grants generally add some section in their proposal to include counseling services. The Counseling Department seeks to be involved in any grant writing opportunity that requests counseling services to assure financial resources are written into the grant desiring counseling participation. This has not always been the case in the past, such as the HOPE Trio Program, and the Counseling Department has had to provide counseling services given it was written into the grant.

The department regularly manages its course offerings and strives to be efficient. However, it must be noted that some of our course are linked to learning communities and this link affects our course limit. Examples include learning communities with a linked English class. English enrollments are set at 30. Another example is the Gateway to College program. This program serves students who are deficient in units for earning their high school diploma. The enrollment in these identified sections are usually restricted to 25.

With the exception of specialized classes, the Counseling Department maintains healthy enrollments.

3.2 Serve our Diverse Communities

The Counseling Department has been instrumental in addressing the needs of our student diversity by hiring faculty who are bilingual. Almost half of our full time counselors are bilingual. We make every attempt to ensure we have a Spanish bilingual counselor during open office hours. We have lost several bilingual adjunct counselors to other colleges offering fulltime bilingual positions.

Additionally, our growing International Student Program would certainly benefit from a mandarin speaking counselor. We have not been able to succeed in hiring either a fulltime or adjunct mandarin speaking counselor.

The department has responded to the need of providing bilingual services by advertising for bilingual positions. The department works closely with Human Resources to advertise as widely and as appropriately as possible. We regularly survey counseling colleagues for additional advertising venues. The program promotes sensitivity to diversity by providing trainings and by attending workshops and professional development activities. Various counselors also facilitate diversity workshops on campus and in the community.

The Counseling Department has been very active in learning communities targeted toward our Latino, Asian and Black communities. Additionally, the Counseling Department has offered a summer bridge program for our Native American students. This summer will be our third year offering the summer bridge program for Native students. The department has also offered counseling and counseling classes as part of the HSI grant. In fall 2019, even though the HSI funding has run its course, the department will continue to offer a class, Counseling 10, The First Year Experience targeted for LatinX students.

3.3 Cultivate a Healthy Organization

Classified staff members are encouraged to attend professional development activities offered through the Staff Development Office. Additionally, these individuals are supported to attend classes that support their work functions. Faculty members participate in ongoing Professional Development through Transfer Conferences; Student Success Conferences; in addition to the flex activities offered by the District for all faculty.

3.4 Safety and Emergency Preparedness

We have established area safety leaders and have participated in stair chair training. We continue to work on developing a plan for preparedness so that faculty and staff are aware of responsibilities and reporting locations.

The Counseling Departments at both the SR and Petaluma location have developed common language to be used when working with disruptive students in our individual offices. This information needs to be reviewed regularly and is part of our Orientation and Procedures manual.

3.5 Establish a Culture of Sustainability

The department contributes to sustainable practices by creating electronic academic plans. Students are able to access these plans in their student portals negating the need to provide a printed plan.

Faculty are posting their course syllabus in their CANVAS account. Course syllabus are sent to students via the faculty portals which significantly reduces the need for paper copies.

Counselors submit course syllabus, schedule requests and instructional bid sheets to the department chair electronically. This information is kept in an electronic folder.

Counseling has shifted from providing a printed student guide to an online only student guide.

4.1a Course Student Learning Outcomes Assessment

The Counseling Department has been successful in updating its curriculum and creating SLOs for courses taught. All courses have identified instructors who are responsible for curriculum updates. There are various courses in the Human Services curriculum that are only taught by adjunct instructors. Although all courses are updated, some of these courses do not have an instructor responsible for monitoring curriculum. The curriculum for these courses is monitored by the department chair and HS program coordinators. Given the reduction in faculty due to retirements, assessing learning outcomes for the courses taught only by adjunct is difficult. The department is seeking assistance from adjunct instructors to participate in SLO assessment for the few remaining courses that are taught by adjunct only.

All counseling courses have also undergone learning assessments. Some instructors have concluded that they need to revise the assessment tool in order to meet the learning outcome. In a few other situations, some instructors have found that they need to spend more time on content for better understanding of information. All Counseling course assessment results, including methods, analysis and changes have been posted online using the new technology created via Project Learn. Additionally, Counseling faculty have shared their reflections on their student learning assessments at department meetings.

4.1b Program Student Learning Outcomes Assessment

The Counseling Department Service Area Outcomes are assessed on a regular basis. The Department meets on a weekly basis to discuss counseling service delivery, assess what's working and what could be improved. These discussions and recommendations are documented in the meeting minutes. The department works closely with instructional faculty and programs, IT, and other Student Services to regularly monitor and make adjustments to our service delivery in ways that enhance and support student access and success.

The Counseling Department will engage in a program assessment during the 2020/2021 academic year.

The Counseling Department offers two associate degree majors in Human Services Alcohol & Drug and Advocacy and two certificates in Human Services with emphasis in Alcohol & Drug and Advocacy. Project Learn has reviewed and approved the program learning outcomes for Human Services.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Coun 10 Student Success, Fir	Fall 2013	Fall 2013	N/A
Course	Coun 20, Sex and Gender	Fall 2014	Fall 2014	N/A
Course	Coun 53 Coll. Survival Techni	Spring 2015	Spring 2015	N/A
Course	Coun 56 Take Charge of Learni	Summer 2015	Summer 2015	N/A
Course	Coun 60: Effective Study Works	Spring 2015	Spring 2015	N/A
Course	Coun 62 Intro to Career Dev.	Spring 2015	Spring 2015	N/A
Course	Coun 162.1 Job Search and Ret	Fall 2014	Fall 2014	N/A
Course	Coun 74 Identity and Cultural	Spring 2015	Spring 2015	N/A
Course	Coun 80 Under Transfer Process	Fall 2014	Fall 2014	N/A
Course	Coun 87 Ethical Issues in Huma	Fall 2014	Fall 2014	N/A
Course	Coun 90 Intro to Human Service	Fall 2014	Fall 2014	N/A
Course	Coun 91 Skills and Techniques	Fall 2014	Fall 2014	N/A
Course	Coun 92 Intro to Group Coun	Spring 2014	Spring 2014	N/A
Course	Coun 93 Case Management	Fall 2014	Fall 2014	N/A
Course	Coun 94 Crisis Counseling	Spring 2015	Spring 2015	N/A
Course	Coun 95 Advocate Training	Spring 2015	Spring 2015	N/A
Course	Coun 96 Disability and Society	Fall 2015	Fall 2015	N/A
Course	Coun 98 Indep Study	Fall 2015	Fall 2015	N/A
Course	Coun 355 Coll Prep Skills	Spring 2015	Spring 2015	N/A
Course	Coun 270 Intro to College	Summer 2015	Summer 2015	N/A
Course	AODS 90	Spring 2015	Spring 2015	N/A
Course	AODS 91	Spring 2015	Spring 2015	N/A
Course	AODS 92 Pharmacology	Fall 2012	Fall 2012	N/A
Course	AODS 93	Fall 2014	Fall 2014	N/A
Certificate/Major	Human Serv: Advocacy	N/A	N/A	N/A
Certificate/Major	Human Serv: Alcohol	N/A	N/A	N/A
Service/Program	Counseling Service	Spring 2014	Spring 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
COUN 10		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COUN 162.1		X	X	X	X	X	X	X		X	X	X				X
COUN 20		X	X	X		X	X	X	X	X	X	X	X	X	X	
COUN 270		X		X	X	X		X		X	X	X				
COUN 355		X		X	X	X	X	X	X	X	X	X	X		X	X
COUN 53		X	X	X	X	X	X	X	X	X	X	X	X		X	X
COUN 6		X	X	X	X	X	X	X	X	X	X	X				X
COUN 60		X		X	X	X	X	X	X	X	X					
COUN 74		X	X	X		X	X	X	X	X	X	X	X	X	X	X
COUN 80		X	X	X	X	X		X	X	X	X	X				
COUN 87		X	X	X		X		X	X	X	X	X	X	X	X	
COUN 90		X	X	X		X	X	X	X	X	X	X	X	X	X	X
COUN 91		X	X	X		X	X	X	X	X	X	X	X	X	X	X
COUN 92		X	X	X		X		X	X	X	X	X	X	X	X	X
COUN 93		X	X	X	X	X		X		X	X	X	X	X		
COUN 94		X	X	X		X	X	X	X	X	X	X		X	X	X
COUN 95		X	X	X		X		X	X	X	X	X		X		X
COUN 96		X	X	X		X		X	X	X	X	X	X	X	X	X
COUN 98		X	X	X		X				X	X	X				

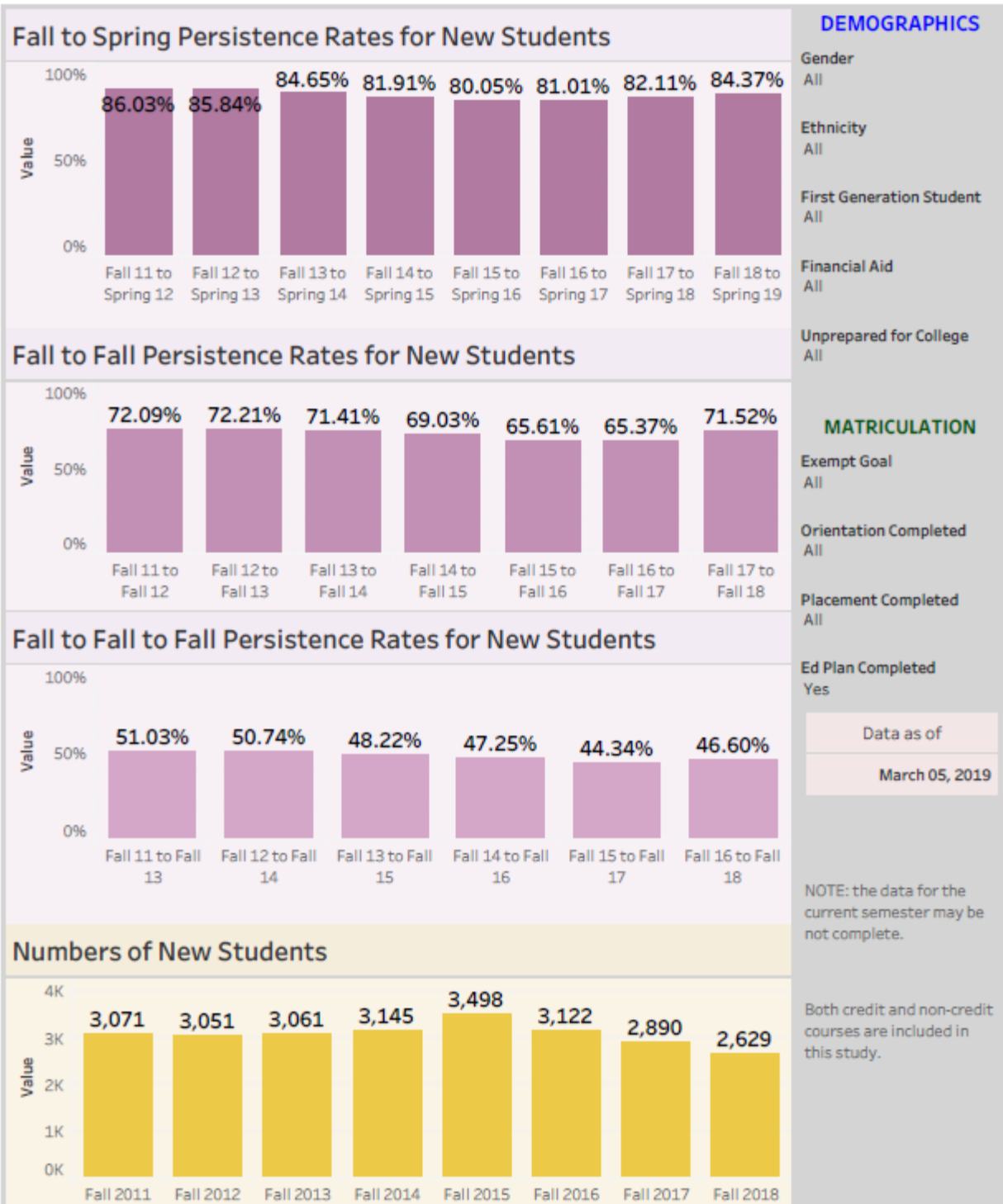
4.2b Narrative (Optional)

With the exception of performing mathematical operations, the Counseling Department curriculum addresses a majority of the institutional learning outcomes.

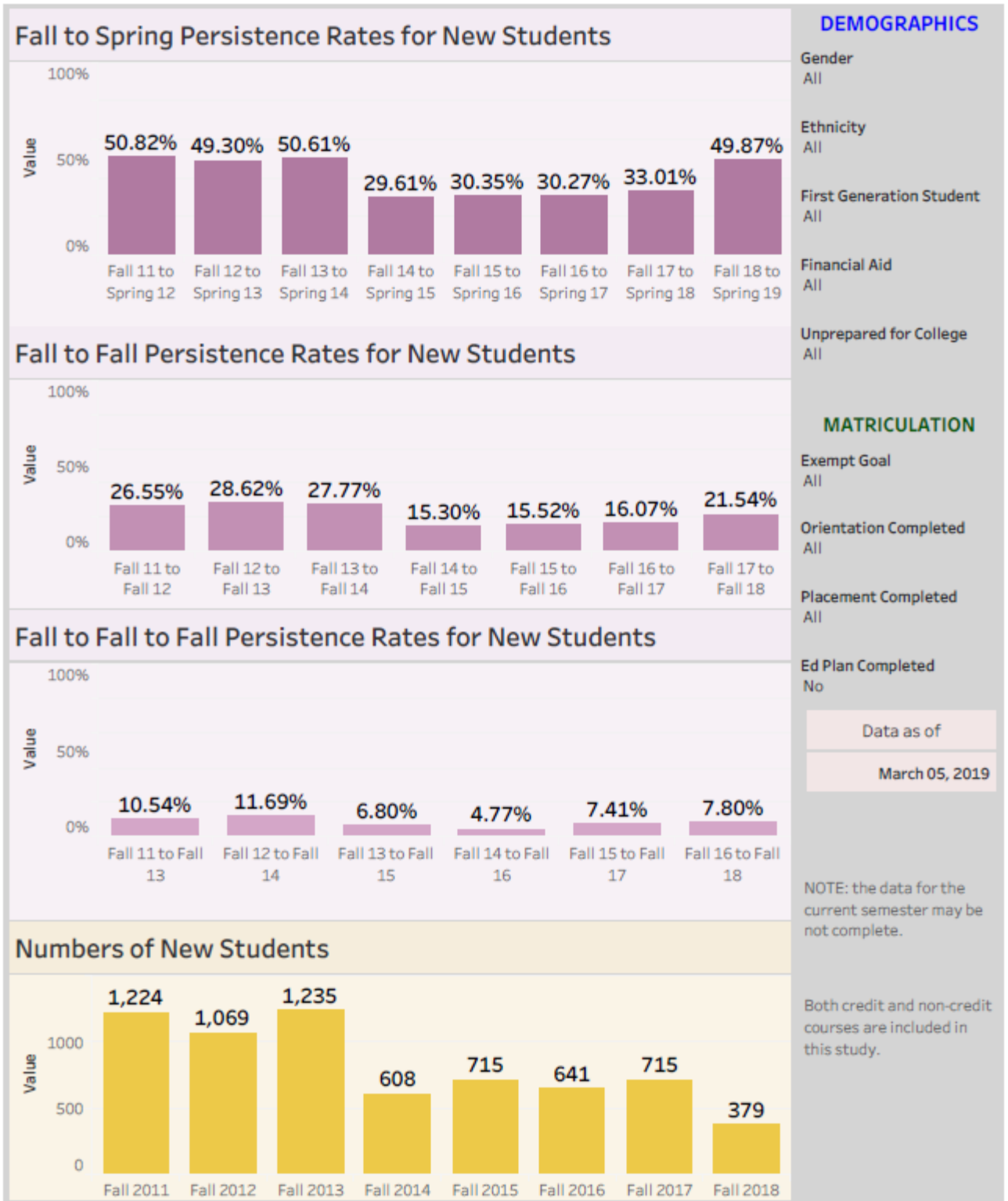
5.0 Performance Measures

For this section, the performance measure will be based on new students with educational plan versus those who do not have an educational plan. The data confirms that meeting with a counselor consistently and significantly improves student persistence and reduces the time to degree.

Persistence rates of new students who have an educational plan is consistently higher from fall to spring, fall to fall and fall to fall to fall.

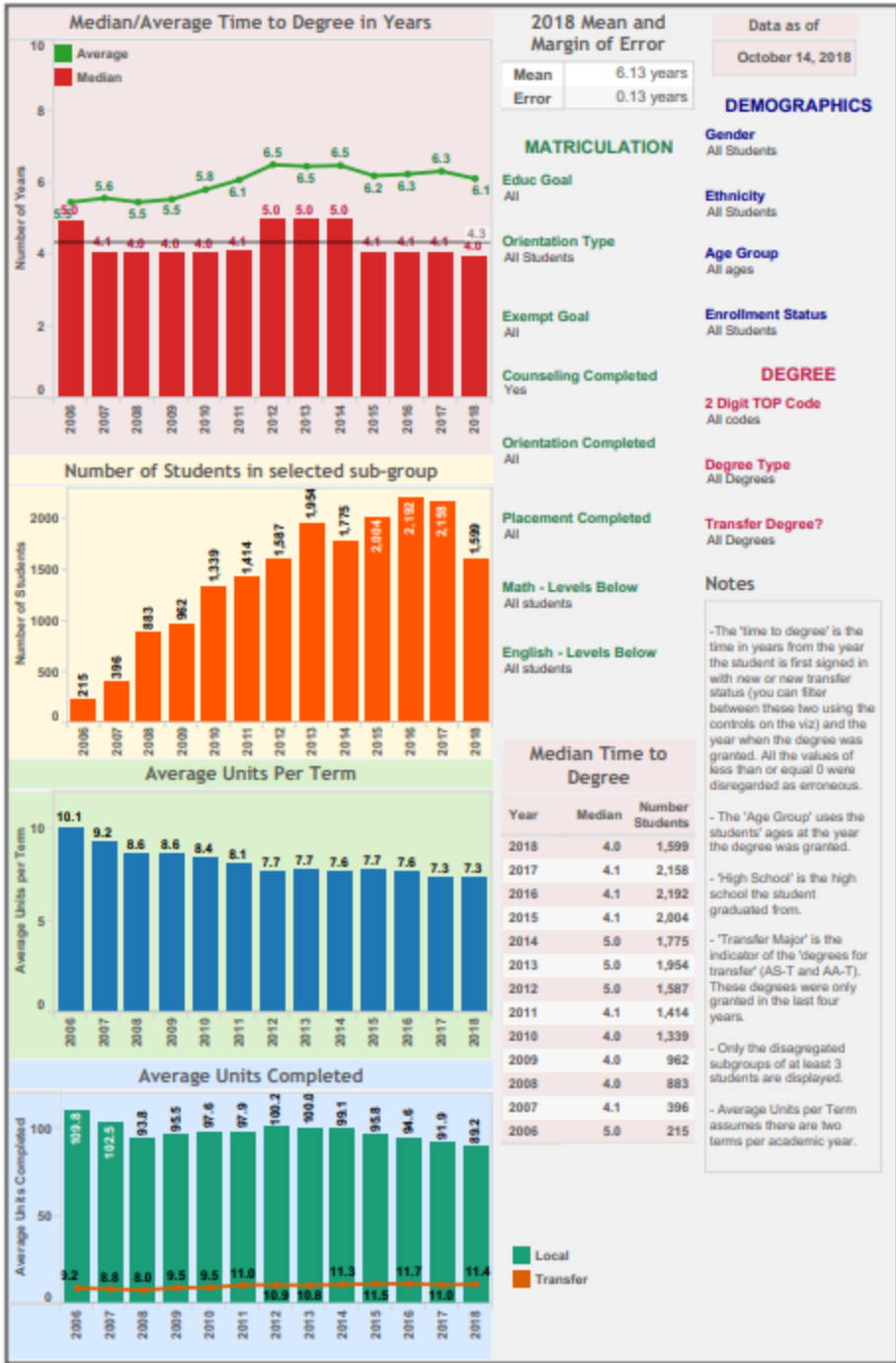


Persistence rates of new students who have an educational plan is consistently higher from fall to spring, fall to fall and fall to fall to fall

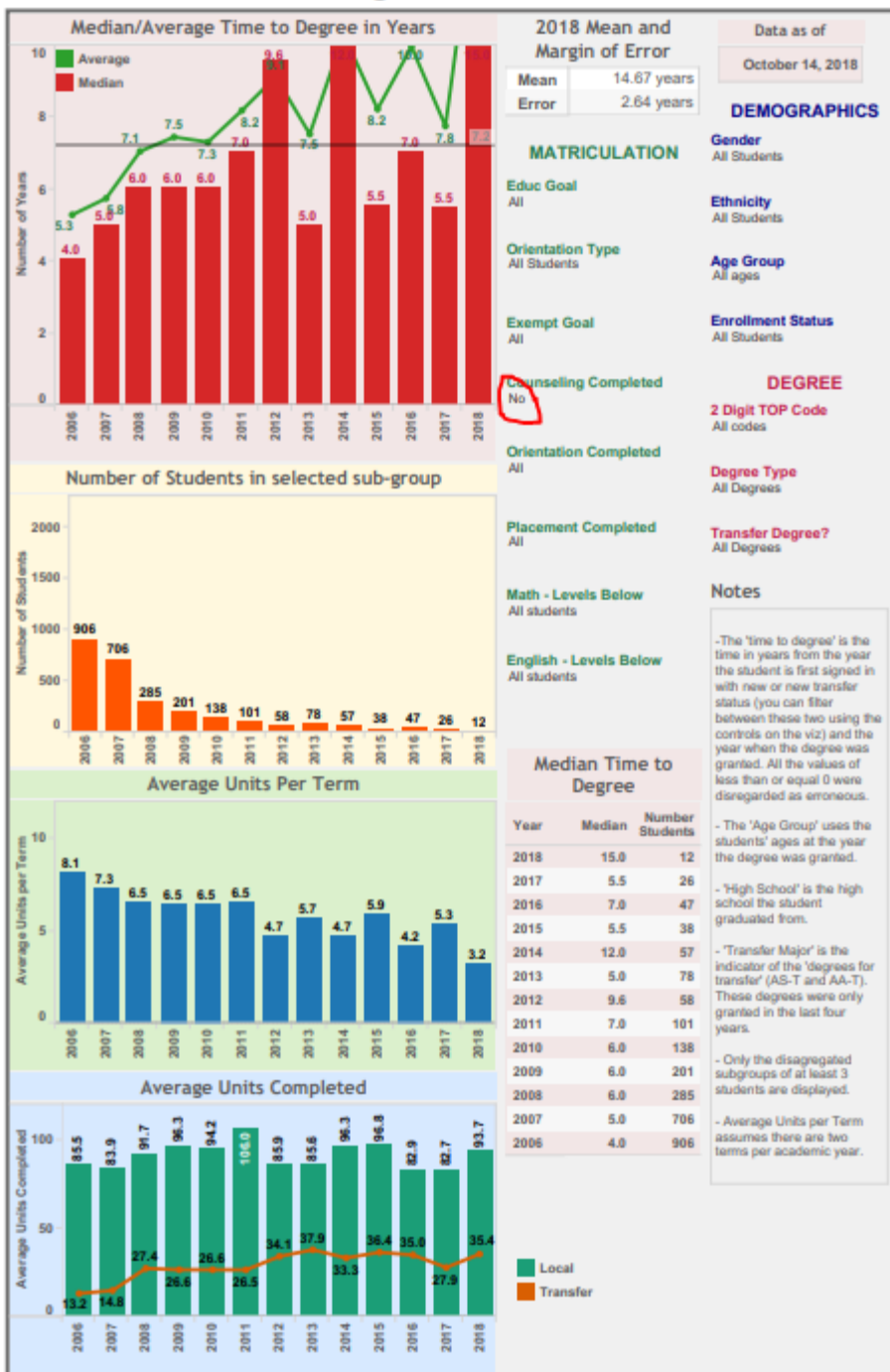


Time to degree below with an ed plan stats continue to demonstrate the benefits to working with a counselor versus those that do not meet with a counselor

Time to Degree with Matriculation



Time to Degree with Matriculation



5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The Counseling Department offers coursework in a variety of formats and makes every attempt to create a balanced class schedule that provides convenient access to students in addition to being efficiently enrolled. The Counseling Department has an on-going planning group charged with developing the class schedule for each term. The group members review enrollment patterns, ensure distribution of classes throughout the week and align course

offerings with institutional initiatives and priorities. Courses are offered throughout the week, online and include Fridays and Saturdays.

The Counseling Department established the Human Services major and certificate program in Fall 1991. The program has state wide recognition and a very active and supportive community advisory council. This demand is supported by the fact that all drug and alcohol counselors are now required to be certified. SRJC's program meets the academic training component required by the California Association for Alcohol/Drug Educators (CAADE).

In addition to the Human Services major and certificate the Counseling Department offers coursework (Counseling 10) designed to address the needs of first year students and meet the intent of the California Community College's Basic Skills Initiative and the recommendations of the Student Success Act. These innovative efforts have resulted in significant FTE growth for the District in addition to increasing student retention rates and creating opportunities for student campus engagement and volunteerism in the community.

The course offerings are scheduled at both the Petaluma Campus and the Santa Rosa Campus and online.

We are looking at expanding our curricular offerings at the adult detention facilities for both men and women.

5.2a Enrollment Efficiency

5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	112.5%	107.5%	0.0%	100.0%	110.0%	0.0%	93.3%	78.3%
Counseling	88.7%	92.9%	83.2%	91.0%	91.9%	84.9%	85.4%	87.6%	82.2%
ALL Disciplines	88.7%	93.9%	84.5%	91.0%	92.2%	86.3%	85.4%	87.9%	81.2%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	75.2%	77.3%	68.3%	78.3%	91.5%	82.1%	79.0%	80.4%	77.3%
ALL Disciplines	75.2%	77.3%	68.3%	78.3%	91.5%	82.1%	79.0%	80.4%	77.3%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	0.0%	91.4%	0.0%	0.0%	104.0%	68.6%	0.0%	0.0%	48.3%
ALL Disciplines	0.0%	91.4%	0.0%	0.0%	104.0%	68.6%	0.0%	0.0%	48.3%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	112.5%	107.5%	0.0%	100.0%	110.0%	0.0%	93.3%	78.0%
Counseling	86.9%	90.7%	79.8%	89.4%	92.0%	83.9%	84.3%	86.8%	79.0%
ALL Disciplines	86.9%	91.6%	81.0%	89.4%	92.3%	85.0%	84.3%	87.0%	79.0%

The department's efficiency has been affected by the offering of several courses targeted towards specific populations, EOPS summer readiness, Gateway to College, Learning Communities (Puente, Umoja and APASS) and International Students. Learning community counseling classes are set to the enrollment limit of the English class. English class limites are set to 25 or 30 while counseling classes are set to 35. When a counseling class is linked to an English class due to being part of a learning community, it decreases our efficiency numbers. Additionally, the Gateway to College program typically sets its enrollment limit at 25 for program need, however, our counseling course limit is 35.

Since spring 2018, the enrollment efficiency for our AODS class has decreased as have some of our Counseling Human Services classes. An exact explanation cannot be given except that unline past terms, many of our students are working and/or entering professions that pay more than what is paid in the private sector for working in the Alcohol and Drug fielf.

When all locations and disiplines are considered, counseling is averaging 85% or higher. The exception to this is spring 2018, the semester after the devastating fires. Spring 2018 was also the first term in which we switched a majority of our Counseling 270 classes into the spring 2018 term to prepare for the pilot summer/fall registration cycle. Because of the fires in fall 2017, our outreach efforts student registration assistance at the high schools was affected. However, for the spring 2019 semester, outreach was offered in full force and our Counseling 270 classes were at capacity.

5.2b Average Class Size

Santa Rosa Junior College - Program Unit Review

Counseling - FY 2017-18 (plus current FY Summer and Fall)

5.2b Average Class Size The average class size in each Discipline at first census (excludes cancelled classes).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0	45.0	43.0	0.0	40.0	44.0	0.0	35.0	30.0
Counseling	30.8	31.7	28.6	31.3	30.8	28.9	29.4	29.6	29.0
ALL Disciplines	30.8	32.2	29.3	31.3	31.1	29.6	29.4	29.8	29.0

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Counseling	26.3	24.6	23.3	27.4	28.8	28.2	27.7	24.6	24.0

	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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Counseling		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.00	6.40	0.00	0.00	0.89	0.82	0.00	0.00	0.9
	FTEF	0.00	0.40	0.00	0.00	0.07	0.07	0.00	0.00	0.0
	Ratio	0.00	16.15	0.00	0.00	13.00	12.00	0.00	0.00	8.5

ALL Locations (Combined totals from ALL locations in the District)

Alcohol and Drug Studies		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.00	9.00	8.60	0.00	8.00	8.80	0.00	7.00	6.3
	FTEF	0.00	0.40	0.40	0.00	0.40	0.40	0.00	0.40	0.4
	Ratio	0.00	22.50	21.50	0.00	20.00	22.00	0.00	17.50	15.7

Counseling		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	31.38	143.61	92.25	32.90	144.14	94.78	31.31	136.49	93.9
	FTEF	1.88	8.53	6.11	2.04	8.57	5.98	1.87	8.66	6.2
	Ratio	16.69	16.83	15.09	16.13	16.82	15.85	16.71	15.76	14.9

Counseling does not employ anyone that is a 100% instructor. All course are taught by adjunct or fulltime counselors as part of their counseling load.

Some of these numbers reflect that our department offers courses that are part of learning communities, grant/categorical projects such as Gateway to College, HSI Connections, HOPE Trio as an example.

These targeted courses are often taken by students who are non traditional, historically underrepresented, 1st generation, low performing, or students on academic or progress probation at SRJC.

5.4 Curriculum Currency

All counseling courses are current and up to date on the curriculum review cycle.

5.5 Successful Program Completion

Cert Code	TOP	Description	Prog Type	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014
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1014	210400	Human Services: Advocacy	AA-O	9	3	10	6	10
3196	210400	Human Services: Advocacy	Cert	12	13	11	14	13
1015	210440	Human Services: Alcohol and Drug	AA-O	3	8	9	4	5
3194	210440	Human Services: Alcohol and Drug	Cert	0	0	6	6	2
	210400	Human Services: Alcohol and Drug	Cert	15	17	7	6	7

5.6 Student Success

The completion and retention rates for completion of counseling courses are higher than the district average. Counseling courses are primarily taught on an hourly basis by either FT teaching overload and adjunct. Counseling does not have any fulltime instructional faculty.

Completion Counseling 84.63% vs. district 73.29%. Retention Counseling 93.39% vs, district 87.17%.

5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	89.0%	90.7%	0.0%	85.0%	84.1%	0.0%	80.9%	65.0%
Counseling	94.8%	80.3%	84.4%	93.7%	79.9%	84.9%	95.1%	81.7%	86.0%
ALL Disciplines	94.8%	80.8%	84.8%	93.7%	80.2%	84.8%	95.1%	81.7%	85.0%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	95.6%	79.7%	84.9%	97.1%	72.7%	83.9%	92.7%	77.2%	89.0%
ALL Disciplines	95.6%	79.7%	84.9%	97.1%	72.7%	83.9%	92.7%	77.2%	89.0%

Other Locations (Includes the PSTC, Windsor, and other locations)

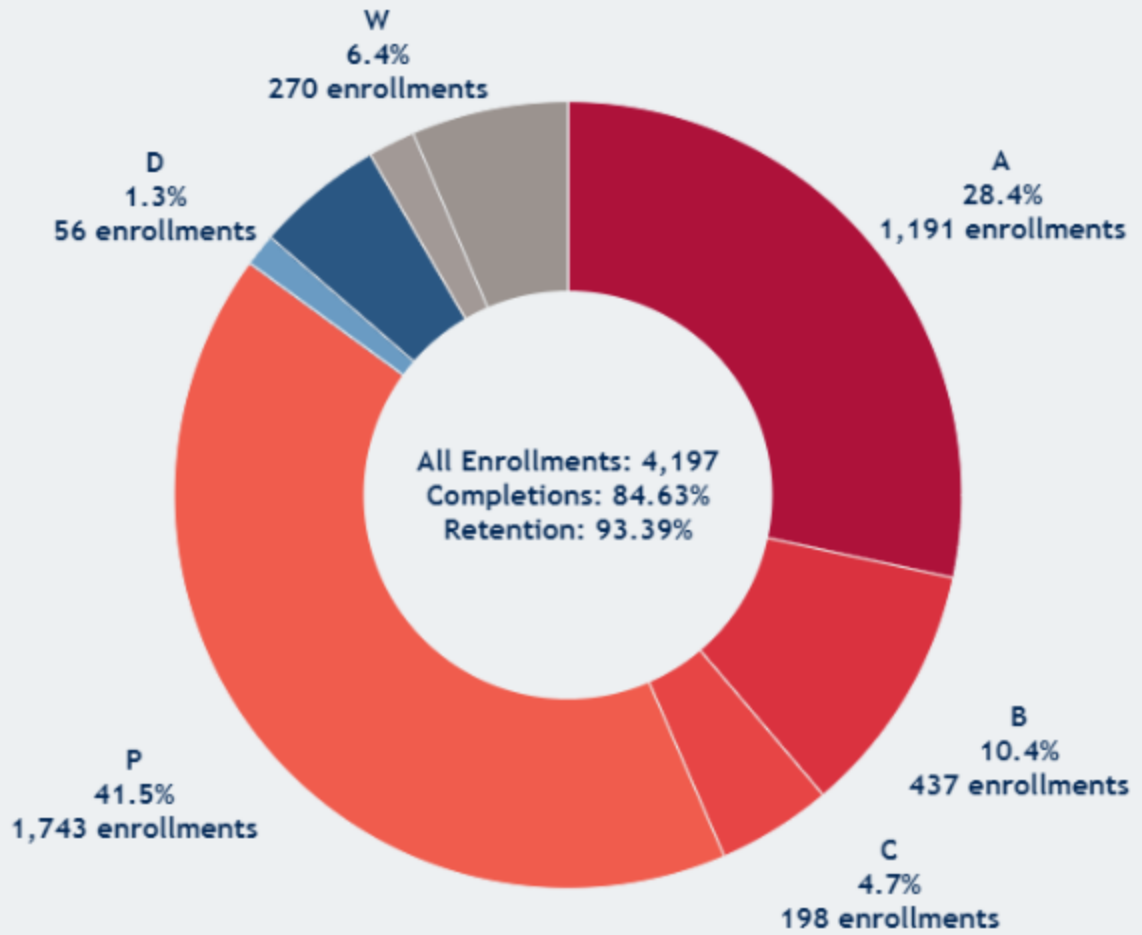
Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	0.0%	62.5%	0.0%	0.0%	76.9%	87.5%	0.0%	0.0%	91.0%
ALL Disciplines	0.0%	62.5%	0.0%	0.0%	76.9%	87.5%	0.0%	0.0%	91.0%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	89.0%	90.7%	0.0%	85.0%	84.1%	0.0%	80.9%	65.0%
Counseling	94.8%	79.6%	84.5%	94.1%	79.2%	84.7%	94.7%	81.2%	87.0%
ALL Disciplines	94.8%	80.1%	84.8%	94.1%	79.4%	84.7%	94.7%	81.2%	86.0%

Credit Courses Grades

Last Updated: 3/21/2019



Academic Year

2017-18

Semester:

(All)

Department:

COUN

Course:

(All)

Location

(All)

Online

Santa R

Petalum

Other

Online

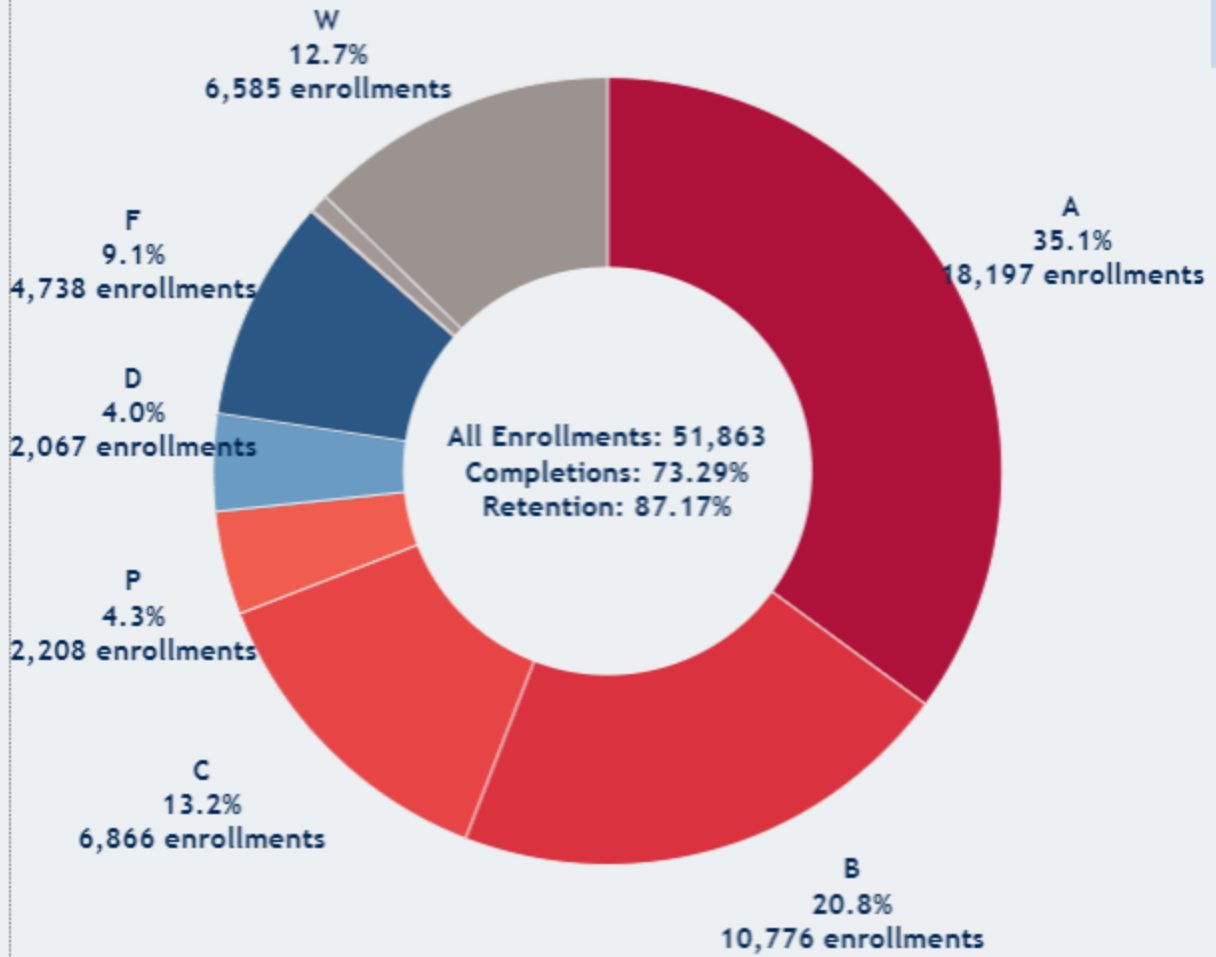
(All)

Semester Uni

(All)

Credit Courses Grades

Last Updated: 3/21/2019



Academic Year:

2018-19 Partial

Semester:

Fall

Department:

(All)

Course:

(All)

Location

(All)

Online

Santa Rosa

Petaluma

Other

Online

(All)

Semester Units

(All)

5.7 Student Access

The Counseling Department has always been committed to appreciating and fostering diversity in its curriculum and has attempted to serve the historically under-represented student whenever possible.

5.7a Students Served - by Ethnicity

The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Alcohol and Drug Studies	Ethnicity	2015-16	Percent	2016-17	Percent	2017-18	Percent
	White	120	71.0%	100	65.8%	66	59.5%
	Asian	0	0.0%	1	0.7%	0	0.0%
	Black	13	7.7%	7	4.6%	3	2.7%
	Hispanic	29	17.2%	41	27.0%	28	25.2%
	Native American	0	0.0%	0	0.0%	1	0.9%
	Pacific Islander	1	0.6%	0	0.0%	1	0.9%
	Filipino	2	1.2%	0	0.0%	1	0.9%
	Other Non-White	4	2.4%	1	0.7%	6	5.4%
	Decline to state	0	0.0%	2	1.3%	5	4.5%
	ALL Ethnicities	169	100.0%	152	100.0%	111	100.0%

Counseling	Ethnicity	2015-16	Percent	2016-17	Percent	2017-18	Percent
	White	1784	40.9%	1593	37.7%	1517	35.8%
	Asian	198	4.5%	164	3.9%	171	4.0%
	Black	124	2.8%	116	2.7%	110	2.6%
	Hispanic	1889	43.4%	1961	46.4%	2035	48.0%
	Native American	24	0.6%	21	0.5%	40	0.9%
	Pacific Islander	26	0.6%	15	0.4%	12	0.3%
	Filipino	39	0.9%	33	0.8%	30	0.7%
	Other Non-White	230	5.3%	212	5.0%	201	4.7%
	Decline to state	43	1.0%	111	2.6%	126	3.0%
	ALL Ethnicities	4357	100.0%	4226	100.0%	4242	100.0%

5.7b Students Served - by Gender

The number of students in each Discipline at first census broken down by gender (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Alcohol and Drug Studies	Gender	2015-16	Percent	2016-17	Percent	2017-18	Percent
	Male	52	30.8%	40	26.3%	40	36.0%
	Female	117	69.2%	111	73.0%	68	61.3%
	Unknown	0	0.0%	1	0.7%	3	2.7%
	ALL Genders	169	100.0%	152	100.0%	111	100.0%

Counseling	Gender	2015-16	Percent	2016-17	Percent	2017-18	Percent
	Male	1907	43.8%	1788	42.3%	1719	40.5%
	Female	2360	54.2%	2371	56.1%	2457	57.9%
	Unknown	90	2.1%	67	1.6%	66	1.6%
	ALL Genders	4357	100.0%	4226	100.0%	4242	100.0%

5.7c Students Served - by Age The number of students in each Discipline at first census broken down by age (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Alcohol and Drug Studies	Age Range	2015-16	Percent	2016-17	Percent	2017-18	Percent
	0 thru 18	2	1.2%	8	5.3%	0	0.0%
	19 and 20	15	8.9%	7	4.6%	2	1.8%
	21 thru 25	20	11.8%	20	13.2%	12	10.8%
	26 thru 30	21	12.4%	17	11.2%	20	18.0%
	31 thru 35	17	10.1%	17	11.2%	22	19.8%
	36 thru 40	10	5.9%	12	7.9%	12	10.8%
	41 thru 45	21	12.4%	15	9.9%	9	8.1%
	46 thru 50	20	11.8%	15	9.9%	15	13.5%
	51 thru 60	28	16.6%	29	19.1%	13	11.7%
	61 plus	15	8.9%	12	7.9%	6	5.4%
	ALL Ages	169	100.0%	152	100.0%	111	100.0%

Counseling	Age Range	2015-16	Percent	2016-17	Percent	2017-18	Percent
	0 thru 18	2386	54.8%	2265	53.6%	2362	55.7%
	19 and 20	727	16.7%	694	16.4%	694	16.4%
	21 thru 25	485	11.1%	464	11.0%	427	10.1%
	26 thru 30	217	5.0%	245	5.8%	192	4.5%
	31 thru 35	134	3.1%	113	2.7%	166	3.9%
	36 thru 40	70	1.6%	90	2.1%	135	3.2%
	41 thru 45	85	2.0%	91	2.2%	70	1.7%
	46 thru 50	88	2.0%	88	2.1%	71	1.7%
	51 thru 60	113	2.6%	113	2.7%	98	2.3%
	61 plus	52	1.2%	63	1.5%	27	0.6%
	ALL Ages	4357	100.0%	4226	100.0%	4242	100.0%

5.8 Curriculum Offered Within Reasonable Time Frame

The Counseling Department offers all courses within a reasonable time frame and has already inactivated courses that will no longer be offered. Some Human Services courses are on rotation. Counseling 96 will be offered in the fall semester only and Counseling 92, 94, and 95 will be spring classes only.

5.9a Curriculum Responsiveness

The Counseling Department does not intend to engage in any new directions for our curriculum. We have pursued changing some of our courses from being only CSU transferable to also UC transferable. We have succeeded in doing this for three academic classes.

We'd like to offer more Counseling 80: Understanding Transfer courses and require that it be taken by all students who intend to transfer. This will align with the college's mission as it pertains to transfer.

The Department responded to a request by Academic Affairs to create a Smart Start for students wanting a head start right out of high school. This pairs several English and CSLKS math courses with a Coun. 60, study skills. We will evaluate the effectiveness of this program after the summer 2014 session.

CE:

The Human Services program has an active advisory committee consisting of members from a wide range of service providers: alcohol and drug, domestic violence, children, homelessness, seniors, immigration, Indian health, developmental disabilities, employment, advocacy.

Our curriculum is shared with members of our advisory committee. We are currently updating our Human Services Alcohol and Drug curriculum to meet the requirements for CAADE accreditation and certification.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Our program does not align with any high school preparation

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The Counseling Department does not offer any transfer majors.

5.11a Labor Market Demand (Occupational Programs ONLY)

The U.S. Bureau of Labor Statistics reports that employment of social and human service assistants is expected to grow by nearly 13 percent through 2028. Job prospects are expected to be good, particularly for applicants with appropriate post secondary education. According to the California Occupational Guides, the number of social and human service assistants is expected to grow faster than average growth rate for all occupations. Jobs for social and human service assistants are expected to increase by 16.0 percent, or 6,700 jobs between 2016 and 2026. In Sonoma County, there is projected to be a 9.5 percent increase in employment of substance abuse counselors in the 10-year period ending in 2026.

In 2018, the State Chancellors Office gave the SRJC Human Services program a bronze rating because of our human service graduates attained one or more of the following thresholds for economic mobility.

1. An increase in earnings by 50% or more
2. Attainment of the regional living wage by 70% or more
3. 90% or more are employed in a job similar to their field of study

Alcohol and Controlled Substances: 100% of SRJC students are employed in a job similar of study.

Sources:

- U.S. Bureau of Labor Statistics
- <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm#tab-6>

- California Occupational Guides
- <https://www.labormarketinfo.edd.ca.gov/OccGuides/detail.aspx?Soccode=211093&Geography=0601000000>
- Sonoma County
- <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

5.11b Academic Standards

All course SLO's are up to date and the department regularly engages in discussions on academic standards as documented in department meeting minutes.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	02	Create an education plan for all new students	In order to meet SEA program mandates and increase likelihood of student retention and persistence, create an academic plan for all new students through various strategies such as increasing the number of Coun 270 sections, partnering with high school outreach to reach more incoming freshman, and provide a variety of modalities to increase access to counseling services.	2020/2021	Student demand for counseling is being successfully met, and education plans are being created for new students. As of 2019/20, 95% of SRJC students have an education plan. We've been forced to cancel a number of COUN 270 sections during Spring 2021 that is not typical. This is attributed to burnout of online learning for high school students and decreasing enrollment as a result.
0002	ALL	01	02	Implement variety of remote/online modalities for counseling services	Serve online/distance education students in addition to all students during remote periods in as many online modalities as possible to provide all formats convenient to students. Fine tune initial launch of Zoom counseling, expand Ask a Counselor coverage, launch and implement chat feature in multiple counseling areas (general, transfer, special programs).	2020/2021	Allocation of e-counseling time to each counselor as part of regular counseling hours in order to provide access to all students has been accomplished. Chat has been successfully launched in general counseling and transfer. Zoom counseling continues with more flexibility in the drop-in modality.
0003	ALL	01	01	Create and Implement online probation workshops	Address success and retention issues and allow for greater attendance rates for having the workshop available online. Develop a process of how to reach out and follow up beyond the portal announcements for students that need support in understanding probation impacts on their college success. Connect students with the resources and services they need to be successful and reach their goals.	2020/2021	In progress: Time has been allocated and approved to develop an online probation workshop (to add to existing online Dismissal workshop) during Summer 2021. A small workgroup has been created to develop new strategies in providing more intrusive outreach, support and counseling to students on probation 1 status as a preventative measure. Research and analysis has begun and this group will continue this work into the next academic year (2021-2022).

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0004	ALL	01	02	Increase amount of orientation opportunities for new students	Offer more orientation opportunities in all modalities including live Zoom sessions in order to guide students to a successful start and to facilitate more productive first contact counseling meetings.	2020/2021	A small workgroup updated the mini-orientation workshop and created a schedule of live Zoom orientation workshops throughout the Spring semester. The schedule was posted on the Counseling website, posted on SRJC social media, and shared with the Welcome & Connect Center and High School Outreach (who updated our high school partners).

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Establish ongoing process to examine and change departmental (and District where possible) policies/procedures that are outdated and inequitable.	<ul style="list-style-type: none"> oConduct comprehensive audit of procedures and practices at the Counseling department level and Counseling specific policies within the District board policies to identify barriers for students oDevelop and advocate for anti-racist modifications within the department and district. 	2021/2022 (ongoing)	Counseling faculty workgroup to devote time to this effort. Departmental meeting time to reach consensus on action items developed. Also requires team approach that includes classified professional and deans within Counseling Department.
0002	ALL	01	02	Analyze and address 2020 student survey regarding students having difficulty accessing counseling services during the remote period.	<p>Implement changes to improve access based on results. Examples could potentially be:</p> <ul style="list-style-type: none"> o Revamp student appointment and drop-in services o Expand delivery formats 	2021/2022	Collaboration with OIR to create a sound survey and time to analyze results. Departmental meeting time to identify areas that need improvement within the counseling department.

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0003	ALL	01	01	Develop enhanced student intervention strategies for students on probation and create and implement online probation workshops	<p>Address success and retention issues and allow for greater attendance rates for having the workshop available online. Develop a process of how to reach out and follow up beyond the portal announcements for students that need support in understanding probation impacts on their college success. Connect students with the resources and services they need to be successful and reach their goals.</p> <p>Re-vamp probation letter to sent to students in order to set a more supportive tone and increase likelihood of connecting with students.</p>	2021/2022	<p>Reassigned time and IT time to develop the online workshop and a system to track workshop completion and follow up with students that have not.</p> <p>Probation workgroup time to work on letter and develop student intervention strategies:</p> <p>A small workgroup has been created to develop new strategies in providing more intrusive outreach, support and counseling to students on probation 1 status as a preventative measure. Research and analysis has begun and this group will continue this work into the next academic year (2021-2022).</p>
0004	ALL	01	02	Improve communication to students regarding services, resources, and timely information.	<p>Enhance our modes of communication to students through the following:</p> <ul style="list-style-type: none"> -Outreach/inreach -Social media -Spanish-speaking resources/tools -Referrals to other student services/resources/programs such as LCs, tutoring, etc. -Include Counselor bios on our website so students can choose who they think they might connect best with. 	2021/2022	Continue workgroups for outreach/inreach; reassigned time to develop more communication and social media material.

