

Santa Rosa Junior College

Program Resource Planning Process

Counseling 2016

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"> • Strategic Plan: Goals and Objectives 	Counseling Alignment with Strategic Plan
<i>A. Support Student Success: Support development of the whole student from early college awareness through successful completion of educational and career goals</i>	
Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies	<p>In the last year, Counseling has:</p> <ul style="list-style-type: none"> • 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

	<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"> • Expanded the Ask a Counselor online question hours. • 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. • 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. • 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. • 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. • The Department offers workshops throughout the year for potential nursing students.
<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</p>

	<p>Center, Tutorial and College Skills/Math/English labs.</p> <p>Counseling faculty lead many campus activities and workshops each year to increase retention of students. These include PDA presentations as well as workshops designed for undecided, 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>
Increase the number of students who complete their educational plans and goals	<ul style="list-style-type: none"> • Counseling encourages students to meet regularly with a counselor to help with career and educational planning. • Counseling faculty are responsible for providing several of the key components of SSSP: Orientation, Education planning and help with undecided students. • Counseling faculty work develop and offer workshops for undecided majors, Transfer 101, etc. • Counseling coordinates services with EOPS and Scholarship and Financial Aid regarding recommended unit load for students. • 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. • Counselors participate in several of the objectives by having department faculty serve on key committees such as the Developmental Ed. Task Force, BSI committee. • An extensive outreach program is offered for incoming students to improve their retention and success, orientations, Coun. 270. • The Counseling Department continues to address the needs of basic skills students by participating on the Basic Skills Committee and provides student advocacy across

	<p>campus by participating on various shared governance committees.</p> <ul style="list-style-type: none"> • 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. • The Dept. continues to offer college success courses that address the needs of students transitioning to college. • 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.
Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population	Approximately half of the current fulltime counselors are Spanish speaking (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.
<i>B. Foster Learning and Academic Excellence Foster learning and academic excellence by providing effective programs and services</i>	
Support and promote teaching excellence across all disciplines	Counseling teaching faculty participate in Learning Communities, which have higher retention and success rates than their stand alone counterparts.
Engage students and spark intellectual curiosity in learner-centered environments	As instructors and in provision of allied services, Counseling faculty encourage students to be active learners and we encourage students to participate in Campus Life.
Integrate academic and student support services across the college and curriculum	Counselors provide in class presentations about Student Services by invitation. We work closely with other instructional faculty on committees.

Identify and implement responsive instructional practices that increase the learning and success of our diverse students	<p>Counseling faculty offered a PDA workshop on Student Services and Counseling in particular during Fall 2013.</p> <p>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.</p>
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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 enhance learning and working environments	<p>Counseling is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness.</p> <p>Counseling 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.
<i>E. Establish a Strong Culture of Sustainability</i> <i>Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity</i>	
Expand, support, and monitor district-wide sustainability practices and initiatives	Counseling efforts toward sustainability are commensurate with college-wide efforts. Most of the business of Counseling has transitioned to the electronic environment over the past several years, including electronic ed plans.
Infuse sustainability across the curriculum and promote awareness throughout District operations	<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	Counseling regularly contributes to the campus dialogue to increase awareness of diversity. Counseling faculty are actively engaged in the writing of the student equity plan.
Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	
F. Cultivate a Healthy Organization <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.
G. Develop Financial Resources <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.
Manage enrollment and course offerings to maximize apportionment funding	The Department chair, in collaboration with the curriculum committee, the faculty and administration, actively monitors course enrollments and creates schedules based on past data of student demand.

H. Improve Institutional Effectiveness *Continuously improve institutional effectiveness in support of our students, staff, and communities*

Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation	<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>
Enhance internal and external communication systems to ensure effectiveness	<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</p>

	Deans at several area Community Colleges, (Mendocino CC, Napa Valley CC and College of Marin).
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1.1c Description

The Counseling Department is at the core of a series of Student Services programs and an essential part of the college community and mission. The Counseling program assists students in academic, career and personal endeavors in accordance with Title 3 Division 5, Section 62620 of the Post Secondary Education Code and Title 5 Section 51018 which requires that all California Community Colleges offer counseling services for their students. Counseling is an integral, complementary part of the instructional process facilitating educational equity and retention.

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

The Counseling Department offers on-line counseling services to students who wish to access services using web-based technology. Developed in conjunction with Computing Services, the “Ask a Counselor” Online Counseling Services Program provides new 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, UMOJA, CalWORKS, EOPS, the ESL and College Skills departments, Career Development, the Welcome Centers, and Athletics. The Counseling Department continues to provide support and leadership to the First Year Experience Program, Learning Communities, the Piner High School Early College Program, the Teacher Academy and the Southwest Center. Additionally, counselors actively participate on the Academic Senate, the Majors Review Committee, EPCC, IPC, 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.

The Counseling Department provides college information to every high school in the County, 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.

The Counseling Department participates in college nights (if scheduled) at district High Schools. During the spring semester, counselors visit high schools and provide outreach information to seniors.

In addition, the First Annual High School Breakfast was offered Fall 2014, with 250 High School Counselors, Administrators and SRJC representatives attending who shared information and networking opportunities.

In spring 2014, the Department offered two College Preview Days, one on the SR campus and one on the Petaluma 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.

1.1d Hours of Office Operation and Service by Location

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

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

Both Campuses are closed on Fridays during the summer.

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

1.2 Program/Unit Context and Environmental Scan

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

For the 2013-14 academic year, the student headcount was as follows:

All Counseling Contacts 2013-14

Duplicated

Overall 45,220

SR 32,038

Pet 12,524

In addition to meeting individually with a counselor, the duplicated numbers above also reflect workshops for students interested in Nursing, In-person Orientations, Transfer 101, Transfer Admission Guarantee, and Probation/Dismissal Workshops. It also includes the online Ask A Counselor contacts. 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 the 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. However, the department is making a concerted effort to develop ed plans with all students with whom we meet.

The Student Success Act will continue to impact our ability to serve students and meet the requirements of a required orientation, development of an education plan and meet the needs of the at risk student. The hiring of 8 additional counselors this past year has greatly reduced our wait times for students to meet with a counselor. We have been able to reintroduce same day appointments and have several pilot projects to help with the undecided student, however, we are losing 4 counselors to retirement and relocation at the end of spring 2015.

Over half of the counseling department is new to SRJC. Given the nuances of SRJC's local majors and certificates, as well as the complexities of transfer requirements, it takes years to learn and be comfortable with this information. Ongoing training is vital. The department is piloting a new educational planning tool in the fall and possibly a new scheduling system. This will also take training time and all of this places a heavy burden on the few veteran counselors. Add on the mandates of SSSP and the non credit SSSP and the counseling department is at the center of massive change.

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). The infusion of SSSP funding has allowed the counseling department to hire 2 additional counselors for the Fall 2016/2017 academic year. These additional positions will meet the increasing demand to provide counseling services to non credit students in addition to a specific focus on transfer.

Since counseling is at the heart of SSSP and the new non credit SSSP, the creation of new programs has meant significant counselor involvement. Current staffing levels do not allow for the development of programs that address retention, at risk students, issues of career planning, identification of appropriate transfer majors and entry into the local workforce. The creation of new learning communities, non credit SSSP mandattess, and Student Equity programs targeting at-risk groups (Foster Youth, basic skills) all require counselor involvement. Non credit students will now also be required to have assessment, orientation, and an educational plan, and more counselors will be needed to assist this growing population.

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.

In addition to the SSSP mandates, counselors need training to stay abreast of changes to local courses, certificates, majors and degrees and continuous transfer requirements that vary by institution. We continue to be challenged with accurate major and certificate course information on our website. Changes to transfer institutions, including the new AD-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 has not allowed funds necessary for ongoing and imperative adjunct training.

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. The department reviews its adjunct pool and hires as needed.

When counseling faculty retire, the Deans of the Santa Rosa and Petaluma campuses have to provide a justification for an increase to our adjunct budgets for Santa Rosa and Petaluma. 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. An increase in funding from SSSP 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.

Petaluma

The Counseling Department in Petaluma has only one administrative staff person. Student workers have offered some relief but a more permanent solution would be to hire an administrative assistant that can offer consistent coverage and prevent office closure if no one is available.

Of particular importance is that both the Santa Rosa and Petaluma departments service delivery are gravely affected when 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 of responsibility placed on student workers.

The department will work with both Deans to determine backfill.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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0001	ALL	02	02	\$6,000.00	Human Services Program Brochure and outreach materials, and website development
0001	ALL	01	06	\$5,000.00	Purchase live chat license so we can have real time communications online with students seeking counseling services
0002	ALL	01	02	\$60,000.00	Program outreach and recruitment materials, targeted at K-12 & re-entry students, professional development conferences and workshops necessary for the competent delivery of services to students and the college community.
0003	ALL	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 augmentation.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II, Petaluma	40.00	12.00	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.
Administrative Assistant III, Santa Rosa	40.00	12.00	Coordination and monitoring of Counseling Faculty schedules, absences and assignments, counseling curriculum and counseling budget. Counseling (allied component) Department data collection and reporting, district SARS administrator, 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). Responsible for probation/dismissal student notification,
Administrative Assistant I	40.00	12.00	Coordination and monitoring of Counseling Faculty schedules, absences and assignments, counseling curriculum. 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). Maintains daily monitoring and changing of information on department website.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean III, Coun/Supp Serv	40.00	12.00	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	40.00	12.00	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	20.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.

Student Worker, Santa Rosa	20.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.
Student Worker, Petaluma	20.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.
Student Worker, Santa Rosa	20.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.
Student Worker, Santa Rosa	20.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.
Student Worker, Petaluma	20.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.
Student Worker, Santa Rosa	20.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.

2.2d Adequacy and Effectiveness of Staffing

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 two. 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, same day appointments and other SSSP mandates, increased responsibilities, including managing the data collection in SARS will fall on the current administrative assistants. Additionally, one administrative assistant is also the district's SARS (scheduling program) administrator and is responsible for overall oversight, training, trouble shooting, new location set up, maintenance, etc.

Petaluma

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

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	Location	SP	M	Current Title	Proposed Title	Type
0002	Petaluma	01	02		AAI Counsel. Dept, Petaluma,	Classified

2.3a Current Contract Faculty Positions

Position	Description
Counselor	Generalist, Petaluma
Counselor	Generalist, ESL liaison, 20% HSI Connections
Counselor	Transfer Center Director, Counselor 100%
Counselor	Generalist, 50% EOPS, 50% HOPE
Counselor	Generalist, Health Science Liaison, SSSP and Student Equity Liaison
Counselor	Department Chair, 50%, Generalist/student athletes 50%
Counselor	Generalist
Counselor	Generalists, APASS program coordinator, Human Services Program co-coordinator
Counselor	Generalist, CalWORKS, Human Services Program co-coordinator
Counselor	Generalist, Petaluma, Hobsons Pilot Software Liaison
Counselor	Generalist, 50% College Skills, Santa Rosa
Counselor	Generalist, 50% Umoja program counselor/coordinator
Counselor	Generalist, Petaluma, 50% Puente, 50% General
Counselor	Generalist, Petaluma
Counselor	Generalist, Veterans, 100%
Counselor	Generalist, CTE liaison
Counselor	Generalist, 50% Puente, 50% General
Counselor	Generalist, Piner Early Magnet Program, Health Science Liaison
Counselor	Generalist, Financial Aid liaison
Counselor	Generalist, ESL liaison, 20% HSI Connections,
Counselor	Generalist, Foster Care Youth Liaison, Hobson's Pilot Software Liaison
Counselor	Generalist, Athletics 50%
Counselor	Generalist, MESA program liaison, 50%
Counselor	Generalist, International Student counselor

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Counseling (Instructional component only)	1.1200	13.0000	2.2800	87.0000	<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 have and will continue to decrease as some of our seasoned adjunct counselors find fulltime employment at other schools.</p>

2.3c Faculty Within Retirement Range

The Counseling Department currently has 25 fulltime contract faculty (most have responsibilities to other programs). Three are 3 within retirement range, two in Santa Rosa and one in Petaluma.

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

Proposal: SSSP Staffing Plan - Counseling

Continued Expansion of SSSP Counseling Services for Students

1. Positions (2)

This proposal is requesting that SRJC hire two additional counselors with the categorical SSSP funds. Both positions will be generalists, with one position having an emphasis in working with distance education/online counseling and the other being the lead HSI Connections counselor, having responsibilities at both the Santa Rosa and Petaluma campuses. SRJC has been designated as a Hispanic Serving Institution (HSI) and currently there is not a full-time counselor serving in this position. We are offering two sections of learning communities in Santa Rosa and one section in Petaluma for the HSI Connections program. Additionally, our online/distance ed population continues to grow significantly. The Counseling Department is not able to provide real time online chat nor are we able to respond to email inquiries through the "Ask a Counselor" portal in a timely fashion, sometimes with a 3-5 day delay particularly during times of high volume.

2. Contract Faculty

Currently, there are 25 full-time counselors between Santa Rosa and Petaluma campus. However, most of these counselors have other responsibilities to programs beyond providing counseling to the general student population. Of the 25 counselors, over 6.0 FTEF is spent with specific student cohorts: PUENTE, Student Athletes, EOPS, HOPE, HSI, MESA, International students, ESL and Foster Youth. Grant funded programs such as Gateway to College, HSI Connections, HOPE are all requesting that a full-time counselor be assigned to serve their student cohorts. In some cases, we have been able to provide a full-time counselor with some counseling percentage to assist with the grant funded programs but the additional responsibilities do not allow for 100% assignment to such programs. As we are awarded more grants, experienced counselors are pulled to serve in this role, thus gravely affecting our ability to serve our general student population by experienced, seasoned counselors. It really depletes and affects service to our general student populations.

The counseling program receives a high volume of applications when we have a full-time position available. Recently, we received 114 applications for two positions:

transfer center counselor and noncredit ESL counselor. Both searches were successful in recruiting qualified candidates.

3. Adjunct Faculty

The Counseling Department has approximately 23 Adjunct Counseling members, and annually interviews for the adjunct pool. A rotating list of adjunct folks is problematic in providing counseling services as the training curve is extreme given the amount of information necessary to know regarding local program, degree requirements, SRJC and state policies and procedures in addition to transfer requirements for various systems, CSU, UC, private, out of state, etc.

4. Courses, Resources Need for this Position

The Counseling Department strongly encourages students to meet regularly with a counselor to help with career and educational planning as mandated by the Student Success Act (AB1456). After carefully examining our local data on the five steps to enrollment, retention, persistence and goal completion, the Department is still struggling with meeting the needs of the continuing students who are undecided, on probation/dismissal, and who plan to transfer, as well as the emerging international student population. In addition, beginning fall 2016, all non-credit new students will be required to complete the five steps to enrollment. With the recent hire of a non-credit ESL counselor, we anticipate meeting the needs of the new non credit SSSP mandates.

These additional services will help all students meet the “Completion Agenda” outlined by President Obama and in the research by the RP Group. Specifically, SRJC Counseling Department will provide more personalized attention to students who have not completed their educational plans, are undecided about their goals, on probation/Dismissal status, are re-entry adults, non-credit students, and those who are planning to transfer. Expanded services will include:

- In support of the Strategic Enrollment Plan, Counselors will be essential to support persistence and retention of students.
- Expand Appointment System implementation
- Targeted nudges and follow up emails will be initiated to help students come in for their comprehensive educational plans
- Targeted follow up on undecided, re-entry, and probation/dismissal students to include additional workshops and appointments

5. Position Mandates

1. The Student Success Act, *educational code 55520, Required Services*, mandates the following core services: orientation, assessment, counseling, educational planning and follow up services to be provided to all new students. Continuing students are required to have a comprehensive educational plan after completing 15 units. Expanded services are required to provide orientation, counseling and education planning to all nonexempt students.

Funding is based on the amount of core services delivered. Here are the current numbers for spring:

As of 5/9/2016, Spring only

Orientation, omitting NON-CREDIT only, HS concurrent, AA/AS, and BA+ Students

Type	Total students	New	New Transfer	Returning	Continuing
With Orientation	14548	809	333	1546	1860
-- Online	7703	692	316	783	5912
--In-person	1945	45	7	278	1615
-- Counseling 270	4900	72	10	485	4333
Without Orientation	7468	622	425	2137	4284
Total	22016	1431	758	3683	6164

**Educational
Plans, All
Students**

Type	Total students	New	New Transfer	Returning	Continuing
With Academic Plan	12003	661	279	1314	9749
*Abbreviated	3322	450	160	569	2143
*Transitional	654	68	71	85	569
*Comprehensive	8027	211	119	660	7037
Without Academic Plan	9257	813	586	2618	5240
Total	21260	1474	865	3932	14989

6. Budget: Categorical

Program specific needs (including but not limited to):

- Travel budget (mileage) augmentation for school site visits (\$2,200.)
- Additional computers/screens/accessories: \$ 6,000.00

Proposed Title	Type	Salary Increase	Benefits Increase	Cost per position	Total Cost
2 Generalist Counselors with emphasis: 1. HSI, 2 Distance Ed/Online	Faculty	\$70,000.00 approximate	\$25,000.00 approximate	\$95,000.00	\$190,000
Total					\$190,416.00

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%

With the addition of the 4 SSSP counselors in Spring 2015, the department is now able to offer same day appointments, an ongoing request by students. Workshops over throughout the semester include:

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

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. We piloted group ed planning and it was poorly attended given that not all students can attend at the same time and they wanted individual meetings with a counselor.

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 130 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.

As the ESL population grows and with the new Non Credit SSSP requirements, this program will need help to meet student need in addition to the recently hired full time ESL counselor. 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 25 current counselors, (3 are within retirement age), 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
50% Generalist, 50% Athletics, 1 counselor
50% Generalist, 50% Department Chair
100% Vets
80% ESL, 20%, HSI Connections
80% Generalist, 20% HSI Connections
50% ESL/50% Generalist

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	01	02	Counselor Generalist, .5 Online/Distance Education	
0001	ALL	01	02	Counselor, HSI - Santa Rosa/Petaluma	
0002	ALL	01	02	Counselor Generalist, Interntional	
0002	ALL	01	02	Counselor Generalist, Reentry	
0004	ALL	01	02	Counselor Generalist, High School Liaison	
0006	ALL	01	02	Counselor Generalist/Human Services/CTE	
0007	ALL	01	02	Counselor Generalist/SSSP/Foster Youth	
0008	ALL	01	02	Counselor, Generalist/AB86/Adult Ed	

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

Computers and their related equipment are essential tools for Counselors and staff. In an effort to provide the best work environment for staff, sit/stand desks are essential.

2.4c Instructional Equipment and Software Requests

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

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

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

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

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

3.4 Safety and Emergency Preparedness

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

3.5 Establish a Culture of Sustainability

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

Faculty are posting their course syllabus in their 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.

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

Counseling Dept. Course 6 year cycle:

Course	# of SLOs	SLO #1	SLO#2	SLO3#	SLO#4	SLO#5	SharePoint
Coun 10	4	F'15	F'16	F'17	F'18	NA	Y
Coun 20	4	F'14	S'15	F'16	S'17	NA	Y
Coun 53	3	S'15	F'15	S'16	NA	NA	Y
Coun 56	3	X'15	X'16	X'17	NA	NA	Y
Coun 60	4	F'14	S'15	F'15	S'16	NA	Y
Coun 62	5	S'15	F'15	S'16	F'16	S'17	Y
Coun 162.1	2	F'14	S'15	NA	NA	NA	Y
Coun 74	3	S'15	F'15	F'14	NA	NA	Y

Coun 80	3	F'14	S'15	F'15	NA	NA	Y
Coun 87	2	F'14	S'15	NA	NA	NA	Y
Coun 90	4	F'14	S'15	F'15	S'16	NA	Y
Coun 91	3	F'14	S'15	F'15	NA	NA	N
Coun 92	3	S'14	S'16	S'17	NA	NA	Y
Coun 93	5	F'14	S'15	F'15	S'16	F'16	Y
Coun 94	3	S'15	S'16	S'17	NA	NA	Y
Coun 95	2	S'15	S'16	NA	NA	NA	Y
Coun 96	5	F'14	F'15	F'16	F'17	F'18	N
Coun 98	1	F'15	NA	NA	NA	NA	Y
Coun 355	2	F'14	S'15	NA	NA	NA	Y
Coun 270	5	X'15	X'16	X'17	X'18	X'19	y
AODS 90	4	F'14	S'15	F'15	S'16	NA	Y
AODS 91	3	S'15	F'16	S'18	NA	NA	N
AODS 92	3	F'15	S'17	F'18	NA	NA	Y
AODS 93	3	F'14	S'16	F'17	NA	NA	N

Coun 92, 94 and 95 are spring only classes

Coun 96 is a fall only class

Coun 56 is a summer only class

AODS 91, 92, 93 rotate every 3 semesters

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

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". The department is not currently undergoing any program change in relation to program learning outcome.

Student evaluations contain the following question: "I understand the requirements necessary to reach my educational goal." These evaluations were administered to any student seeing a counselor during the spring 2014 semester. The breakdown is as follows.

537 total responses

- 491 (91.4%), indicated they "strongly agree"
- 43 (8%), indicated they "agree"
- 2 (.4%), indicated "neutral"
- 1 (.2%) indicated "not applicable"
- 0% students responded "disagree or strongly"

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

4.1c Student Learning Outcomes Reporting

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

4.2a Key Courses or Services that address Institutional Outcomes

[illegible]

ALL Disciplines	98	0	0	0	0	0	0	0	0			
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ALL Locations (Combined totals from ALL locations in the District)

Discipline	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014				
Alcohol and Drug Studies	101	103	0	113	92	0	100	86	0				
Counseling	1465	1296	1862	1346	1283	1851	1444	1471	1624				
ALL Disciplines	1566	1399	1862	1459	1375	1851	1544	1557	1624				

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

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

5.2a Enrollment Efficiency

Santa Rosa Campus

Petaluma Campus (Includes Rohnert Park and Sonoma)**Other Locations** (Includes the PSTC, Windsor, and other locations)[illegible]

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	127.5%	125.0%	0.0%	126.3%	128.8%	0.0%	141.3%	115.0%	0.0%	125.0%	107.5%
Counseling	98.1%	102.3%	99.7%	93.9%	102.0%	95.5%	96.8%	108.3%	96.7%	94.0%	90.4%	88.1%
ALL Disciplines	98.1%	103.5%	101.0%	93.9%	103.3%	97.4%	96.8%	110.3%	97.8%	94.0%	92.1%	89%

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 Petaluma Campus classes are allowed to run with lower enrollments.

The off campus location in 2010-2011 represents our classes for the Piner Early College Program. These classes have been taught on the Santa Rosa Campus since Spring 2012.

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	X2013	F2013	S2014
Alcohol and Drug Studies	0.0	51.0	50.0	0.0	50.5	51.5	0.0	56.5	46.0	0.0	50.0	43
Counseling	34.4	35.8	35.5	33.0	34.9	33.8	34.0	37.7	34.1	33.9	32.1	30.5
ALL Disciplines	34.4	36.6	36.3	33.0	35.8	34.8	34.0	38.8	34.8	33.9	33.0	31.1

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0	0.0	0.0	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	29.3	23.9	28
ALL Disciplines	31.8	33.7	29.4	31.8	33.0	29.3	32.6	33.0	30.7	29.3	23.9	28

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0	0.0	0.0	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	0.0	0.0	0

Counseling		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTEF	9.16	21.29	13.17	8.96	17.33	12.30	9.66	17.31	12.59	7.42	18.54	
	FTEF	0.57	1.20	0.84	0.57	0.99	0.76	0.57	1.00	0.76	0.57	1.46	
	Ratio	16.12	17.74	15.75	15.75	17.43	16.10	16.98	17.31	16.48	13.03	12.67	

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

Alcohol and Drug Studies		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTEF	0.00	0.00	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	0.00	0.00	
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Counseling		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTEF	3.70	7.87	7.01	3.50	6.67	0.00	0.00	0.00	0.00	0.00	0.00	
	FTEF	0.21	0.40	0.33	0.21	0.27	0.00	0.00	0.00	0.00	0.00	0.00	
	Ratio	17.99	19.67	21.19	17.01	25.00	0.00	0.00	0.00	0.00	0.00	0.00	

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

Alcohol and Drug Studies		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTEF	0.00	10.20	10.00	0.00	10.10	10.30	0.00	11.30	9.20	0.00	10.00	
	FTEF	0.00	0.40	0.40	0.00	0.40	0.40	0.00	0.40	0.40	0.00	0.40	
	Ratio	0.00	25.50	25.00	0.00	25.25	25.75	0.00	28.25	23.00	0.00	25.00	

Counseling		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTEF	51.83	143.75	120.38	47.64	129.31	105.16	42.85	120.38	98.90	40.73	122.72	
	FTEF	3.00	7.37	6.34	2.80	6.58	5.67	2.52	5.97	5.26	2.56	7.32	
	Ratio	17.28	19.50	18.99	17.03	19.65	18.55	16.99	20.18	18.78	15.93	16.76	

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	2013/14
Alcohol & Drug Advocacy	14	11	13	17	12	10	9
Totals	5	7	10	12	10	13	11
	19	19	24	29	22	23	20

major	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	
Gerontology	2	0	0	0	0		0
Alcohol & Drug Advocacy	3	3	3	8	9	4	5
Totals	2	5	8	3	10	6	10
	7	8	11	11	19	10	15

Univ Tran	2007/08	2008/09	2009/10	2010/1	2011/12	2012/13	2013/14
				1			
	401	375	335	152	68	29	10

Lib Studies	2010/11	2011/12	2012/13	2013/14
	3	13	29	3

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	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	90.2%	75.5%	0.0%	86.7%	92.1%	0.0%	84.1%	89.1%	0.0%	85.0%	
Counseling	93.1%	74.5%	77.3%	91.5%	79.1%	82.1%	93.0%	82.1%	81.0%	95.6%	79.0%	
ALL Disciplines	93.1%	75.7%	77.1%	91.5%	79.7%	82.9%	93.0%	82.3%	81.6%	95.6%	79.5%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	0.0%	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%	97.7%	79.6%	
ALL Disciplines	86.3%	71.6%	82.8%	90.8%	81.5%	82.9%	94.9%	77.1%	81.7%	97.7%	79.6%	

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	0.0%	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%	0.0%	0.0%	
ALL Disciplines	83.8%	85.0%	82.5%	72.7%	81.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	90.2%	75.5%	0.0%	86.7%	92.1%	0.0%	84.1%	89.1%	0.0%	85.0%	
Counseling	91.7%	75.1%	78.4%	91.1%	79.5%	82.2%	93.4%	81.5%	81.1%	96.0%	79.1%	
ALL Disciplines	91.7%	76.0%	78.3%	91.1%	80.0%	82.9%	93.4%	81.7%	81.6%	96.0%	79.5%	

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	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	89.2%	72.4%	0.0%	86.7%	92.1%	0.0%	83.2%	88.0%	0.0%	83.0%	
Counseling	92.8%	70.6%	74.1%	91.4%	74.1%	80.1%	92.8%	78.0%	78.9%	95.5%	75.4%	
ALL Disciplines	92.8%	72.0%	73.9%	91.4%	75.0%	81.1%	92.8%	78.5%	79.6%	95.5%	76.0%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	0.0%	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%	97.7%	76.1%	
ALL Disciplines	86.3%	66.2%	79.9%	90.8%	72.8%	77.1%	94.4%	71.7%	80.1%	97.7%	76.1%	

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	0.0%	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%	0.0%	0.0%	
ALL Disciplines	78.4%	82.1%	78.1%	66.7%	78.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.0%	89.2%	72.4%	0.0%	86.7%	92.1%	0.0%	83.2%	88.0%	0.0%	83.0%	
Counseling	91.3%	71.1%	75.2%	90.8%	74.2%	79.7%	93.2%	77.2%	79.1%	95.9%	75.5%	
ALL Disciplines	91.3%	72.1%	75.0%	90.8%	75.0%	80.6%	93.2%	77.7%	79.7%	95.9%	76.0%	

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	X2013	F2013	S2014
Alcohol and Drug Studies	0.00	3.30	3.04	0.00	3.40	3.69	0.00	3.14	3.55	0.00	3.36	
Counseling	1.34	2.58	2.73	1.01	2.87	2.87	0.95	2.88	2.91	1.02	2.81	
ALL Disciplines	1.34	2.65	2.75	1.01	2.92	2.95	0.95	2.91	2.97	1.02	2.86	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.00	0.00	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	0.74	2.53	
ALL Disciplines	1.27	2.53	2.47	0.65	2.53	2.69	0.74	2.48	2.67	0.74	2.53	

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.00	0.00	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	0.00	0.00	

ALL Disciplines	2.91	2.75	2.04	2.83	2.79	0.00	0.00	0.00	0.00	0.00	0.00	
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ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Alcohol and Drug Studies	0.00	3.30	3.04	0.00	3.40	3.69	0.00	3.14	3.55	0.00	3.36	
Counseling	1.43	2.59	2.65	1.04	2.82	2.84	0.90	2.82	2.88	0.97	2.76	
ALL Disciplines	1.43	2.64	2.68	1.04	2.87	2.92	0.90	2.85	2.94	0.97	2.81	

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	2013-14	Percent
	White	103	57.5%	124	66.0%	115	62.2%	99	54.1%
	Asian	4	2.2%	1	0.5%	1	0.5%	0	0.0%
	Black	9	5.0%	7	3.7%	15	8.1%	22	12.0%
	Hispanic	18	10.1%	17	9.0%	20	10.8%	48	26.2%
	Native American	7	3.9%	12	6.4%	6	3.2%	1	0.5%
	Pacific Islander	2	1.1%	2	1.1%	0	0.0%	1	0.5%
	Filipino	1	0.6%	0	0.0%	0	0.0%	0	0.0%

	Other Non-White	0	0.0%	0	0.0%	0	0.0%	9	4.9%
	Decline to state	35	19.6%	25	13.3%	28	15.1%	3	1.6%
	ALL Ethnicities	179	100.0%	188	100.0%	185	100.0%	183	100.0%

Counseling	Ethnicity	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	White	2277	47.7%	2143	49.2%	1858	43.8%	1937	45.5%
	Asian	119	2.5%	111	2.5%	105	2.5%	126	3.0%
	Black	184	3.9%	173	4.0%	148	3.5%	155	3.6%
	Hispanic	980	20.5%	1074	24.7%	1291	30.4%	1652	38.8%
	Native American	41	0.9%	71	1.6%	37	0.9%	31	0.7%
	Pacific Islander	18	0.4%	21	0.5%	22	0.5%	11	0.3%
	Filipino	29	0.6%	24	0.6%	36	0.8%	21	0.5%
	Other Non-White	0	0.0%	0	0.0%	0	0.0%	201	4.7%
	Decline to state	1129	23.6%	738	16.9%	748	17.6%	120	2.8%
	ALL Ethnicities	4777	100.0%	4355	100.0%	4245	100.0%	4254	100.0%

5.7b Students Served - by Gender The number of students in each Discipline at first census broken down by gender (duplicated headcount).

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

Alcohol and Drug Studies	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	Male	70	39.1%	72	38.3%	68	36.8%	64	35.0%
	Female	103	57.5%	110	58.5%	112	60.5%	114	62.3%
	Unknown	6	3.4%	6	3.2%	5	2.7%	5	2.7%
	ALL Genders	179	100.0%	188	100.0%	185	100.0%	183	100.0%

Counseling	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	Male	2128	44.5%	1917	44.0%	1925	45.3%	1788	42.0%
	Female	2584	54.1%	2377	54.6%	2266	53.4%	2303	54.1%
	Unknown	65	1.4%	61	1.4%	54	1.3%	163	3.8%
	ALL Genders	4777	100.0%	4355	100.0%	4245	100.0%	4254	100.0%

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

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

Alcohol and Drug Studies	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	0 thru 18	6	3.5%	8	4.3%	0	0.0%	6	3.4%
	19 and 20	13	7.6%	16	8.6%	9	5.0%	17	9.8%
	21 thru 25	22	12.9%	26	14.1%	24	13.3%	34	19.5%
	26 thru 30	26	15.2%	12	6.5%	22	12.2%	25	14.4%
	31 thru 35	10	5.8%	21	11.4%	15	8.3%	8	4.6%
	36 thru 40	23	13.5%	19	10.3%	11	6.1%	12	6.9%

	41 thru 45	27	15.8%	28	15.1%	30	16.7%	15	8.6%
	46 thru 50	22	12.9%	21	11.4%	18	10.0%	16	9.2%
	51 thru 60	22	12.9%	34	18.4%	51	28.3%	41	23.6%
	61 plus	8	4.7%	3	1.6%	5	2.8%	9	5.2%
	ALL Ages	171	100.0%	185	100.0%	180	100.0%	174	100.0%

Counseling	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	0 thru 18	2386	50.2%	2246	51.8%	2361	55.8%	2307	54.7%
	19 and 20	821	17.3%	699	16.1%	778	18.4%	775	18.4%
	21 thru 25	578	12.2%	519	12.0%	428	10.1%	477	11.3%
	26 thru 30	207	4.4%	197	4.5%	150	3.5%	209	5.0%
	31 thru 35	148	3.1%	164	3.8%	104	2.5%	78	1.9%
	36 thru 40	154	3.2%	124	2.9%	87	2.1%	80	1.9%
	41 thru 45	154	3.2%	150	3.5%	96	2.3%	78	1.9%
	46 thru 50	151	3.2%	108	2.5%	84	2.0%	58	1.4%
	51 thru 60	152	3.2%	133	3.1%	143	3.4%	152	3.6%
	61 plus	26	0.5%	15	0.3%	14	0.3%	40	0.9%
	ALL Ages	4751	100.0%	4340	100.0%	4231	100.0%	4214	100.0%

5.8 Curriculum Offered Within Reasonable Time Frame

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

5.9a Curriculum Responsiveness

The Counseling Department 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
0001	ALL	01	02	Mandatory Orientations.	Meet SSSP mandates	ongoing	This is a work in progress. Although we would ideally want every student to complete an orientation, we do not want to be a barrier to enrollment.
0001	ALL	01	02	Interactive ESL online orientation. This is still a work in progress.	1. offer other alternatives for orientation that are not time specific 2. have students better acquainted with what the need to do to get started 3. students will have greater knowledge of resources	fall 2016	This is still a work in progress. We already have a credit online orientation but need to adapt it to our noncredit student population
0001	ALL	01	02	Create an academic plan on file for all new students.	Meet SSSP mandates	2016/2017	Counseling faculty with ability to meet student demand. IT tracking ability. Continued work in progress. Our numbers continue to improve in this category
0002	ALL	01	04	Reinstate training program for adjunct counselors. We had two successful trainings in spring 2016 and want this to be ongoing. The trainings were overwhelming appreciated by adjunct counselors with requests for further trainings.	1. provide timely information so adjunct counselors can provide meaningful counseling and not have to refer students to a full-time counselor	2016/2017	Money to pay counselors to attend, release time for trainers
0003	ALL	01	02	Restore counseling appointments. Done, however next step is to allow students the ability to schedule appointments online.	Improve service to students	2016/2017	Done, however next step is to allow students the ability to schedule appointments online.
0003	ALL	01	06	Counseling retreat	The department has hired several new counseling faculty and we have not yet participated in a departmental retreat for training and professional development purposes. Some of our counselors have limited knowledge of each other, particularly between those that work by location. This will allow the opportunity for interaction and engagement and create positive working relationships	2016/2017	

0004	ALL	01	02	Improve probation/dismissal attendance and follow up	SSSP mandates	2016/2017	
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6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	<p>In spring 2015, both campuses began to offer same day appointments for students. The Department had been meeting with students on a drop in basis only since 2011. With the declining budget, administrative staffing cuts and the retirement of a significant number of counselors, the dept. was unable to meet the needs of students through an appointment system. Drop in allowed us to assist more students but during our peak times, students still found themselves waiting anywhere between 2-3 hours in Santa Rosa and 1-2 hours in Petaluma. With the hiring of 8 additional counselors in 2014/15, we decided to reinstate appointments to meet the needs of students who have limited time to wait for a counselor. Since there is still limited administrative staff to manage an appointment system, students book their own appointments by either coming in to the office or calling the front desk. Appointments are limited to the same day to minimize no shows. We are still working on developing the ability for students to schedule appointments online. We will assess the effectiveness of appointment usage to decide if we should expand the ability to schedule an appointment a week in advance. Currently, students can schedule out 3 days in advance on the Pet. Campus.</p> <p>In addition to drop in and appointments, the Santa Rosa campus schedules a Quick Question counselor, who triages at the front counter. Students who believe they have a quick question the opportunity to avoid a long wait by meeting with a counselor at the front desk. Sometimes, if the answer requires more depth, the QQ counselor will refer the student to add their names to the drop-in list.</p>

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
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	1. offer other alternatives for orientation that are not time specific 2. have students better acquainted with what the need to do to get started 3. students will have greater knowledge of resources	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.