

# Santa Rosa Junior College

## Program Resource Planning Process

### Counseling 2014

#### 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 Counseling Department mission statement is consistent with the District's mission in that we assist students in seeing education as a viable option.

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 and reviewing an academic planning tool from Saddleback College that we can implement at SRJC.
- Multi-campus coordination: Institutional Planning: Accreditation: The Counseling Department is involved in the current accreditation self studies.
- Student Learning Outcomes: The Dept. actively engages in program SLO's
- Student Access, Success and Completion: Integrated Environmental Planning: . supports students with basic skills by

<ul style="list-style-type: none"> <li>• <b>Strategic Plan: Goals and Objectives</b></li> </ul>	<b>Counseling Alignment with Strategic Plan</b>
<p><i><b>A. Support Student Success:</b> Support development of the whole student from early college awareness through successful completion of educational and career goals</i></p>	
<p>Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies</p>	<p>In the last year, Counseling has:</p> <ul style="list-style-type: none"> <li>• Begun a pilot project to use the texting feature of SARS. When students sign up for drop in, they can choose to put in a phone number so the front desk staff can text the student when his/her turn is about to come up to meet with a counselor. Students can go</li> </ul>

	<p>to the library or cafeteria or run an on campus errand without the need to wait in the counseling lobby. The department will access the success of this feature after fall semester, 2014.</p> <ul style="list-style-type: none"> <li>• Expanded the Ask a Counselor online question hours.</li> <li>• The department participates in community outreach activities within our service area and by invitation to other counties. We regularly visit local and out of county high schools to offer College Night, Parent Night and Counseling 270 presentations.</li> <li>• 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.</li> <li>• 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.</li> <li>• In spring 2014, the department offered a weeklong educational planning fair in the Student Activities Center in Bertolini as a way to promote student success by meeting with students where they congregate.</li> <li>• The Department offers workshops throughout the year for potential nursing students.</li> </ul>
<p>Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities</p>	<p>Students who complete a counseling class have an 81.48% persistence rate compared to district average.</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</p>

	<p>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, CTE and transfer students.</p> <p>To encourage retention and student responsibility, we offer 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>	<ul style="list-style-type: none"> <li>• Counseling encourages students to meet regularly with a counselor to help with career and educational planning.</li> <li>• Counseling faculty are responsible for providing several of the key components of SSSP: Orientation, Education planning and help with undecided students.</li> <li>• Counseling faculty work develop and offer workshops for undecided majors, Transfer 101, etc.</li> <li>• Counseling coordinates services with EOPS and Scholarship and Financial Aid regarding recommended unit load for students.</li> <li>• Counseling Dept. Chair and faculty served on key Student Success committees: Student Success Task Force, Priority Reg. Task Force, MIS Task Force, and SARS workgroup.</li> <li>• Counselors participate in several of the objectives by having department faculty serve on key committees such as the Developmental Ed. Task Force, BSI committee.</li> <li>• An extensive outreach program is offered for incoming students to improve their retention and success, orientations, Coun. 270.</li> <li>• The Counseling Department continues to address the needs of basic skills students by participating on the Basic Skills Committee and provides student advocacy across campus by participating on various shared</li> </ul>

	<p>governance committees.</p> <ul style="list-style-type: none"> <li>• The Dept. offerw embedded counseling by visiting Basic Skills classes, (by invitation) to provide information about student support services and encourage students to meet with a counselor to develop an educational plan.</li> <li>• The Dept. continues to offer college success courses that address the needs of students transitioning to college.</li> <li>• Counseling will continue to advocate for the need of basic skills math and English courses as said group is often left with only general education course options with a recommended preparation at the English 100 or 1A during their priority registration.</li> </ul>
--	--

<p>Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population</p>	<p>Approximately half of the current fulltime counselors are Spanish speaking (all but one bilingual) and available to assist Spanish speaking ESL learners. Pending funding, we provide bilingual orientations by request of departments. 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.</p>
---	---

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

<p>Support and promote teaching excellence across all disciplines</p>	<p>Counseling teaching faculty participate in Learning Communities, which have higher retention and success rates than their stand alone counterparts.</p>
<p>Engage students and spark intellectual curiosity in learner-centered environments</p>	<p>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.</p>
<p>Integrate academic and student support services across the college and curriculum</p>	<p>Counselors provide in class presentations about Student Services by invitation. We work closely with other instructional faculty on committees.</p>
<p>Identify and implement responsive instructional practices that increase the</p>	<p>Counseling faculty offered a PDA workshop on Student Services and Counseling in particular during Fall 2013.</p>

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 2012-13 PRPP data indicates 29.48% of SRJC students identify as Hispanic. The Counseling Department offers two Puente Programs as well as a Summer Readiness cohort to support student success at SRJC.
---	---

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. In fall 2013 a veterans counselor was hired to work fulltime.
---	--

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. 62, a career development class that is always full. The Dept. works closely with CTE programs to provide counseling and sit on advisory committees. A full time counselor was hired for 2014/15 to serve off campus CTE programs such as Shone Farm and Public Safety.
---	--

***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	Counseling is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase
--	---

enhance learning and working environments	<p>workplace effectiveness.</p> <p>Counseling makes uses technology to propel data-driven decisions. Multiple data sources are utilized such as SARS, SIS.</p> <p>In 2014, the Department changed and updated our online orientation</p>
Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community	N/A
Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness	<p>Counseling faculty collaborate in facilities planning in their representation on Distric committees.</p> <p>Members of the Counseling Department are actively engaged with IP. Counselors are active in local, community and professional organizations.</p>
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.
<b><i>E. Establish a Strong Culture of Sustainability</i></b> <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	<p>Counseling faculty have increased their use of technology to disseminate course information to students through Moodle, the student portal.</p> <p>The Department encourages the use of recycled paper in printers, recycles regularly and has minimized the printing of materials by providing information online</p>
Promote social and economic equity in the communities we serve	<p>Counseling regularly contributes to the campus dialogue to increase awareness of diversity.</p> <p>Counseling faculty are actively engaged in the writing of the student equity plan.</p>

Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	
<b>F. Cultivate a Healthy Organization</b> <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.
Increase safety planning, awareness and overall emergency preparedness	Counseling is fully engaged in the planning process for emergency and disaster preparedness specifically for individuals with disabilities. In addition, Counseling has identified Safety Area Leaders for Bertolini Hall.
<b>G. Develop Financial Resources</b> <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 CTE 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	The Counseling Department maintains a partnership with the Sonoma County Office of Education, providing grant funded counseling services to students enrolled in CARES, a collaboration with the Child Development program.

<p>Manage enrollment and course offerings to maximize apportionment funding</p>	<p>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.</p>
<p><b><i>H. Improve Institutional Effectiveness</i></b> <i>Continuously improve institutional effectiveness in support of our students, staff, and communities</i></p>	
<p>Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation</p>	<p>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. Within DRD, we have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. In addition, Counseling faculty and administration meet weekly to enhance communication, streamline processes to meet students' needs, as well as to educate and train staff.</p> <p>The department chair regularly meets and interacts with the Petaluma Dean of Student Services to address counseling needs in Petaluma. The department chair spends one day per week in Petaluma serving students and facilitating Petaluma counselors meeting.</p>
<p>Enhance internal and external communication systems to ensure effectiveness</p>	<p>The Counseling Department actively engages in discussion and brainstorming sessions and implements changes to our service delivery to better serve students. This is ongoing.</p> <p>In May 2014 the Department hosted a day long retreat to share ideas with counselors and key SSSP Deans at several area Community Colleges, (Mendocino CC, Napa Valley CC and College of Marin).</p>



## 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 as well as 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. This is done by providing direct service to students through drop-in counseling, group and on-line orientations. We have updated our online and inperson orientation to meet new ed code requirements and make it more appealing to technology savvy students. In response to faculty retirements and staff reductions, the department moved away from appointments, providing services on a drop in basis only for the past 3 years. This allows us to better meet student demand as we do not have enough counseling faculty to allow for student appointments. 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 student 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, June, July and August).

Counseling faculty are critical to the effectiveness of many Student Services programs including the Transfer Center, Schools Relations, the Puente Project, CalWorks, EOPS, the ESL and College Skills departments, Career Development, the Welcome Centers, and the Athletics Department. The Counseling Department continues to provide support and leadership to the First Year Experience Program, Learning Communities, the Piner High School Early College Program, the Teacher Academy and the SouthWest Center. Additionally, counselors actively participate on the Academic Senate, the Majors Review Committee, EPCC, IPC, StEP, the Curriculum Committee and the Basic Skills Initiative Steering Committee.

A major area of emphasis for the Counseling Department has been outreach and recruitment in an effort to assist the District in meeting its enrollment goals and to support the mission of the college in meeting the educational needs of the community.

**In fall 2009, the department reviewed and reduced the level of outreach activities as a result of cuts to the matriculation and district adjunct counseling budget. With an emphasis on outreach in the SSSP mandates, the department will continue to review the**

**ability to provide these services at the same level as past years. This will be dependent on increased funding and the hiring of additional counselors to provide these services.**

The Counseling Department provides college information to various high schools upon request, hosts workshops for high school counselors and has been active in developing materials and media presentations for outreach events. The ability to provide outreach activities in the fall semester allows us to highlight SRJC as a viable option when students are applying to other four year institutions.

In Fall 2011, the Counseling Department began participating in college nights (if scheduled) at district schools. Given our reduced resources, we are no longer able to provide fall recruitment activities that existed prior to fall 2009. During the spring semester, counselors visit high schools and provide outreach information to seniors.

In spring 2014, the Department offered two College Preview Days, one on the SR campus and one on the Pet. Campus. Parents and students from local area high schools were invited to visit the campuses to attend a variety of workshops on transfer, occupational programs and information to parents. Several of these workshops were also offered in Spanish.

**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). These majors have been in existence for 12 years.

The department also offered a major Human Services with emphasis in Gerontology; however, due to low enrollment, the major was terminated.

**Certificates:**

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

The department also offered a certificate in Human Services with emphasis in Gerontology; however, due to low enrollment, the certificate was terminated.

### 1.1d Hours of Office Operation and Service by Location

**Santa Rosa Counseling Department:** Monday, Tuesday, 8 a.m. - 5 p.m.; Wednesdays 8 a.m. - 7 p.m; Thursday 8am-2pm; Friday 8am-1pm

**Petaluma Counseling Department:** Mondays, Tuesdays, 8 a.m. - 5 p.m.; Wednesdays 8 a.m. - 7 p.m.; Thursday 8am-2pm and Fridays 8 a.m. - 1 p.m.

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

### 1.2 Program/Unit Context and Environmental Scan

Statistical information regarding the number of students assisted by the Counseling Department has been generated through the SARS program, maintained and utilized by the Counseling Department in conjunction with the Dean of Matriculation and Student Development. During each summer, fall and spring semesters, the data is evaluated using weekly headcounts in an effort to plan and implement staffing formulas.

For FY 2012-13 academic year, the student headcount follows:

<b>All Counseling Contacts 2012-13</b>			
	<i>Duplicated</i>	<i>Unduplicated with ed plan on file</i>	<i>No ed plan on file</i>
Overall	53,129*	24,042	7,703
SR	37,425	**	**
Pet	14,442***	**	**

<b>All Counseling Contacts 2011-12</b>			
	<i>Duplicated</i>	<i>Unduplicated with ed plan on file</i>	<i>No ed plan on file</i>
Overall	54,358*	24,286	8,031
SR	38,156	**	**
Pet	15,088***	**	**

\*This number includes online Ask A Counselor contacts.

\*\*The data on ed plans does not provide a breakdown by location. The spread sheet at the end of this section will provide district and unduplicated student numbers who have an educational plan on file.

\*\*\*This number includes a high volume of phone calls tracked by the administrative assistant at the Petaluma location. The Santa Rosa location did not track this information.

The duplicated numbers above also reflect workshops for students interested in Nursing, In-person Orientations, Transfer 101, Transfer Admission Guarantee, Probation/Dismissal Workshops. These workshops do not result in the creation of an academic plan. *A student visit with a counselor does not always generate an academic plan, particularly if the ed plan on file is current and student presents with other issues such as: personal problems, mid semester progress checks, questions regarding probation/dismissal, career/job information, financial aid information, transfer and scholarship application review, classroom problems, etc. The number of students who have seen us and don't have an ed plan on file has dropped from 2011-12 academic year as we try to meet the SSSP requirements. In addition, the department is making a concerted effort to develop ed plans with all students with whom we meet.*

It is important to note the complexities of our certificate, local major and transfer requirements. As certificates and majors are updated and have new effective dates, it creates new catalog rights. SRJC offers local majors that are not always consistent with transfer major preparation. In addition, with the implementation of SB 1440, we now have the AA-T and AS-T majors for the CSU system. An SRJC student has various options in which to complete their general education (A, B, C) and what option a student selects, really depends on their goal. Students often confuse local AA/AS requirements with transfer requirements and this is made more complicated with SB 1440, especially if a department maintains a local major that is different than a SB 1440 major. Catalog rights add to the confusion as certificates and majors

are updated. A degree audit system is part of the student portal system and this helps in determining progress. However, courses completed at other institutions are not included in the audit and we have to be very diligent in explaining differences of local and transfer majors in addition to catalog rights.

**The Student Success Act will impact our ability to serve students and meet the requirements of a required orientation and development of an education plan.**

In Fall 2011, the Counseling Department ceased providing appointments. This was in response to student demand and our inability to provide enough counseling appointments to meet student need. It was not uncommon for student to call only to hear that all appointments were booked. Students are able to access a counselor on a drop-in basis(same day service) only and may personally request an individual counselor. Drop-in counseling has enabled counselors to assist more students. Students typically have a 15-30 minute wait, however, the wait time increases to 1-2 hours (sometimes 3 at the SR location) when students wait to see a counselor during priority registration. Priority registration waits are always longer regardless of whether we have appointments or not. We simply do not have enough counselors to meet student demand. This is frustrating for students (and counselors) and students sometimes leave without being seen. In 2012-13, 2,118 students signed up to see a counselor in Santa Rosa but left prior to being seen. In Petaluma, the number was 490.

Our department is aggressively creating options in which to meet the orientation component of the Student Success Act. We have revised and improved our online orientaiton option which is more comprehensive than our former online orientation. In addition to Counseling 270, Introduction to College class (which is also offered online), we offer the "mini" online orientation as well as in person orientation. These three options allow flexibility to our diverse student body.

As we implement the Student Success Act, we must find a way in which to enter and account for academic plans created in a group format. Currently, academic plans are created in our SIS system by counselors. We have previewed the online educational tool created by Saddleback College and have worked with our IT Department regarding the feasibility of acquiring it at SRJC. At this time the cost is prohibitive. The state is also looking into an online ed planning tool for use throughout the CC system. As money becomes available to research and develop these programs, there may be an affordable option to use at SRJC. This online tool will allow the student to begin the process of developing a plan and when they come it to see a counselor, we will be able to review and lock it down as an approved plan. It also shows their progress toward goal completion.

Over pasrt several years, the department has significantly reduced its college success courses, Coun 10, 53, 60, 62, and 80 as examples. As we focus on student success, it is important that we be afforded the opportunity to rebuild our student success curricular offerings. The data shows that counseling courses and counseling contacts directly affect persistence higher than that district average. The Dept. did add several Coun classes to the summer schedule.

Unduplicated students who have seen a counselor and have an educational plan on file versus district totals:



	<b>Course Completion</b>				
	<b>Degree Applicable</b>				
	Attempted	77307		128,756	
	Successful	58001	75.03	95069	73.84
	<b>Basic Skills</b>				
	<b>ESL</b>				
	Attempted	1011		1813	1.10
	Successful	822	81.31	1429	78.82
	<b>English</b>				
	Attempted	1288		1705	1.04
	Successful	868	67.39	1110	65.10
	<b>Math</b>				
	Attempted	1691		2211	1.35
	Successful	1187	70.20	1481	66.98
<b>ACADEMIC SUCCESS</b>					
	Degree	1165	7.13	1531	4.09
	Certificate	311	1.90	572	1.53
<b>Optional Under General Data</b>					
	<b>Petaluma Unit Breakdown</b>				
	.5 - 3.0 units	1307	25.86	2814	32.22
	3.5 - 6.0 units	1107	21.90	2032	23.26
	6.5 - 9.0 units	739	14.62	1097	12.56
	9.5 - 12.0 units	479	9.48	652	7.46
	12.5 - 15.0 units	399	7.89	522	5.98
	15.5 - 18.0 units	272	5.38	324	3.71
	18.5 - 21.0 units	224	4.43	263	3.01
	21.5 - 24.0 units	180	3.56	207	2.37
	24.5 - 27.0 units	131	2.59	146	1.67
	27.5 - 30.0 units	74	1.46	80	0.92
	30.5 +	30	.59	32	0.37
	12.0-21.0	1023	20.24	1220	13.97
	21.5+	415	8.21	519	5.94

## 2.1a Budget Needs

The Student Success Act, diversification of responsibilities across components and a need to acknowledge institutional change has created the need to develop additional programs and services sponsored through the Counseling Department. Our desire is to have in place a comprehensive Student Services program that supports the needs of the entire college community as much as possible. The need for greater access and data collection of services related to SSSP puts emphasis and pressure on counseling,(in addition to assessment). Retirements and unfilled positions have, and will continue to significantly impact our ability to provide services mandated by SSSP. Current staffing levels do not allow for the development of programs that address retention, issues of career planning, identification of appropriate transfer majors and entry into the local workforce. The loss of funding from other categorical sources also continues to impact our ability to provide educational planning and support services to financial aid students, the non credit ESL population at the Southwest Center and other off site locations such as Public Safety and Shone Farm.

Providing additional services that address retention issues also require coordination and analysis to provide needed data for monitoring, evaluation and constant program improvement with respect to SSSP, the District's scorecard and the District Strategic Plan.

The drastic cuts to the matriculation budget over the past several years has affected the department's ability to hire and provide on going training to adjunct counselors and to expand services provided to students. We have lost many of our long time adjunct counselors to fulltime positions elsewhere in the state. Although we have recently added several new adjunct to the current pool, the majority work fulltime elsewhere and we have been unable to find adjunct willing and able to work during the day.

Counselors: Since 2007, there have been 14 retirements, 9 new hires. The 3 retirements in 2013/14 means a loss of 336 hours of flex worked in the summer prior to implementation of SSSP mandates. All of these hours need to be backfilled with trained adjunct. As stated above, the department is still recovering from a lack of funding to adequately train the few remaining adjuncts (as well as provide on going training for full time counselors).

The Consultation Task Force on Counseling of the Academic Senate for California Community Colleges recommends a counselor/student ratio of 1:900. Our current ration is over 1:1,700.

When counseling faculty retire, the Deans of the Santa Rosa and Petaluma campuses have to provide a justification for an increase to our adjunct budget. A counseling faculty retirement does not automatically assure that we can continue to provide counseling services by adjunct counselors.

The District and the Student Success Act expect the Counseling Department to provide accurate and timely communication to enrolled and prospective students, work with and support college initiatives and support outreach efforts. The Counseling Department welcomes and embraces its role in the recruitment of students, addressing

issues of access, success, retention and the need to support the District in meeting its enrollment management targets but respectfully requests additional fiscal support to meet this mission. An increase in funding will allow the department to provide ongoing training, increase our Student Success curricular offerings and hire more counselors to provide the services mandated by SSSP.

**The recommendations of the Student Success Act will require more services by the Counseling Department. The Counseling Faculty continually express concern that the quality of services provided to students is in jeopardy due to the inability of the department to support professional development opportunities and training sessions for both tenured and adjunct faculty. Changes to local courses, certificates, majors and degrees are ongoing, confusing and challenging. We continue to be challenged with accurate major and certificate course information on our website. Changes to transfer institutions, including the new AA-T's and AS-T's are also ongoing. The body of knowledge necessary to provide accurate information to students and the campus community is dependent on the ability to train locally, attend conferences and workshops pertaining to transfer, innovative program development, as well as occupational and workforce development trends. Student feedback through surveys has validated the counseling faculty's concern in these areas. Additionally, the budget does not allow funds necessary for ongoing and imperative adjunct training.**

The Counseling Department in Santa Rosa has also experienced a significant reduction in administrative staffing. In 2008/09, we had four administrative staff and now we have one. This significantly impacts our ability to schedule students, manage counseling schedules, manage curriculum, manage probation/dismissal notifications, and support faculty and adjunct evaluations.

Classified expenditures in SR were reduced by .71% in SR from 2010/11. No reduction in Petaluma classified expenditure.

#### **Petaluma**

**The Counseling Department in Petaluma has only one administrative staff person. As a result, the office closes at 1:00p.m. on Thursdays and Friday's. The lack of coverage and need for safety necessitates the early Friday closure. There is no assurance of student workers for the 2014/15 academic year and the lack of coverage will affect service delivery to students.**

Of particular importance is that both the Santa Rosa and Petaluma departments service delivery are gravely affected when either administrative individuals are out due to illness or other factors. This significantly impacts our ability to serve students and staff and results in an interruption in service delivery. This also impacts the level or responsibility placed on student workers.

The department will work with both Deans to determine backfill.



## 2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	82	6314	1430	Santa Rosa	01	02	\$70,000.00	Increase counseling adjunct budget to backfill retirement position not replaced. Provide counseling services to SW Center, ESL and Basic Skills.
0001	82	6314	1430	Santa Rosa	01	02	\$70,000.00	Increase counseling adjunct budget to backfill retirement position not replaced. Provide counseling services to Child Development and BAD, BOT, CS programs
0001	82	6314	1430	Santa Rosa	01	02	\$70,000.00	Increase counseling adjunct budget to backfill retirement position not replaced. Provide counseling services to PSTC and Shone Farm to meet Accreditation Standards. We do not currently have an adjunct or fulltime counselor assigned to our Public Safety Center and one fulltime counselor has some time set aside to work with Ag students from Shone Farm on the SR campus .
0001	64	6314	1430	Petaluma	01	02	\$50,000.00	Program growth and loss of flex hours due to AFA negotiations ending May 2013. Flex obligation reduced from 140 to 112. In order to maintain historical counseling services, we need budget agumentation.
0001	82	6314	1430	Santa Rosa	00	00	\$50,000.00	SR budget provided \$25,000 in counseling support for Petaluma. Additionally, the SR Counseling Department needs additional budget agumentation of \$25,000 to maintain the historical level of service necessary to meet the district goals. This budget deficit is occuring due to the reduction in the flex obligation from 140-112 hours. The three retirements in 2013/14 resulted in an additional loss of 588 flex hours.

0002	82	6314	5000	ALL	01	02	\$25,000.00	Program support, outreach and recruitment materials, professional development conferences and workshops necessary for the competent delivery of services to students and the college community.
0003	82	6314	5000	ALL	02	02	\$2,000.00	Human Services Program Brochure

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant III	40	12	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 students, daily monitoring of drop-in list, information and referral services to students (gateway position).
Administrative Assistant II, P	40	12	Supports the entire Student Services area on the Petaluma campus including Counseling, Financial Aid, and to a lesser degree, Assessment, ESL, EOPS, Puente, DRD, Health Sciences and Transfer Center. In addition, provides information and referrals to SRJC services and programs as needed to both students and prospective students.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean III, Coun/Supp Serv	40	12	Manages and supervises a wide array of services including Counseling, Student Affairs and New Student Programs, The Career Development and Student Employment Programs, Matriculation, CalWORKs, Puente, Articulation, the Transfer Center, Schools Relations and Outreach, and the Disability Resources Department.
Dean II, Student Services, Petaluma	40	12	Manages and supervises a wide array of student services at the Petaluma campus

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Worker, Santa Rosa	20	12	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.
Student Worker, Santa Rosa	20	12	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.
Student Worker, Petaluma	20	12	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.
Student Worker, Santa Rosa	20	12	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.
Student Worker, Santa Rosa	20	12	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.
Student Worker, Petaluma	20	12	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.
Student Worker, Santa Rosa	20	12	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

The Counseling Department in Santa Rosa has experienced a significant reduction in administrative staffing. In 2008/09 we had four administrative staff and now we have one. This significantly impacts our ability to manage counseling schedules, manage curriculum, manage probation/dismissal notifications and meet the daily needs of the department. With the addition of the new Early Connect Program and other SSSP mandates, increased responsibilities, including managing the data collection in SARS will fall on the current administrative assistant.

### Petaluma

**The Counseling Department in Petaluma has only one administrative staff person. The lack of coverage and need for safety necessitates the early Friday closure.**

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. This significantly impacts our ability to serve students and staff. An AAI position continues to be requested to support the counseling function at both the Santa Rosa and Petaluma campus.

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0001	64	6314	Petaluma	01	02		AAI Counsel. Dept, Petaluma	\$20.27	Classified	\$42,168.00	\$24,336.00	\$66,504.00
0001	82	6314	Santa Rosa	01	02		AAI, Counsel. Dept, Santa Rosa	\$20.27	Classified	\$42,168.00	\$24,336.00	\$66,504.00
0002	82	6314	Santa Rosa	01	02		STNC-AA1	\$9.17	Classified	\$12,838.00	\$0.00	\$12,838.00
0002	64	6314	Petaluma	01	02		STNC-AA1	\$9.17	Classified	\$12,838.00	\$0.00	\$12,838.00

## 2.3a Current Contract Faculty Positions

Position	Description
1	Generalist, reduced workload 60%,retiring in May 2015
2	Generalist, Department Chair 40%
3	Transfer Center Director/Counselor, 100%
4	Generalist, Athletics, 100%
5	50% Puente, 50% Generalist
6	Generalist, College Skills - retiring in May 2013
7	CalWORKS, 100%
8	Generalist, Ag/Natural Resources Liaison
9	Generalist, Healthcare Workforce Grant Program, retiring May 2013
10	50% Puente, 50%, Generalist, Petaluma
11	Generalist, Santa Rosa, retiring in December 2014
12	Generalist, Petaluma
13	Generalist, math, engineering, sciences, retiring December 2013
14	Generalist, Health Sciences Liaison
15	Generalist, ESL/CTE/Transfer, Humans Service Prog. Coord
16	Generalist, Santa Rosa
17	Generalist, Santa Rosa
18	Generalist, Piner Early College Program liaison
19	Generalist, Petaluma
20	Generalist, Petaluma
21	Generalist, Veterans Affairs

### 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Counseling (Instructional component only)	0.0000	0.0000	0.0000	0.0000	<p>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 an overload class.</p> <p>Additionally, as course reductions occur, per AFA contract, adjunct faculty will fall out of our pool. Our adjunct faculty numbers will decrease</p>

## 2.3c Faculty Within Retirement Range

The Counseling Department currently has 21 fulltime contract faculty. Of these 2 are on reduced load and 3 others will be retired by May 2014. Five counselors are within retirement range with 2 planning to retire in 2014/15.

As retirements have occurred over the past several years, the Dept. has not been able to replace the positions at the same rate. This is concerning, especially in light of the SSSP mandates which place a heavy emphasis on counseling services. This will certainly affect our level of service and render us unable to adequately serve students.

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

The Counseling Department has been extremely successful in recruiting for its discipline when positions have been approved. Our recruitment in 2013/14 for 2 full-time counseling positions generated 88 applications. Our Puente counselor recruitment position generated 24 applications.

Since 2004/05-13/14, the Counseling Department has had 21 retirements and we have only been granted 14 full-time faculty positions. The demand for counseling has not decreased in the same manner and we expect an even greater demand for our services as we try to meet the SSSP requirements. Our wait during priority registration periods has increased and will continue to do so as the incentive is greater for students to be fully matriculated (higher registration priority). The consequences for not maintaining good academic standing for priority registration and financial aid will also increase the demand for counseling services.

We have been approved to hire three counselors, two generalist positions at the Santa Rosa campus and a generalist/Puente, Petaluma Campus to begin in the 2014/15 academic year. These positions will replace the three faculty retiring at the end of the 2013/14 academic year and will not add to the current number of full time counselors to help meet SSSP mandates.

In Dec. 2014, one full time counselor is retiring and the counselor with a 60% reduction plans to retire in May 2015.

The Counseling Department is **NOT** able to fully support its current program activities, let alone meet the requirements of SSSP. There are simply not enough of us to meet student, faculty, administrative and community demand.

1. Retirement positions have not been fully replaced and there has not been additional adjunct funds to provide counseling services. Less students will be served at a time when the District is trying to increase enrollment. Unable to participate in all advisory meetings, outreach and other activities by request. These have to be prioritized and approved by Counseling Deans at both the Santa Rosa and Petaluma.
2. Students are turned away because they do not have time to wait to see a counselor on a drop-in basis.
3. Outreach to high schools in Sonoma County and other areas by invitation has been reduced.

4. Counseling has suspended mandatory counseling (9+) for students with fewer than 24 units on file and in good academic standing. Counselors are noting that students are self selecting classes that are inappropriate to their goal resulting in longer time at SRJC.
5. English Language Learner program is not being supported at this time.
6. Reduced college success classes resulting in inability to participate in additional learning communities.
7. Inaccurate college certificate and majors website delays ability to effectively counsel students accurately.
8. AA degree options A, B and C, SB 1440 (AS/AA-T), local majors, transfer major preparation, changing university requirements, demand more time with students.
9. Increase in veteran students who require a long term academic plan for GI funding.
10. Increase in students needing to petition for financial aid either due to academic status or students returning for retraining who have excess units. Per federal regulations, academic plans are required for these students in order to receive funding.
11. Decreased participation on advisory committees
12. No official Adult Reentry program due to retired counselor
13. No designated ESL counselor
14. No designated counselor for Shone Farm
15. SSSP mandates that we provide services to students who have not declared a goal after the completion of 15 degree applicable units.
15. Increased emphasis on retention and high risk student populations require more time and attention from counselors.

**The following data supports the effectiveness of counseling:**

**Persistence rate of students who see a counselor from fall to spring:**

Counseling: 80.49% vs District: 67.75%

**Persistence rate of students who take a counseling class from fall to spring:**

Counseling courses: 88.26% vs District: 67.75%

Even though the department was able to hire four generalist counselors in August 2011 and one CalWORKS counselor, the Counseling Department is still understaffed and unable to meet student demand. In order to meet the mandates of SSSP, more fulltime counselors are essential.

**The Consultation Council Task Force on Counseling of the Academic Senate for California Community Colleges (adopted spring 2003) recommends a counselor/student ration of 1:900. This ratio is based on Title 5, section 58732 Credit Student Services Standards program based funding specifications. Our current ratio is well over 1:1,700**

The program is currently trying to recruit more adjunct faculty to support its needs but we do not have adequate funding to hire and train adjunct faculty. We lack the funding to train adjunct counseling faculty effectively and timely. This results in the need for students to return when a "regular" full-time counselor is available. We want to minimize the need for multiple visits but in order to do so, we need to provide ongoing training to adjunct.

The department has already altered its service delivery (SR and Petaluma, no appointments, drop-in only) and provides the following workshops:



- Transfer 101
- TAG Workshops (Transfer Admission Guarantees)
- Transfer Application Workshops
- Back on Track (Probation/Dismissal) Workshops
- Nursing Information Workshops
- Weekly In-Person Orientations

The department continues to review other workshop options that may be targeted to certain majors that have common course preparation (Eg. Business Administration, Engineering). This is sometimes made difficult given that students are at varying levels in math and English.

In addition to meeting the needs of students wanting to transfer to UCs, CSUs, and private schools both in state and out of state, SRJC has over 160 occupational and certificate programs about which we must maintain expertise. It is not realistic to simply bring someone into our adjunct pool and expect that they will have the extensive knowledge of transfer institutions and our many programs, their varied requirements, catalog rights and the continuous notorious changes in course numbers for individual disciplines. **The body of knowledge is cumulative and evolves through experience, professional development trainings, conference attendance, and by resolving problems over time that expose counselors to nuances that are specific to various campuses, programs and majors.**

The inability to replace our generalist counselor who worked primarily with ESL students has and will gravely affect our ability to serve our ESL/Basic Skills and international student population. This position has been critical in helping students transition into the college culture in addition to addressing retention issues of second language learners. We will experience an issue of equity among our students.

*It is particularly important to note that of the 21 current counselors, the following have responsibilities to other programs:*

100% CalWorks, 1 counselor  
 50% Puente/50% Generalist, SR/Petaluma, 2 counselors  
 50% College Skills/50% Generalist 1 counselor  
 50% Generalist/Transfer Center Director, 1 counselor  
 100% Athletics, 1 counselor  
 60% Generalist, 40% Department Chair  
 100% Vets

## 2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0000	00	0000	ALL	00	00		
0001	82	0000	ALL	01	02	Counselor Umoja, Transfer	
0001	82	0000	ALL	01	02	Counselor, Generalist/International	
0002	82	0000	ALL	01	02	Counselor Generalist	
0002	82	0000	ALL	01	02	Counselor Generalist, Health Sciences	
0002	82	0000	ALL	01	02	Counselor Generalist, Reentry	
0003	82	0000	ALL	01	02	Counselor Generalist, Human Services/CTE	
0005	82	0000	ALL	01	02	Counselor Generalist, High School Liaison	
0006	82	0000	ALL	01	02	Counselor Generalist, .5 Athletics	
0006	82	0000	ALL	01	02	Counselor Generalist, .5 Online/Distance Education	

## 2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

## 2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	82	6314	Santa Rosa	01	01	Document Reader	1	\$1,000.00	\$1,000.00	L Larsen	Bertolini 4731 classroom	L Larsen / A Spall
0002	82	6314	ALL	01	01	New Computers in Counseling Lobby in Bertolini	4	\$1,200.00	\$4,800.00	L Larsen	Counseling 2nd Floor lobby	Marcia LaBrucherie

## 2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	82	0000	ALL	01	02	MAP Software from Saddleback College	1	\$0.00	\$0.00	Audrey		Audrey
0001	64	0000	Petaluma	04	02	Laptops	2	\$380.00	\$760.00	Audrey	Pet Counseling/Outreach	Audrey
0001	82	0000	Santa Rosa	04	02	Laptops	2	\$380.00	\$760.00	Audrey	Counseling/Outreach	Audrey
0001	82	0000	ALL	01	02	Educational Planning software	1	\$0.00	\$0.00	Audrey		Audrey
0001	00	0000	ALL	01	02	Ipads	4	\$1,000.00	\$4,000.00	Audrey		
0001	80	0000	Santa Rosa	01	02	Desks for Counselors	7	\$1,000.00	\$7,000.00	LLarsen	2nd Floor, Bertolini	Marcia Labrucherie
0002	64	0000	Petaluma	04	02	Desktop PC for Counselor Office	1	\$570.00	\$570.00	Audrey	Counselor Office 223	Audrey
0002	64	0000	Petaluma	01	02	Laser Printer for Counselor computer	1	\$200.00	\$200.00	Audrey	Counseling Office, room 223	Audrey
0002	64	0000	Petaluma	01	02	Desktop PC monitor	1	\$280.00	\$280.00	Audrey	Counseling Office, room 223	Audrey
0002	64	0000	Petaluma	00	00	Printer/Scanner for the general counseling office	1	\$650.00	\$650.00	Lilia Flores	Counseling workroom	Lilia Flores

## 2.4e Safety, Utility, and ADA Impacts

Petaluma Campus: continue to need ADA door door release bar/button to Counseling lobby at the Petaluma campus. This has been known since the opening of the remodel.



## 2.5b Analysis of Existing Facilities

### 3.1 Diversify Funding - Grants/Contracts

### 3.2 Cultural Competency

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. We have also lost three bilingual Spanish speaking fulltime faculty.

Additionally, we are growing our International Student Program and we therefore need to recruit a fulltime 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.

### 3.3 Professional Development

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.

### 3.5 Sustainable Practices

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 CATE and Moodle accounts. 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.

#### 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 counselors. 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.

The Counseling Department engages in a counselor evaluation of the counseling service every spring and students consistently rate our overall service in the "agree or strongly agree" when responding to: "I understand the requirements necessary to reach my educational goal." The department is not currently undergoing any program change in relation to the program learning outcome.

Various 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.

#### 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 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.

Some counseling courses, particularly those in our Human Services major, are taught by adjunct only. Complete learning assessments in these courses proves challenging, however the department is soliciting assistance from the adjunct instructors currently teaching now that the District has offered a financial incentive.

## 4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Coun 10 Student Success, Fir	Fall 2008	Spring 2009	Fall 2010	Fall 2013	Fall 2013	N/A
Course	Coun 20, Sex and Gender	Spring 2010	Spring 2010	N/A	Fall 2014	Fall 2014	N/A
Course	Coun 53 Coll. Survival Techni	Fall 2009	Fall 2009	N/A	Spring 2014	Spring 2014	N/A
Course	Coun 56 Take Charge of Learni	Spring 2010	Spring 2010	Summer 2011	Summer 2014	Summer 2014	N/A
Course	Coun 60: Effective Study Works	Fall 2008	Summer 2009	Fall 2011	Fall 2014	Fall 2014	N/A
Course	Coun 62 Intro to Career Dev.	Fall 2009	Fall 2009	Spring 2011	Spring 2014	Spring 2014	N/A
Course	Coun 162.1 Job Search and Ret	Fall 2009	Spring 2010	N/A	Spring 2012	Spring 2012	N/A
Course	Coun 74 Identity and Cultural	Spring 2009	Fall 2009	Fall 2011	Fall 2014	Fall 2014	N/A
Course	Coun 80 Under Transfer Process	Fall 2008	Fall 2008	Spring 2009	Fall 2013	Fall 2013	N/A
Course	Coun 87 Ethical Issues in Huma	Spring 2009	Fall 2009	Fall 2010	Spring 2011	Spring 2011	N/A
Course	Coun 90 Intro to Human Service	Fall 2008	Spring 2009	Fall 2010	Spring 2012	Spring 2012	N/A
Course	Coun 91 Skills and Techniques	Summer 2010	Spring 2011	N/A	N/A	N/A	N/A
Course	Coun 92 Intro to Group Coun	Spring 2006	Spring 2006	N/A	Spring 2014	Spring 2014	N/A
Course	Coun 93 Case Management	Fall 2008	Spring 2009	Fall 2010	Fall 2014	Fall 2014	N/A
Course	Coun 94 Crisis Counseling	Fall 2009	Fall 2009	N/A	Spring 2012	Spring 2012	N/A
Course	Coun 95 Advocate Training	Spring 2008	Spring 2008	N/A	Spring 2014	Spring 2014	N/A
Course	Coun 96 Disability and Society	Fall 2008	Fall 2008	Fall 2010	Fall 2014	Fall 2014	N/A
Course	Coun 98 Indep Study	Summer 2009	Summer 2009	N/A	Spring 2014	Spring 2014	N/A
Course	Coun 355 Coll Prep Skills	Spring 2010	Spring 2010	N/A	Spring 2012	Spring 2012	N/A
Course	Coun 270 Intro to College	Fall 2008	Spring 2009	Summer 2011	Spring 2014	Spring 2014	N/A
Course	AODS 90	N/A	N/A	N/A	Spring 2011	Spring 2011	N/A
Course	AODS 91	N/A	N/A	N/A	N/A	N/A	N/A
Course	AODS 92 Pharmacology	N/A	N/A	N/A	Fall 2012	Fall 2012	N/A
Course	AODS 93	N/A	N/A	N/A	N/A	N/A	N/A
Certificate/Major	Human Serv: Advocacy	Fall 2008	Fall 2008	N/A	N/A	N/A	N/A
Certificate/Major	Human Serv: Alcohol	Fall 2008	Fall 2008	N/A	N/A	N/A	N/A
Service/Program	Counseling Service	Fall 2007	Summer 2011	Spring 2011	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 56		X		X	X	X	X	X	X	X	X	X				X
COUN 60		X		X	X	X	X	X	X	X	X	X				
COUN 62		X	X	X	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

All Counseling Courses

Counseling - FY 2012-2013 (plus current FY Summer and Fall semesters)

**Students taking Counseling Courses:** The number of students enrolled in each discipline at first census (duplicated headcount).

### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0	102	100	0	101	103	0	113	92
Counseling	1504	1318	1240	1501	1202	1122	1473	1181	1100
<b>ALL Disciplines</b>	<b>1504</b>	<b>1420</b>	<b>1340</b>	<b>1501</b>	<b>1303</b>	<b>1225</b>	<b>1473</b>	<b>1294</b>	<b>1192</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0	0	0	0	0	0	0	0	0
Counseling	345	202	205	376	165	174	389	165	182
<b>ALL Disciplines</b>	<b>345</b>	<b>202</b>	<b>205</b>	<b>376</b>	<b>165</b>	<b>174</b>	<b>389</b>	<b>165</b>	<b>182</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0	0	0	0	0	0	0	0	0
Counseling	37	140	137	35	98	0	0	0	1
<b>ALL Disciplines</b>	<b>37</b>	<b>140</b>	<b>137</b>	<b>35</b>	<b>98</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
------------	-------	-------	-------	-------	-------	-------	-------	-------	-------

Alcohol and Drug Studies	0	102	100	0	101	103	0	113	92
Counseling	1886	1660	1582	1912	1465	1296	1862	1346	1283
<b>ALL Disciplines</b>	<b>1886</b>	<b>1762</b>	<b>1682</b>	<b>1912</b>	<b>1566</b>	<b>1399</b>	<b>1862</b>	<b>1459</b>	<b>1375</b>

The persistence rate of students taking counseling courses is higher than district average:  
81.48 vs 69.21 (district)

Key counseling courses persistence rates:

- Counseling 270 (Introduction to College): 89.51%
- Counseling 10 (First Year Experience): 89.59%
- Counseling 53 (College Survival): 89.43%
- Counseling 62 (Intro to Career Development): 91.17%

## 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, including Fridays and Saturdays and we continue to offer compressed format courses, particularly during the second half of each semester.

The Counseling Department established the Human Services major and certificate program in Fall 1991. The program is in high demand, has state wide recognition and a very active and supportive community advisory council. The department would like to add additional sections to meet the demand of students entering the program; however, due to budget cuts, the program is now implementing a rotation of classes. 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.

The Counseling Department offers a career counseling class and a study skills class utilizing an on-line format that are fully enrolled. In spring 2014, the Coun. 53, college success class was approved for on-line delivery and will be part of the weekend college offerings in Fall 2014. The department has developed an online version of Counseling 270: Introduction to College and also revised the online orientation.

## 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	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	127.5%	125.0%	0.0%	126.3%	128.8%	0.0%	141.3%	115.0%
Counseling	100.1%	103.7%	103.7%	95.0%	101.3%	97.7%	97.9%	110.1%	98.5%
<b>ALL Disciplines</b>	<b>100.1%</b>	<b>105.1%</b>	<b>105.1%</b>	<b>95.0%</b>	<b>103.0%</b>	<b>99.8%</b>	<b>97.9%</b>	<b>112.4%</b>	<b>99.7%</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	90.9%	98.5%	84.1%	90.7%	97.1%	83.8%	93.1%	97.1%	87.6%
<b>ALL Disciplines</b>	<b>90.9%</b>	<b>98.5%</b>	<b>84.1%</b>	<b>90.7%</b>	<b>97.1%</b>	<b>83.8%</b>	<b>93.1%</b>	<b>97.1%</b>	<b>87.6%</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	92.5%	95.9%	94.5%	87.5%	122.5%	0.0%	0.0%	0.0%	0.0%
<b>ALL Disciplines</b>	<b>92.5%</b>	<b>95.9%</b>	<b>94.5%</b>	<b>87.5%</b>	<b>122.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	127.5%	125.0%	0.0%	126.3%	128.8%	0.0%	141.3%	115.0%
Counseling	98.1%	102.3%	99.7%	93.9%	102.0%	95.5%	96.8%	108.3%	96.7%
<b>ALL Disciplines</b>	<b>98.1%</b>	<b>103.5%</b>	<b>101.0%</b>	<b>93.9%</b>	<b>103.3%</b>	<b>97.4%</b>	<b>96.8%</b>	<b>110.3%</b>	<b>97.8%</b>

The department's efficiency has been affected by the offering of several courses targeted towards specific populations, EOPS summer readiness, Foster Youth and International Students. These classes often do not have sufficient enrollments however they are allowed to go because they are funded by these special programs.

The off campus location represents our classes for the Piner Early College Program.

## 5.2b Average Class Size

### Counseling - FY 2011-12 (plus current FY Summer and Fall semesters)

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

#### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0	51.0	50.0	0.0	50.5	51.5	0.0	56.5	46.0
Counseling	34.4	35.8	35.5	33.0	34.9	33.8	34.0	37.7	34.1
<b>ALL Disciplines</b>	<b>34.4</b>	<b>36.6</b>	<b>36.3</b>	<b>33.0</b>	<b>35.8</b>	<b>34.8</b>	<b>34.0</b>	<b>38.8</b>	<b>34.8</b>

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Counseling	31.8	33.7	29.4	31.8	33.0	29.3	32.6	33.0	30.7
<b>ALL Disciplines</b>	<b>31.8</b>	<b>33.7</b>	<b>29.4</b>	<b>31.8</b>	<b>33.0</b>	<b>29.3</b>	<b>32.6</b>	<b>33.0</b>	<b>30.7</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Counseling	37.0	35.0	34.5	35.0	49.0	0.0	0.0	0.0	0.0
<b>ALL Disciplines</b>	<b>37.0</b>	<b>35.0</b>	<b>34.5</b>	<b>35.0</b>	<b>49.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0	51.0	50.0	0.0	50.5	51.5	0.0	56.5	46.0
Counseling	34.0	35.5	34.5	32.8	35.4	33.1	33.7	37.0	33.6
<b>ALL Disciplines</b>	<b>34.0</b>	<b>36.1</b>	<b>35.1</b>	<b>32.8</b>	<b>36.1</b>	<b>34.0</b>	<b>33.7</b>	<b>38.1</b>	<b>34.2</b>

The average has been consistent with past semesters and reflects the ability of the department to make rational and productive decisions regarding class offerings and class limits. Fall 2013 showed a significant difference in class size between the Petaluma and SR campuses and we will monitor that to see if it is a trend.

### 5.3 Instructional Productivity

#### Counseling - FY 2010-11 (plus current FY Summer and Fall semesters)

**5.3 Instructional Productivity** The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each discipline at first census.

**Santa Rosa Campus**

Alcohol and Drug Studies		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	0.00	10.20	10.00	0.00	10.10	10.30	0.00	11.30	9.20
	FTEF	0.00	0.40	0.40	0.00	0.40	0.40	0.00	0.40	0.40
	Ratio	<b>0.00</b>	<b>25.50</b>	<b>25.00</b>	<b>0.00</b>	<b>25.25</b>	<b>25.75</b>	<b>0.00</b>	<b>28.25</b>	<b>23.00</b>

Counseling		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	38.97	114.60	100.21	35.18	105.31	92.86	33.20	103.08	86.30
	FTEF	2.23	5.77	5.17	2.02	5.32	4.91	1.95	4.97	4.50
	Ratio	<b>17.51</b>	<b>19.85</b>	<b>19.37</b>	<b>17.39</b>	<b>19.80</b>	<b>18.93</b>	<b>16.99</b>	<b>20.76</b>	<b>19.18</b>

**Petaluma Campus** (Includes Rohnert Park and Sonoma)

Alcohol and Drug Studies		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

Counseling		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	9.16	21.29	13.17	8.96	17.33	12.30	9.66	17.31	12.59
	FTEF	0.57	1.20	0.84	0.57	0.99	0.76	0.57	1.00	0.76
	Ratio	<b>16.12</b>	<b>17.74</b>	<b>15.75</b>	<b>15.75</b>	<b>17.43</b>	<b>16.10</b>	<b>16.98</b>	<b>17.31</b>	<b>16.48</b>

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

Alcohol and Drug Studies		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

Counseling		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	3.70	7.87	7.01	3.50	6.67	0.00	0.00	0.00	0.00

	<b>FTEF</b>	0.21	0.40	0.33	0.21	0.27	0.00	0.00	0.00	0.00
	<b>Ratio</b>	<b>17.99</b>	<b>19.67</b>	<b>21.19</b>	<b>17.01</b>	<b>25.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

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

<b>Alcohol and Drug Studies</b>		<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
	<b>FTEF</b>	0.00	10.20	10.00	0.00	10.10	10.30	0.00	11.30	9.20
	<b>FTEF</b>	0.00	0.40	0.40	0.00	0.40	0.40	0.00	0.40	0.40
	<b>Ratio</b>	<b>0.00</b>	<b>25.50</b>	<b>25.00</b>	<b>0.00</b>	<b>25.25</b>	<b>25.75</b>	<b>0.00</b>	<b>28.25</b>	<b>23.00</b>

<b>Counseling</b>		<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
	<b>FTEF</b>	51.83	143.75	120.38	47.64	129.31	105.16	42.85	120.38	98.90
	<b>FTEF</b>	3.00	7.37	6.34	2.80	6.58	5.67	2.52	5.97	5.26
	<b>Ratio</b>	<b>17.28</b>	<b>19.50</b>	<b>18.99</b>	<b>17.03</b>	<b>19.65</b>	<b>18.55</b>	<b>16.99</b>	<b>20.18</b>	<b>18.78</b>

The Counseling Department does not have any fulltime *instructional* faculty. A majority of courses are taught overload and/or hourly basis by our adjunct counseling faculty.

## 5.4 Curriculum Currency

All counseling courses are current and up to date.

## 5.5 Successful Program Completion

**Certificate**    2007/08   2008/09   2009/10   2010/11   2011/12   2012/13

Alcohol & Drug	14	11	13	17	12	10
Advocacy	5	7	10	12	10	13
Totals	19	19	24	29	22	23

**major**    2007/08   2008/09   2009/10   2010/11   2011/12   2012/13

Gerontology	2	0	0	0	0	
Alcohol & Drug	3	3	3	8	9	4
Advocacy	2	5	8	3	10	6
Totals	7	8	11	11	19	10

**Univ Tran**

2007/08   2008/09   2009/10   2010/1   2011/12   2012/13

				1		
	401	375	335	152	68	29

**Lib Studies**

	2010/11	2011/12	2012/13
	3	13	29

University Transfer Major was inactivated in fall 2008.

The Liberal Studies Major was an interdisciplinary major hosted by the Counseling Department. With the approval of the Elementary Education Transfer major, the Liberal Studies major

became inactive in Fall 2013. The Elementary Education major is hosted by the Child Development Department.

## 5.6 Student Success

**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	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	90.2%	75.5%	0.0%	86.7%	92.1%	0.0%	84.1%	89.1%
Counseling	93.1%	74.5%	77.3%	91.5%	79.1%	82.1%	93.0%	82.1%	81.0%
<b>ALL Disciplines</b>	<b>93.1%</b>	<b>75.7%</b>	<b>77.1%</b>	<b>91.5%</b>	<b>79.7%</b>	<b>82.9%</b>	<b>93.0%</b>	<b>82.3%</b>	<b>81.6%</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	86.3%	71.6%	82.8%	90.8%	81.5%	82.9%	94.9%	77.1%	81.7%
<b>ALL Disciplines</b>	<b>86.3%</b>	<b>71.6%</b>	<b>82.8%</b>	<b>90.8%</b>	<b>81.5%</b>	<b>82.9%</b>	<b>94.9%</b>	<b>77.1%</b>	<b>81.7%</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	83.8%	85.0%	82.5%	72.7%	81.4%	0.0%	0.0%	0.0%	0.0%
<b>ALL Disciplines</b>	<b>83.8%</b>	<b>85.0%</b>	<b>82.5%</b>	<b>72.7%</b>	<b>81.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	90.2%	75.5%	0.0%	86.7%	92.1%	0.0%	84.1%	89.1%
Counseling	91.7%	75.1%	78.4%	91.1%	79.5%	82.2%	93.4%	81.5%	81.1%
<b>ALL Disciplines</b>	<b>91.7%</b>	<b>76.0%</b>	<b>78.3%</b>	<b>91.1%</b>	<b>80.0%</b>	<b>82.9%</b>	<b>93.4%</b>	<b>81.7%</b>	<b>81.6%</b>

**Successful Course Completion** The percentage of students receiving a grade of A,B,C, or CR in each discipline (duplicated headcount).

### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	89.2%	72.4%	0.0%	86.7%	92.1%	0.0%	83.2%	88.0%
Counseling	92.8%	70.6%	74.1%	91.4%	74.1%	80.1%	92.8%	78.0%	78.9%
<b>ALL Disciplines</b>	<b>92.8%</b>	<b>72.0%</b>	<b>73.9%</b>	<b>91.4%</b>	<b>75.0%</b>	<b>81.1%</b>	<b>92.8%</b>	<b>78.5%</b>	<b>79.6%</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	86.3%	66.2%	79.9%	90.8%	72.8%	77.1%	94.4%	71.7%	80.1%
<b>ALL Disciplines</b>	<b>86.3%</b>	<b>66.2%</b>	<b>79.9%</b>	<b>90.8%</b>	<b>72.8%</b>	<b>77.1%</b>	<b>94.4%</b>	<b>71.7%</b>	<b>80.1%</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Counseling	78.4%	82.1%	78.1%	66.7%	78.4%	0.0%	0.0%	0.0%	0.0%
<b>ALL Disciplines</b>	<b>78.4%</b>	<b>82.1%</b>	<b>78.1%</b>	<b>66.7%</b>	<b>78.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.0%	89.2%	72.4%	0.0%	86.7%	92.1%	0.0%	83.2%	88.0%
Counseling	91.3%	71.1%	75.2%	90.8%	74.2%	79.7%	93.2%	77.2%	79.1%



ALL Disciplines	91.3%	72.1%	75.0%	90.8%	75.0%	80.6%	93.2%	77.7%	79.7%
-----------------	-------	-------	-------	-------	-------	-------	-------	-------	-------

Course completion during summer sessions are consistently higher given that a majority of classes taught during the summer are no more than 1 unit, 2 class meetings.

**Grade Point Average** The average GPA in each discipline (UnitsTotal / GradePoints).

### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.00	3.30	3.04	0.00	3.40	3.69	0.00	3.14	3.55
Counseling	1.34	2.58	2.73	1.01	2.87	2.87	0.95	2.88	2.91
<b>ALL Disciplines</b>	<b>1.34</b>	<b>2.65</b>	<b>2.75</b>	<b>1.01</b>	<b>2.92</b>	<b>2.95</b>	<b>0.95</b>	<b>2.91</b>	<b>2.97</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counseling	1.27	2.53	2.47	0.65	2.53	2.69	0.74	2.48	2.67
<b>ALL Disciplines</b>	<b>1.27</b>	<b>2.53</b>	<b>2.47</b>	<b>0.65</b>	<b>2.53</b>	<b>2.69</b>	<b>0.74</b>	<b>2.48</b>	<b>2.67</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counseling	2.91	2.75	2.04	2.83	2.79	0.00	0.00	0.00	0.00
<b>ALL Disciplines</b>	<b>2.91</b>	<b>2.75</b>	<b>2.04</b>	<b>2.83</b>	<b>2.79</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Alcohol and Drug Studies	0.00	3.30	3.04	0.00	3.40	3.69	0.00	3.14	3.55
Counseling	1.43	2.59	2.65	1.04	2.82	2.84	0.90	2.82	2.88
<b>ALL Disciplines</b>	<b>1.43</b>	<b>2.64</b>	<b>2.68</b>	<b>1.04</b>	<b>2.87</b>	<b>2.92</b>	<b>0.90</b>	<b>2.85</b>	<b>2.94</b>

Average GPA in summer is lower given that a majority of courses are offered for P/NP grade option only.

## 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	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-
	White	103	57.5%	124	66.0%	115	62.2%	

	Asian	4	2.2%	1	0.5%	1	0.5%	
	Black	9	5.0%	7	3.7%	15	8.1%	
	Hispanic	18	10.1%	17	9.0%	20	10.8%	
	Native American	7	3.9%	12	6.4%	6	3.2%	
	Pacific Islander	2	1.1%	2	1.1%	0	0.0%	
	Filipino	1	0.6%	0	0.0%	0	0.0%	
	Other Non-White	0	0.0%	0	0.0%	0	0.0%	
	Decline to state	35	19.6%	25	13.3%	28	15.1%	
	<b>ALL Ethnicities</b>	<b>179</b>	<b>100.0%</b>	<b>188</b>	<b>100.0%</b>	<b>185</b>	<b>100.0%</b>	

Counseling	Ethnicity	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-
	White	2277	47.7%	2143	49.2%	1858	43.8%	19
	Asian	119	2.5%	111	2.5%	105	2.5%	1
	Black	184	3.9%	173	4.0%	148	3.5%	1
	Hispanic	980	20.5%	1074	24.7%	1291	30.4%	16
	Native American	41	0.9%	71	1.6%	37	0.9%	0
	Pacific Islander	18	0.4%	21	0.5%	22	0.5%	0
	Filipino	29	0.6%	24	0.6%	36	0.8%	0
	Other Non-White	0	0.0%	0	0.0%	0	0.0%	2
	Decline to state	1129	23.6%	738	16.9%	748	17.6%	1
	<b>ALL Ethnicities</b>	<b>4777</b>	<b>100.0%</b>	<b>4355</b>	<b>100.0%</b>	<b>4245</b>	<b>100.0%</b>	<b>42</b>

**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	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-
	Male	70	39.1%	72	38.3%	68	36.8%	
	Female	103	57.5%	110	58.5%	112	60.5%	
	Unknown	6	3.4%	6	3.2%	5	2.7%	
	<b>ALL Genders</b>	<b>179</b>	<b>100.0%</b>	<b>188</b>	<b>100.0%</b>	<b>185</b>	<b>100.0%</b>	

Counseling	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-
	Male	2128	44.5%	1917	44.0%	1925	45.3%	17
	Female	2584	54.1%	2377	54.6%	2266	53.4%	23
	Unknown	65	1.4%	61	1.4%	54	1.3%	1
	<b>ALL Genders</b>	<b>4777</b>	<b>100.0%</b>	<b>4355</b>	<b>100.0%</b>	<b>4245</b>	<b>100.0%</b>	<b>42</b>

**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	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-
	0 thru 18	6	3.5%	8	4.3%	0	0.0%	
	19 and 20	13	7.6%	16	8.6%	9	5.0%	
	21 thru 25	22	12.9%	26	14.1%	24	13.3%	
	26 thru 30	26	15.2%	12	6.5%	22	12.2%	
	31 thru 35	10	5.8%	21	11.4%	15	8.3%	
	36 thru 40	23	13.5%	19	10.3%	11	6.1%	
	41 thru 45	27	15.8%	28	15.1%	30	16.7%	
	46 thru 50	22	12.9%	21	11.4%	18	10.0%	
	51 thru 60	22	12.9%	34	18.4%	51	28.3%	
	61 plus	8	4.7%	3	1.6%	5	2.8%	
	<b>ALL Ages</b>	<b>171</b>	<b>100.0%</b>	<b>185</b>	<b>100.0%</b>	<b>180</b>	<b>100.0%</b>	

Counseling	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-
	0 thru 18	2386	50.2%	2246	51.8%	2361	55.8%	23
	19 and 20	821	17.3%	699	16.1%	778	18.4%	7
	21 thru 25	578	12.2%	519	12.0%	428	10.1%	4
	26 thru 30	207	4.4%	197	4.5%	150	3.5%	2
	31 thru 35	148	3.1%	164	3.8%	104	2.5%	1
	36 thru 40	154	3.2%	124	2.9%	87	2.1%	0
	41 thru 45	154	3.2%	150	3.5%	96	2.3%	0
	46 thru 50	151	3.2%	108	2.5%	84	2.0%	0
	51 thru 60	152	3.2%	133	3.1%	143	3.4%	1

	61 plus	26	0.5%	15	0.3%	14	0.3%	
	<b>ALL Ages</b>	<b>4751</b>	<b>100.0%</b>	<b>4340</b>	<b>100.0%</b>	<b>4231</b>	<b>100.0%</b>	<b>4</b>

## 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 is not able to fully meet the demand of students. Due to budget cuts, we have cut many of our college success classes which help students develop effective college success skills.

Counseling 20 is part of the Women and Gender studies major  
 Counseling 91 is part of the Dietetic Technician major

The Counseling Department does not intend to engage in any new directions for our curriculum. When we are able to grow our curriculum, we intend to offer more college success courses. The Department added several Career Development courses in an attempt to help students make major and career decisions in keeping with SSSP. However, if the recommendations of the Student Success Task Force require that students participate the college success courses, we will need additional FTE so that we can offer additional courses in college success and career development.

Additionally, 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.

CTE:

The Human Services program has an incredibly active advisory committee consisting of over 20 community members from a wide range of service providers: alcohol and drug, domestic violence, children, homelessness, seniors, immigration, Indian health, developmental disabilities, employment, advocacy.

Only one advisory community member is also an instructional faculty member of the Counseling Department. All others are community members who appreciate what our educational program offers to students who become future employees.

Our curriculum is shared with members of our advisory committee. We do not have any recommendations as our curriculum meets the trainings needs of service providers. In spring 2014, the Dean of Career and Technical Education commended the program co-chairs on an impressive and well run advisory committee.

## 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 22 percent through 2022. Job prospects are expected to be good, particularly for applicants with appropriate postsecondary education. According to the California Occupational Guides, human service workers with postsecondary education should find excellent job opportunities through 2022. In Sonoma County, there is projected to be a 11% increase in employment of substance abuse counselors in the 10-year period ending in 2020.

## 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
0000	ALL	01	02	Develop an online version of Coun. 53 as part of the weekend college.	Continue to meet the needs of a diverse student population.		Completed spring 2014 and to be offered fall 2014
0000	Windsor	01	02	Offer counseling services at PSTC.	Meet the accreditation mandates to provide services to off campus sites.		Contract faculty will be meeting with students one morning per week beginning spring 2014
0000	Other	01	02	Provide counseling to students at SWC	Offer services to an increasing non credit student population.		Assignment of contract faculty to SWC one evening per week.
0000	ALL	01	02	Recreate the Welcome Center.	Serve our new students	Summer 2014	Utilize the SAC to provide Welcome Center services
0000	ALL	01	02	Redesign Coun. 270 to include educational planning	Provide every new, Coun. 270 student with an abbreviated ed plan to meet SSSP.	Summer 2014	Initiated spring 2014
0000	ALL	01	02	Develop an online Coun. 270	Continue to meet the needs of a diverse student population and increase methods of meeting the Orientation component of SSSP		Developed spring 2013

## 6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
ALL	<p>Since April 2011, the Counseling Department ceased offering appointments and instead functions by offering drop-in counseling only. The mode of service delivery was necessitated by the number of retiring faculty and our ongoing inability to provide sufficient appointments for students wanting them. This mode of service delivery has allowed us to assist more students but during our peak times, students may find themselves waiting anywhere between 2-3 hours in Santa Rosa and 1-2 hours in Petaluma. In Santa Rosa, we have certain times of the day in which we have a designated Quick Question counselor. This allows a student who believes they have a quick question the opportunity to avoid a long wait. Sometimes, if the answer requires more depth, the QQ counselor will refer the student to add their names to the drop-in list.</p> <p>We continue reviewing the effectiveness of providing drop-in counseling and this continues to be the best mode of delivery given our limited resources at this time.</p>

## 6.2b PRPP Editor Feedback - Optional

It is hoped that the SSA(Student Success Act) funding increases the Counseling Department's ability to meet student need as well as the goals of the institution. Restoration of prior funding levels would include increasing the operational budget by the 92K that was lost in Matriculation funding and the 48K lost in District funding for a total of 140K all suffered since 2004. Additionally due to the series of events caused by administrative misperceptions and subsequent District negotiations with AFA the "Flex" requirement for counselors has been reduced from 140 hours to 112 hours. The result has been a loss of about 560 hours of mandatory hours outside of the Academic Year. In order to maintain the same level of service the Counseling Department needs a budget augmentation of 25K. The 92K(Matric) + 48K(District) + 25K(flex hours lost) = 98K. When counselors retire, it involves an additional loss of flex hours in the summer. Even if we are approved to hire replacement positions, the new counselors don't begin until Fall semester, impacting our ability to provide core services mandated by SSSP in the summer.

The Counseling budget also transferred 25K for the 2013-2014 Academic Year to support the Counseling efforts and the Student Ambassador program at the Petaluma Campus. That brings the funding total to 123K in terms of total restoration and the delivery of counseling services district wide.

If the dollars sought are indeed granted, the Counseling Department is committed to providing innovative services that reflect best practices in terms of degree completion by design, educational outreach to the K-12 population and creating programs in conjunction with Academic Affairs that address the Chancellor's Office scorecard and the enrollment goals of the District. Discussions are already occurring between the Dean III in Academic Affairs and the Dean III in Student Services that are focused on creating programs and linked courses that address these issues.

### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	01	02	Mandatory Orientations	Meet SSSP mandates	2015	Counseling faculty to teach additional sections of Counseling 270 and in-person orientations.
0000	ALL	01	02	Interactive ESL online orientation	<ol style="list-style-type: none"> <li>1. offer other alternatives for orientation that are not time specific</li> <li>2. have students better acquainted with what the need to do to get started</li> <li>3. students will have greater knowledge of resources</li> </ol>	2014/15	Release time
0000	ALL	01	04	Reinstate training program for adjunct counselors	1. provide timely information so adjunct counselors can provide meaningful counseling and not have to refer students to a full-time counselor	2014/15	Money to pay counselors to attend, release time for trainers
0000	ALL	01	02	Create an academic plan on file for all new students	Meet SSSP mandates	2015	Counseling faculty with ability to meet student demand. IT tracking ability.
0000	ALL	01	02	Restore counseling appointments	Improve service to students	2015/16	Additional counselors and hiring of new faculty upon retirements.