Santa Rosa Junior College
Program Resource Planning Process

Counseling 2019

1.1a Mission

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

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

1.1b Mission Alignment

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

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

• **Strategic Plan: Goals and Objectives**	**Counseling Alignment with Strategic Plan**
A. Support Student Success: *Support development of the whole student from early college awareness through successful completion of educational and career goals*	
Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies	In the last year, Counseling has: • Expanded online services by offering zoom conferencing academic counseling appointments. • We identify students on probation and provide ongoing workshops to the different groups identified as being on probation and dismissal. We also offer these workshops in spring for students identified as being on probation or dismissal status at the end of fall. We have developed an online probations/dismissal workshop for students that are not able to come in person. More

	students are utilizing this option rather than the in person workshops. • As much as possible and as allowable by the schedule, we encourage students to enroll in a counseling class. Students taking a counseling class consistently persist at a higher rate than that of district average.
Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities	Counseling faculty routinely connect students to campus and community activities to increase student success, working closely with our colleagues in the DRD, Assessment,Career/Transfer Center, Tutorial and College Skills/Math/English labs. Counseling faculty lead many campus activities and workshops each year to increase retention of students. These include PDA presentations as well as workshops designed for undecided, CE and transfer students. To encourage retention and student responsibility, we assist the Transfer Center with offering Transfer 101 workshops throughout the year to educate and help students take ownership of their transfer process.
Increase the number of students who complete their educational plans and goals	The Counseling Department promotes regular updating of educational planning as students often changes their academic road map in addition to changing majors. We actively create long term eduactional plans so the students can see the completion of their goal, while also ensuring the student that should they change their mind, they are welcome to return to counseling for discussion and revision as needed.
Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population	Approximately half of the current fulltime counselors are Spanish speaking and available to assist Spanish speaking ELL learners. The Dept. also provides a counselor to serve the needs of the students at the SouthWest Center. All counselors are trained in cultural competence as part of their Master's Degrees. The department has participated in the HSI (Connections) grant and regularly provided a counselor to work with our Connections students. The department has two Puente Learning

	Communities, one in SR and another in Petaluma. Additionally, given the expiration of the HSI grant, the department will continue to offer a Counseling 10, The First Year Experience class that will be specific to LatinX students.
B. Foster Learning and Academic Excellence *Foster learning and academic excellence by providing effective programs and services*	
Support and promote teaching excellence across all disciplines	Counseling teaching faculty participate in Learning Communities (Puente, APASS, Connections, UMOJA), which have higher retention and success rates than their stand alone counterparts.
Engage students and spark intellectual curiosity in learner-centered environments	As instructors and in provision of allied services, Counseling faculty encourage students to be active learners and we encourage students to participate in Campus Life.
Integrate academic and student support services across the college and curriculum	Counselors provide in class presentations about Student Services by invitation. We work closely with other instructional faculty on committees.
Identify and implement responsive instructional practices that increase the learning and success of our diverse students	The Counseling Department has developed student learning outcomes for its programs (Counseling and Human Services certificates and majors) and all fulltime faculty are actively completing learning assessments. We are up to date with SLO's for all counseling classes.
C. Serve our Diverse Communities *Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership*	
Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population	The Counseling Department offers two Puente Programs as well as a Summer Readiness cohort to support student success at SRJC. In fall 2019, the department will continue to offer a Counseling 10, The First Year Experience class that will be specific to LatinX students.
Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the	Counselors serve on committees such as HSI, Women's History, Arts and Lectures, Multi-Cultural Events.

advancement and appreciation of the arts	
Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)	Counselors address lifelong educational needs through 1:1 educational planning and counseling with students, instructional programming—including the career development courses. We have a full-time Veteran's counselor that works with that specific cohort.
Provide relevant career and technical education that meets the needs of the region and sustains economic vitality	Counselors provide career assessment, planning and educational counseling for students interested in career and technical education pathways.The Dept. offers mutliple sections of Coun. 6, a career development class that is always full. The Dept. works closely with CE programs to provide counseling and sit on advisory committees. We also provide counseling services weekly in the Career Hub.
D. Improve Facilities and Technology *Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation*	
Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments	Counseling is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness. Counseling uses technology to propel data-driven decisions. Multiple data sources are utilized such as SARS, SIS. The department continuous changes and updates its in person and online orientations options.
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	Counseling faculty collaborate in facilities planning in their representation on District committees. Members of the Counseling Department are actively engaged with IP. Counselors are active in local, community and professional organizations. As an example, counseling has given up a primary classroom to allow for the relocation of the Transfer Center. This will lead to a much better connection with the Transfer Center at the SR location given they will simply be located across the

	lobby from the Counseling Department. Additionally, the department has worked collaboratively with the Testing Task Force to accomodate the needs of a soon new Testing Center.
Provide effective facilities and technology technical training for all employees to ensure operational effectiveness	Counseling administration, faculty and staff take advantage of technology training opportunities by the college. Many counselors have participated in CANVAS training.
E. Establish a Strong Culture of Sustainability *Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity*	
Expand, support, and monitor district-wide sustainability practices and initiatives	Counseling efforts toward sustainability are commensurate with college-wide efforts. Most of the business of Counseling has transitioned to the electronic environment over the past several years, including electronic ed plans.
Infuse sustainability across the curriculum and promote awareness throughout District operations	Counseling faculty have increased their use of technology to disseminate course information to students through CANVAS and the student portal. The Department encourages the use of recycled paper in printers, recycles regularly and has minimized the printing of materials by providing information online. Rather than printing a student guide, all materials are available online for students.
Promote social and economic equity in the communities we serve	Counseling regularly contributes to the campus dialogue to increase awareness of diversity. Counseling faculty are actively engaged in the student equity plan.
Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	
F. Cultivate a Healthy Organization *Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality*	

Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	Counseling administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	All Counseling faculty and staff demonstrate areas of expertise and extensive experience in supporting people with disabilities. Counseling faculty contribute to faculty and staff training in the Academic Senate, New Faculty Program, the Crisis Intervention Resource Team, and through 1:1 consultation with faculty, staff, and administration.
Establish robust programs to improve the health and wellness of students and employees	Counseling faculty routinely discuss health and wellness-maintaining behaviors with their students. Counselors refer students to Health Services and Student Psychological services as necessary.
Increase safety planning, awareness and overall emergency preparedness	Counseling is fully engaged in the planning process for emergency and disaster preparedness. . In addition, Counseling has identified Safety Area Leaders for Bertolini Hall. The SR Counseling location had an active shooter training in May, 2018. Additionally, the department has developed code language and procedures on dealing with distruptive students.
G. Develop Financial Resources *Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability*	
Increase the amount of discretionary, unrestricted general fund local revenue	Counseling prudently manages it's District budget and takes advantage of appropriate CE grants to provide services to students.
Increase and maintain the District reserves above the state requirements	N/A
Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students	
Manage enrollment and course offerings to maximize apportionment funding	The Department chair, in collaboration with the curriculum committee, the faculty and administration, actively monitors course enrollments and creates schedules based on past data of student demand.

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	Counseling actively participates in college wide continuous improvement efforts. Counseling faculty and administration consistently serve on the Strategic Planning Task Force, the Student Services Accreditation work group, the Institutional Planning Council, the Academic Senate, Project Learn, and Student Services Council, Curriculum Tech Review, District Facilities Planning, DTREC, and numerous other committees. We have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. The department chair regularly interacts with the Petaluma Dean of Student Services to address counseling needs in Petaluma.
Enhance internal and external communication systems to ensure effectiveness	The Counseling Department actively engages in discussion and brainstorming sessions and implements changes to our service delivery to better serve students. This is ongoing.

1.1c Description

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

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

(college success and career development) and in our Human Services Certificate and Major Programs.

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

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

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

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

Majors:

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

Certificates:

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

1.1d Hours of Office Operation and Service by Location

Santa Rosa Counseling Department: Monday, Tuesday, Thursday 8 a.m. - 5 p.m.; Wednesdays 8 a.m. - 7 p.m; Friday 8am-3pm
Petaluma Counseling Department: Mondays, 8 a.m. - 5 p.m.; Tuesday/Wednesdays 9 a.m. - 7 p.m.; Thursday 8am-5pm and Fridays 8 a.m. - 1 p.m.

Southwest Center Counseling hours: Monday, Tuesday, 10-7, W, 9-5, TH, 9-2
Public Safety Center Counseling hours: Tuesdays, 11-1p.m.

Both Campuses are closed on Fridays during the summer.

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

1.2 Program/Unit Context and Environmental Scan

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

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

2.1a Budget Needs

The counseling adjunct budget continues to decrease as we experience reductions to the general counseling budget in addition to cuts in categorical funding.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	07	$100,000.00	The adjunct budget has decreased throughout the years and general funds have been replaced by categorical funds for adjunct counseling. Unfortunately, our categorical funds are also decreasing and currently, the funding of SEAP does not include a COLA even though our adjunct costs continue to increase. Without replacement of full-time counseling faculty positions, we rely on backfill by adjuncts. Without a commitment to the adjunct budget, our service to students will be impacted by diminshed counseling resources

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 srtudents (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 srtudents (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
Senior Dean, Counseling and Student Success	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, 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 matriclations 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 matriclations 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 matriclations 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 matriclations 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 matriclations 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 matriclations 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 matriclations 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. This significantly impacts our ability to manage counseling schedules, manage curriculum, manage probation/dismissal notifications and meet the daily needs of the department. With probation/dismissal follow up, student success coaching training and supervision, scheduling of appointmetns and other SSSP mandates, increased responsibilities, including managing the data collection in SARS will fall on the current administrative assistants. Administrative assistants are also responsible for managing the counseling front desk at both locations and supervising student workers on top of their daily duties. As our student worker budget has decreased, the adminsitrative assistants have to forego their daily duties to staff the cousneling front desk at both the SR and Petaluma locations.

In fall 2018, the Administrative Assistant III for Counseling Department left SRJC. This position supported the vitial operations of both Counseling Department and the SARS system for the entire district. In light of the current budget environment, this district-funded position was reorganzied. The Senior Dean of Counseling and Student Success has worked with faculty and staff to come up with a plan to re-distribute her duties among several other staff members. We request for additional administrative assistance to Counseling and Student Success in the future.

Petaluma

The Counseling Department in Petaluma has only one administrative staff 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 committments. This significantly impacts our ability to serve students and staff. An AAI position continues to be requested to support the counseling function at the Santa Rosa and Petaluma campus.

Simply put, the first point of contact for the counseling front desk should not be a revolving door of student workers but instead a consistent staff person that can triage and trouble shoot and support students in a professioanl and timely manner.

2.2e Classified, STNC, Management Staffing Requests

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

2.3a Current Contract Faculty Positions

Position	Description
Counselor	Generalist, HOPE Trio Grant 60%, reduced load
Counselor	Generalist, Health Science Liaison, SSSP and Student Equity Liaison
Counselor	Generalist, Petaluma
Counselor	Generalist, Department Chair and athletics
Counselor	Generalist, Transfer Center Director/Counselor
Counselor	Generalist, 40% HSI Connections,
Counselor	Generalist, 50% College Skills
Counselor	Generalist, Petaluma
Counselor	Generalist, Piner Early Magnet Liaison
Counselor	Generalist, 100% CalWORKs, Human Services Program co-coordinator
Counselor	Generalist, 50% APASS and Human Services Program co-coordinator
Counselor	Generalist, Petaluma, 50% EOPS
Counselor	Generalist, Petaluma
Counselor	Generalist, Veterans, 100%
Counselor	Generalist, 50% Puente SR
Counselor	Generalist, Petaluma, 50% Puente
Counselor	Generalist, Foster Care Youth Liaison,
Counselor	Generalist, Financial Aid liaison
Counselor	Generalist, 50% UMOJA
Counselor	Generalist, CE, Shone Farm, Public Safety
Counselor	Generalist, 40% HSI Connections, ESL
Counselor	Generalist, MESA
Counselor	Generalist, MESA and athletics liaison
Counselor	Generalist, International Students
Counselor	Generalist, Transer Center counselor
Counselor	Generalist, Southwest Center
Counselor	Generalist, CE Strong Workforce
Counselor	Generelist, CE Strong Workforce, 50%SR/50%Petaluma
Counselor	Generalist, 100% EOPS

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	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. 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.

2.3c Faculty Within Retirement Range

The Counseling Department currently has 29 fulltime contract faculty (most have responsibilities to other programs). Three are 3 within retirement range. The Petaluma bilingual counselor retired in spring 2018 and the position was not approved for this location. Currently, we have only one fulltime counselor in Petaluma that is available to help our Spanish speaking students.

In fall 2018, the Santa Rosa location experience another retirement of a fulltime counselor, no replacement and no additional adjuct money to for coverage of this vacant position. With the early retirement incentive, it is anticipated that another counselor will retire in December 2019. This position has been an anchor liaison position to our health science programs, our ongoing, high demand programs.

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 (1)**
   The Bilingual (Spanish) position being requested would be a replacement of the bilingual counselor that retired from SRJC at the end of spring 2018. As Petaluma continues to grow the ESL program and service the noncredit Petaluma student population, this position is critical to providing counseling services for our bilingual students.

2. **Contract Faculty**
   Currently, there are 29 full-time counselors between Santa Rosa and Petaluma campus. However, most of these counselors have other responsiblities to programs beyond providing counseling to the general student population. Of the 29 counselors, over 6.0 FTEF is spent with specific student cohorts: Career Education, (CE) PUENTE, Student Athletes, EOPS, HOPE, MESA, Second Chance, International students, ESL and Foster Youth. Three counselors are specifically assigned full-time to other programs such as EOPS, CalWORKs and Veterans. Additionally, grant funded programs such as HOPE request that a full-time counselor be assigned to serve their student cohort. 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 responsiblities 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 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 avaible.

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 informaiton necessary to know regarding local certificate programs, AA 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). In addition, starting 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 have made great strides in meeting the needs of the new non credit SSSP mandates. However, this needs to be expanded to our growing number of noncredit students at the Petaluma campus.

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. <u>Expanded services are required to provide orientation, counseling and education planning to all nonexempt students</u>.

<u>The following data supports the effectiveness of counseling:</u>

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%

The department is now able to schedule student appointments one week out and we continue to offer same day service when appointments cannot be accessed. Workshops offered throughout the semester include:

- Transfer 101
- TAG Workshops (Transfer Admission Guarantees)
- Transfer Application Workshops
- Back on Track (Probation/Dismissal) Workshops, in person and online

- Financial Aid Satisfactory Academic Progress workshops
- Nursing Information Workshops
- Weekly In-Person Orientations
- How to choose a major
- Common Assessment Application Workshops
- UC Personal Statement Workshops

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 150 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 addtion 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 amoung our students.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	01	02	Counselor Generalist, Petaluma, Bilingual	
0002	ALL	01	02	Counselor Generalist, Online/Distance Education	
0003	ALL	01	02	Counselor Generalist, International Students	
0004	ALL	01	02	Counselor Generalist, Health Sciences	

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

Distance education is becoming increasingly necessary. The Counseling Department is having to better respond using online technology to provide counseling opportunities for students. In order to do so, counselors will need document cameras or all in one computers in order to SKYPE/ZOOM to provide counseling services.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	all in one computers	20	$1,200.00	$24,000.00	Filomena Avila	Counseling Department	Amanda Greene
0002	Santa Rosa	04	07	Dual monitors	3	$300.00	$900.00	Filomena Avila	Counseling Department	Amanda Greene
0002	Santa Rosa	04	07		3	$100.00	$300.00	Filomena Avila	Counseling Department	Amanda Greene

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Petaluma	06	02	Urgent	Kathleen Doyle Hall	PC 216	$0.00	The Petaluma Counseling Department has for years requested a sink to be added to their kitchen area. There is no running water currently in the kitchenette area and this was a serious oversight when that space was designed. People using that space have to leave the office area if they want to wash their hands (health and safety) and keep the area clean.

2.5b Analysis of Existing Facilities

3.1 Develop Financial Resources

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

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

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

3.2 Serve our Diverse Communities

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

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

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

The Counseling Department has been very active in learning communities targeted toward our Latino, Asian and Black communities. Additionally, the Counseling Department has offered a summer bridge program for our Native American students. This summer will be our third year offering the summer bridge program for Native students. The department has also offered

counseling and counseling classes as part of the HSI grant. In fall 2019, even though the HSI funding has run its course, the department will continue to offer a class, Counseing 10, The First Year Experience targeted for LatinX students.

3.3 Cultivate a Healthy Organization

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

3.4 Safety and Emergency Preparedness

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

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

3.5 Establish a Culture of Sustainability

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

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

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

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

4.1a Course Student Learning Outcomes Assessment

The Counseling Department has been successful in updating its curriculum and creating SLOs for courses taught. All courses have identified instructors who are responsible for curriculum updates. There are various courses in the Human Services curriculum that are only taught by adjunct instructors. Although all courses are updated, some of these courses do not have an instructor responsible for monitoring curriclum. 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 situtations, some instructors have found that they need to spend more time on content for better understanding of information. All Counseling course assessment results, including methods, analysis and changes have been posted online using the new technology created via Project Learn. Additionally, Counseling faculty have shared their reflections on their student learning assessments at department meetings.

4.1b Program Student Learning Outcomes Assessment

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

The Counseling Department will engage in a program assessment during the 2019/2020 academic year.

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

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Coun 10 Student Success, Fir	Fall 2013	Fall 2013	N/A
Course	Coun 20, Sex and Gender	Fall 2014	Fall 2014	N/A
Course	Coun 53 Coll. Survival Techni	Spring 2015	Spring 2015	N/A
Course	Coun 56 Take Charge of Learni	Summer 2015	Summer 2015	N/A
Course	Coun 60: Effective Study Works	Spring 2015	Spring 2015	N/A
Course	Coun 62 Intro to Career Dev.	Spring 2015	Spring 2015	N/A
Course	Coun 162.1 Job Search and Ret	Fall 2014	Fall 2014	N/A
Course	Coun 74 Identity and Cultural	Spring 2015	Spring 2015	N/A

Course	Coun 80 Under Transfer Process	Fall 2014	Fall 2014	N/A
Course	Coun 87 Ethical Issues in Huma	Fall 2014	Fall 2014	N/A
Course	Coun 90 Intro to Human Service	Fall 2014	Fall 2014	N/A
Course	Coun 91 Skills and Techniques	Fall 2014	Fall 2014	N/A
Course	Coun 92 Intro to Group Coun	Spring 2014	Spring 2014	N/A
Course	Coun 93 Case Management	Fall 2014	Fall 2014	N/A
Course	Coun 94 Crisis Counseling	Spring 2015	Spring 2015	N/A
Course	Coun 95 Advocate Training	Spring 2015	Spring 2015	N/A
Course	Coun 96 Disability and Society	Fall 2015	Fall 2015	N/A
Course	Coun 98 Indep Study	Fall 2015	Fall 2015	N/A
Course	Coun 355 Coll Prep Skills	Spring 2015	Spring 2015	N/A
Course	Coun 270 Intro to College	Summer 2015	Summer 2015	N/A
Course	AODS 90	Spring 2015	Spring 2015	N/A
Course	AODS 91	Spring 2015	Spring 2015	N/A
Course	AODS 92 Pharmacology	Fall 2012	Fall 2012	N/A
Course	AODS 93	Fall 2014	Fall 2014	N/A
Certificate/Major	Human Serv: Advocacy	N/A	N/A	N/A
Certificate/Major	Human Serv: Alcohol	N/A	N/A	N/A
Service/Program	Counseling Service	Spring 2014	Spring 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

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

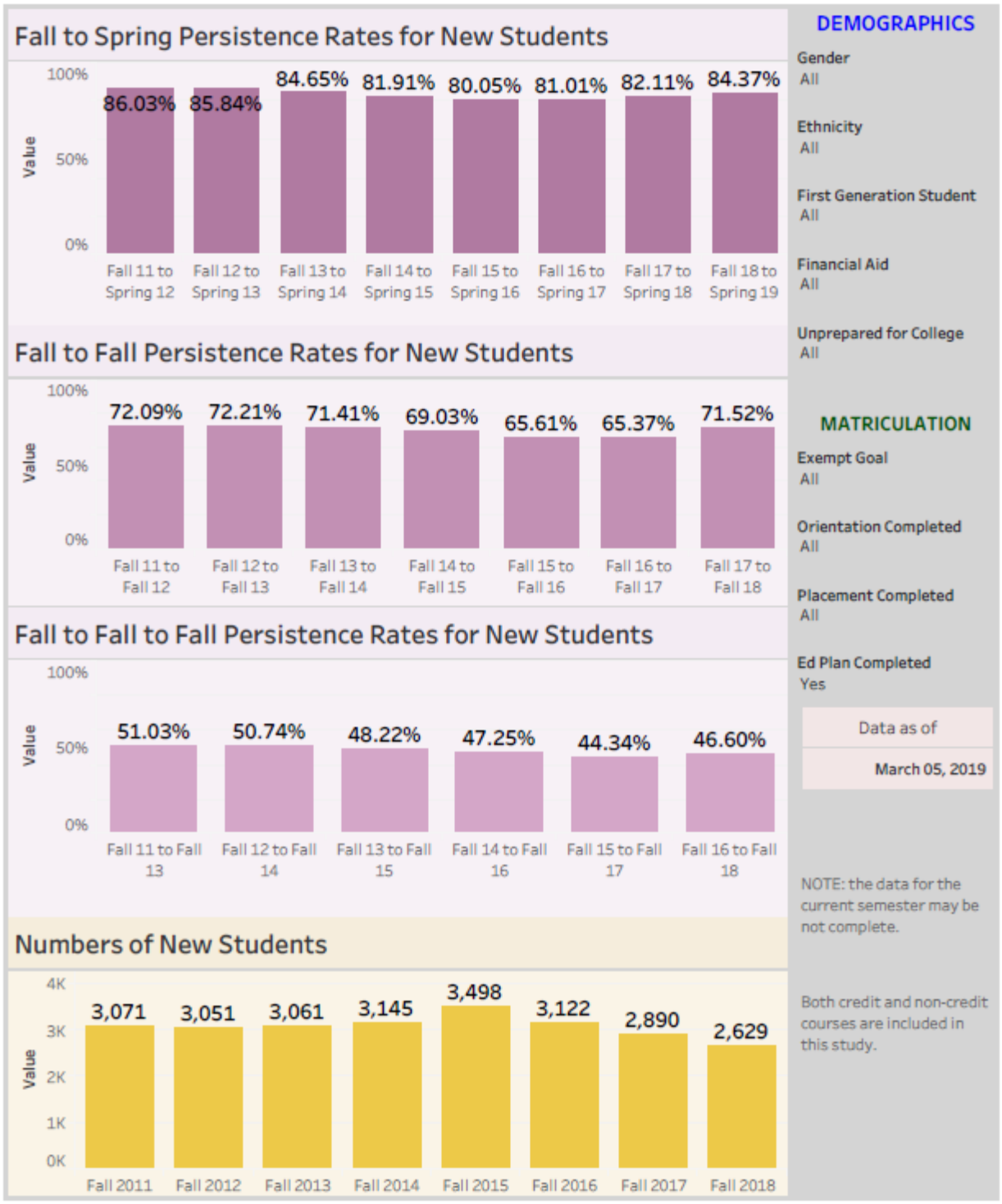
4.2b Narrative (Optional)

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

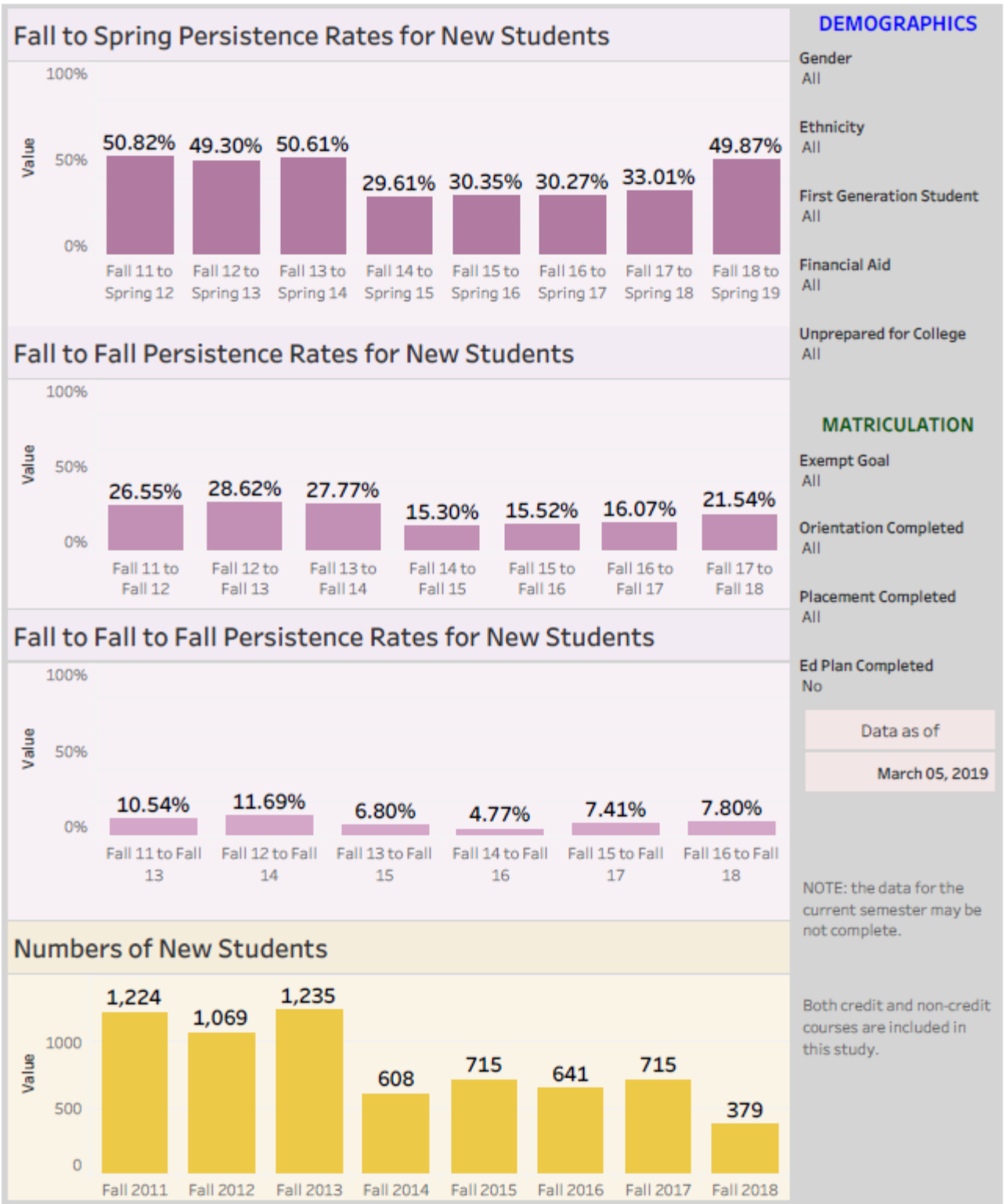
5.0 Performance Measures

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

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

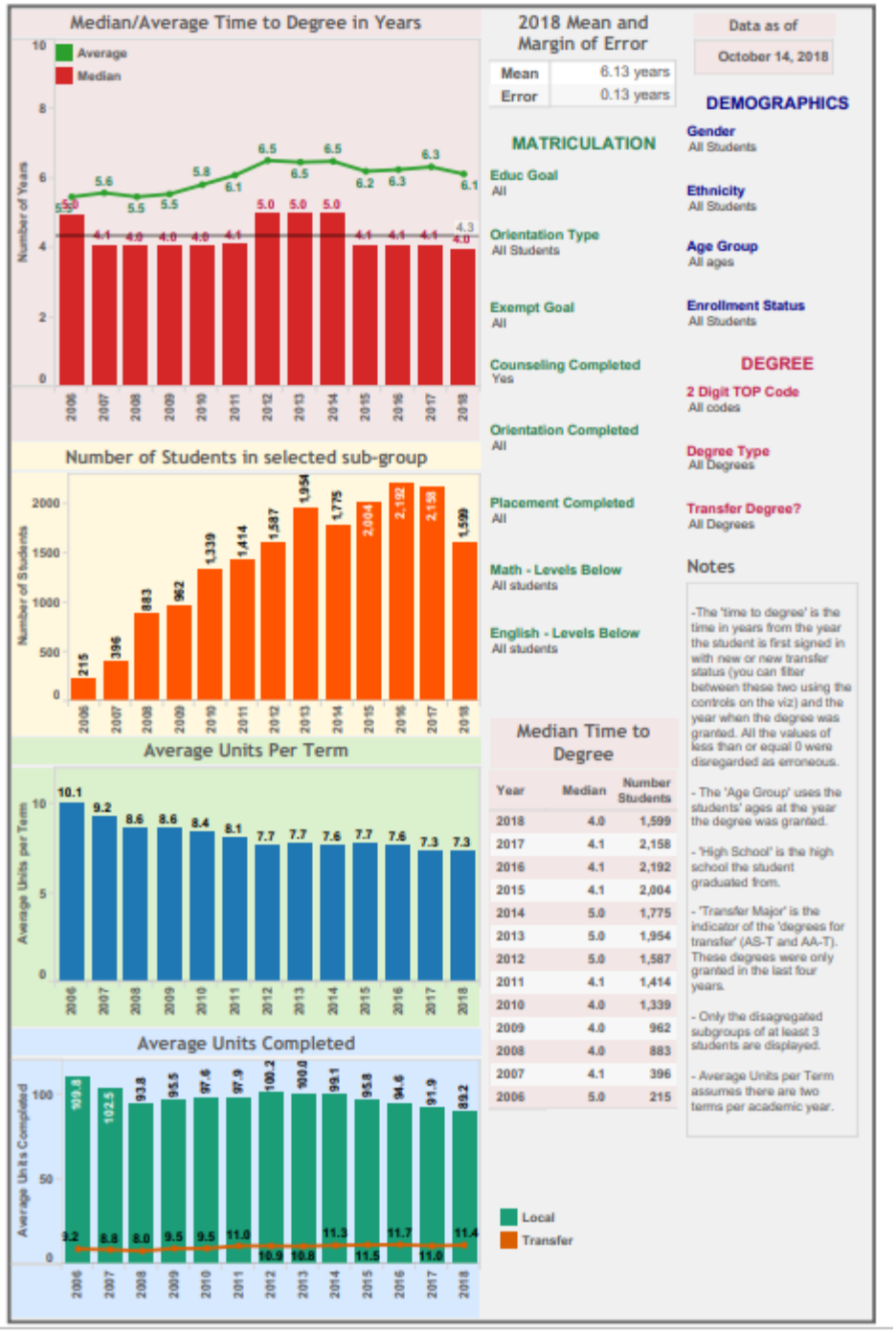


Persistence rates of new students who have an educational plan is consistently higher from fall to spring, fall to fall and fall to fall to fall



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

Time to Degree with Matriculation



2018 Mean and Margin of Error

Mean	6.13 years
Error	0.13 years

Data as of
October 14, 2018

MATRICULATION

Educ Goal
All

Orientation Type
All Students

Exempt Goal
All

Counseling Completed
Yes

Orientation Completed
All

Placement Completed
All

Math - Levels Below
All students

English - Levels Below
All students

DEMOGRAPHICS

Gender
All Students

Ethnicity
All Students

Age Group
All ages

Enrollment Status
All Students

DEGREE

2 Digit TOP Code
All codes

Degree Type
All Degrees

Transfer Degree?
All Degrees

Median Time to Degree

Year	Median	Number Students
2018	4.0	1,599
2017	4.1	2,158
2016	4.1	2,192
2015	4.1	2,004
2014	5.0	1,775
2013	5.0	1,954
2012	5.0	1,587
2011	4.1	1,414
2010	4.0	1,339
2009	4.0	962
2008	4.0	883
2007	4.1	396
2006	5.0	215

Notes

-The 'time to degree' is the time in years from the year the student is first signed in with new or new transfer status (you can filter between these two using the controls on the viz) and the year when the degree was granted. All the values of less than or equal 0 were disregarded as erroneous.

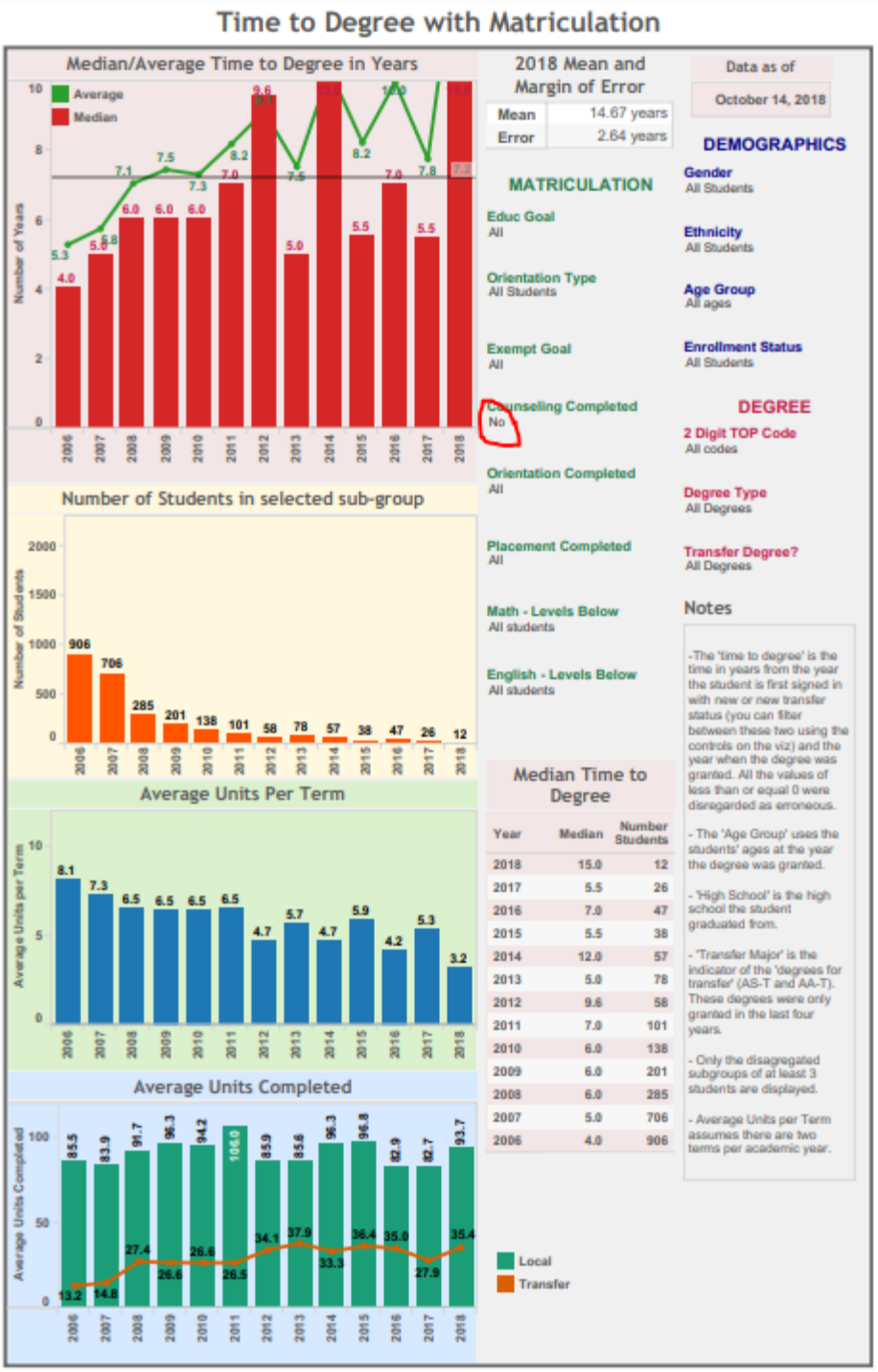
- The 'Age Group' uses the students' ages at the year the degree was granted.

- 'High School' is the high school the student graduated from.

- 'Transfer Major' is the indicator of the 'degrees for transfer' (AS-T and AA-T). These degrees were only granted in the last four years.

- Only the disagregated subgroups of at least 3 students are displayed.

- Average Units per Term assumes there are two terms per academic year.



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

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

The Counseling Department established the Human Services major and certificate program in Fall 1991. The program has state wide recognition and a very active and supportive community advisory council. This demand is supported by the fact that all drug and alcohol counselors are now required to be certified. SRJC's program meets the academic traning 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 volunterism in the community.

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

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

5.2a Enrollment Efficiency

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	112.5%	107.5%	0.0%	100.0%	110.0%	0.0%	93.3%	78.
Counseling	88.7%	92.9%	83.2%	91.0%	91.9%	84.9%	85.4%	87.6%	82.
ALL Disciplines	**88.7%**	**93.9%**	**84.5%**	**91.0%**	**92.2%**	**86.3%**	**85.4%**	**87.9%**	**81.**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.
Counseling	75.2%	77.3%	68.3%	78.3%	91.5%	82.1%	79.0%	80.4%	77.
ALL Disciplines	**75.2%**	**77.3%**	**68.3%**	**78.3%**	**91.5%**	**82.1%**	**79.0%**	**80.4%**	**77.**

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.
Counseling	0.0%	91.4%	0.0%	0.0%	104.0%	68.6%	0.0%	0.0%	48.
ALL Disciplines	**0.0%**	**91.4%**	**0.0%**	**0.0%**	**104.0%**	**68.6%**	**0.0%**	**0.0%**	**48.**

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	112.5%	107.5%	0.0%	100.0%	110.0%	0.0%	93.3%	78.
Counseling	86.9%	90.7%	79.8%	89.4%	92.0%	83.9%	84.3%	86.8%	79.
ALL Disciplines	**86.9%**	**91.6%**	**81.0%**	**89.4%**	**92.3%**	**85.0%**	**84.3%**	**87.0%**	**79.**

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

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

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

5.2b Average Class Size

Santa Rosa Junior College - Program Unit Review

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

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0	45.0	43.0	0.0	40.0	44.0	0.0	35.0	3
Counseling	30.8	31.7	28.6	31.3	30.8	28.9	29.4	29.6	2
ALL Disciplines	**30.8**	**32.2**	**29.3**	**31.3**	**31.1**	**29.6**	**29.4**	**29.8**	**2**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Counseling	26.3	24.6	23.3	27.4	28.8	28.2	27.7	24.6	2
ALL Disciplines	**26.3**	**24.6**	**23.3**	**27.4**	**28.8**	**28.2**	**27.7**	**24.6**	**2**

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Counseling	0.0	32.0	0.0	0.0	26.0	24.0	0.0	0.0	1
ALL Disciplines	**0.0**	**32.0**	**0.0**	**0.0**	**26.0**	**24.0**	**0.0**	**0.0**	**1**

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0	45.0	43.0	0.0	40.0	44.0	0.0	35.0	3
Counseling	30.2	30.7	27.4	30.8	30.5	28.6	29.1	28.9	2
ALL Disciplines	**30.2**	**31.2**	**28.0**	**30.8**	**30.8**	**29.2**	**29.1**	**29.1**	**2**

The average class size for all locations is consistent with the exception of spring 2018. This can be attributed to the firestorm fall out from fall 2017.

5.3 Instructional Productivity

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

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

Counseling		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	28.83	120.92	79.30	30.46	125.38	77.40	25.13	118.70	71.7
	FTEF	1.68	7.06	4.91	1.87	7.31	4.74	1.50	7.26	4.4
	Ratio	**17.18**	**17.13**	**16.15**	**16.27**	**17.14**	**16.32**	**16.79**	**16.36**	**15.9**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Alcohol and Drug Studies		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.0**

Counseling		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	2.55	16.29	12.95	2.44	17.87	16.56	6.18	17.79	21.1
	FTEF	0.20	1.08	1.20	0.17	1.19	1.17	0.38	1.40	1.6
	Ratio	**12.63**	**15.07**	**10.77**	**14.54**	**15.05**	**14.16**	**16.43**	**12.67**	**12.5**

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

Alcohol and Drug Studies		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.0**

Counseling		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.00	6.40	0.00	0.00	0.89	0.82	0.00	0.00	0.5
	FTEF	0.00	0.40	0.00	0.00	0.07	0.07	0.00	0.00	0.0
	Ratio	**0.00**	**16.15**	**0.00**	**0.00**	**13.00**	**12.00**	**0.00**	**0.00**	**8.5**

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

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

Counseling		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	31.38	143.61	92.25	32.90	144.14	94.78	31.31	136.49	93.5
	FTEF	1.88	8.53	6.11	2.04	8.57	5.98	1.87	8.66	6.2
	Ratio	**16.69**	**16.83**	**15.09**	**16.13**	**16.82**	**15.85**	**16.71**	**15.76**	**14.9**

Counseling does not employ anyone that is a 100% instructor. All course are taught by adjunct or fulltime counselors as part of their counseling load.
Some of these numbers reflect that our department offers courses that are part of learning communities, grant/categorical projects such as Gateway to College, HSI Connections, HOPE Trio as an example.
These targeted courses are often taken by students who are non traditiona, historically underrepresented, 1st generation, low performing, or students on academic or progress probation at SRJC.

5.4 Curriculum Currency

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

5.5 Successful Program Completion

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

5.6 Student Success

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

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

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	89.0%	90.7%	0.0%	85.0%	84.1%	0.0%	80.9%	65.
Counseling	94.8%	80.3%	84.4%	93.7%	79.9%	84.9%	95.1%	81.7%	86.
ALL Disciplines	**94.8%**	**80.8%**	**84.8%**	**93.7%**	**80.2%**	**84.8%**	**95.1%**	**81.7%**	**85.**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.
Counseling	95.6%	79.7%	84.9%	97.1%	72.7%	83.9%	92.7%	77.2%	89.
ALL Disciplines	**95.6%**	**79.7%**	**84.9%**	**97.1%**	**72.7%**	**83.9%**	**92.7%**	**77.2%**	**89.**

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.
Counseling	0.0%	62.5%	0.0%	0.0%	76.9%	87.5%	0.0%	0.0%	91.
ALL Disciplines	**0.0%**	**62.5%**	**0.0%**	**0.0%**	**76.9%**	**87.5%**	**0.0%**	**0.0%**	**91.**

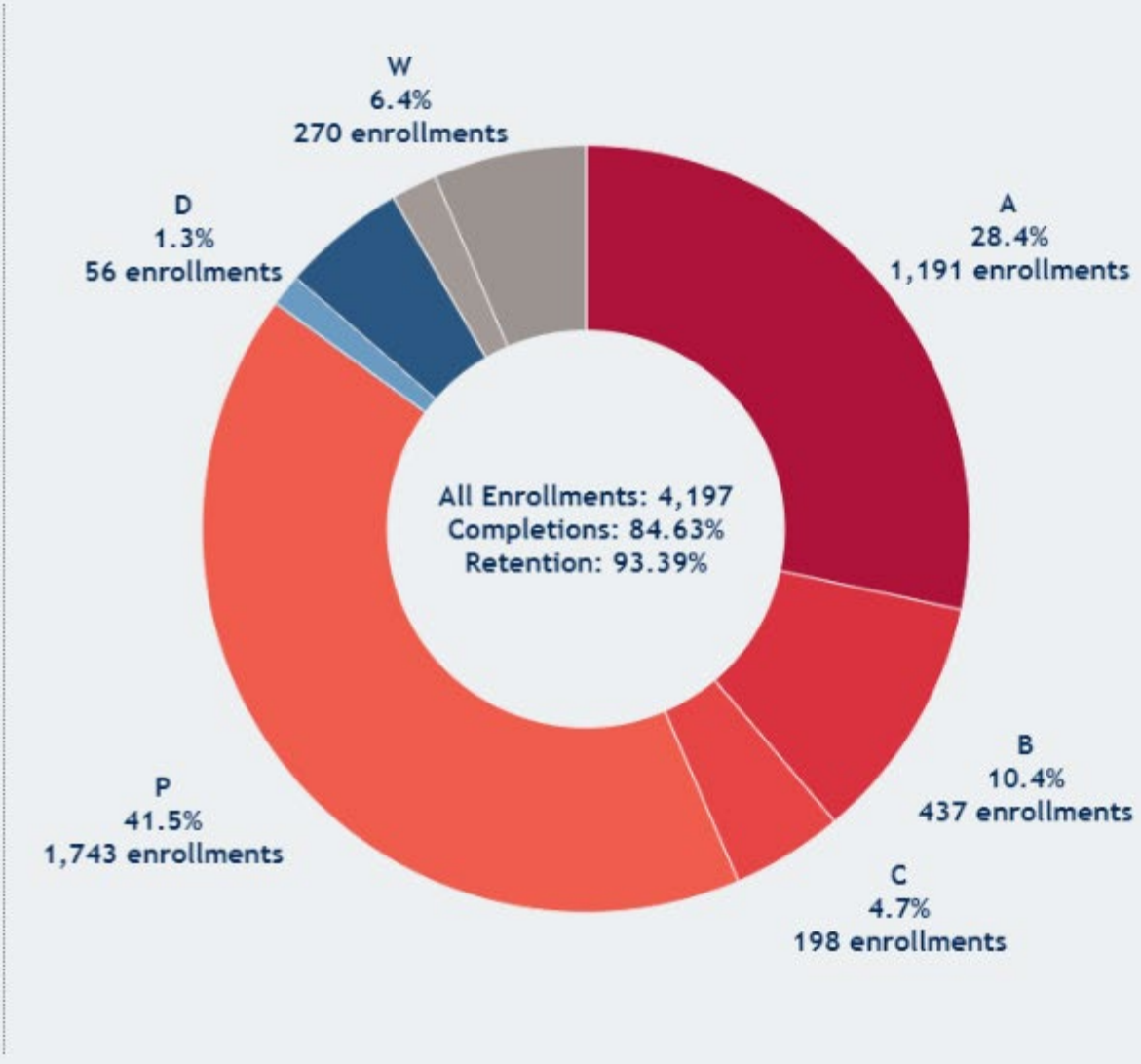
ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Alcohol and Drug Studies	0.0%	89.0%	90.7%	0.0%	85.0%	84.1%	0.0%	80.9%	65.
Counseling	94.8%	79.6%	84.5%	94.1%	79.2%	84.7%	94.7%	81.2%	87.
ALL Disciplines	**94.8%**	**80.1%**	**84.8%**	**94.1%**	**79.4%**	**84.7%**	**94.7%**	**81.2%**	**86.**

Visualization | Data Tables | Units to GPA | Units to Average GPA | Units / GPA Data Table

Credit Courses Grades

Last Updated: 3/21/2019



Acedemic Yea
2017-18

Semester:
(All)

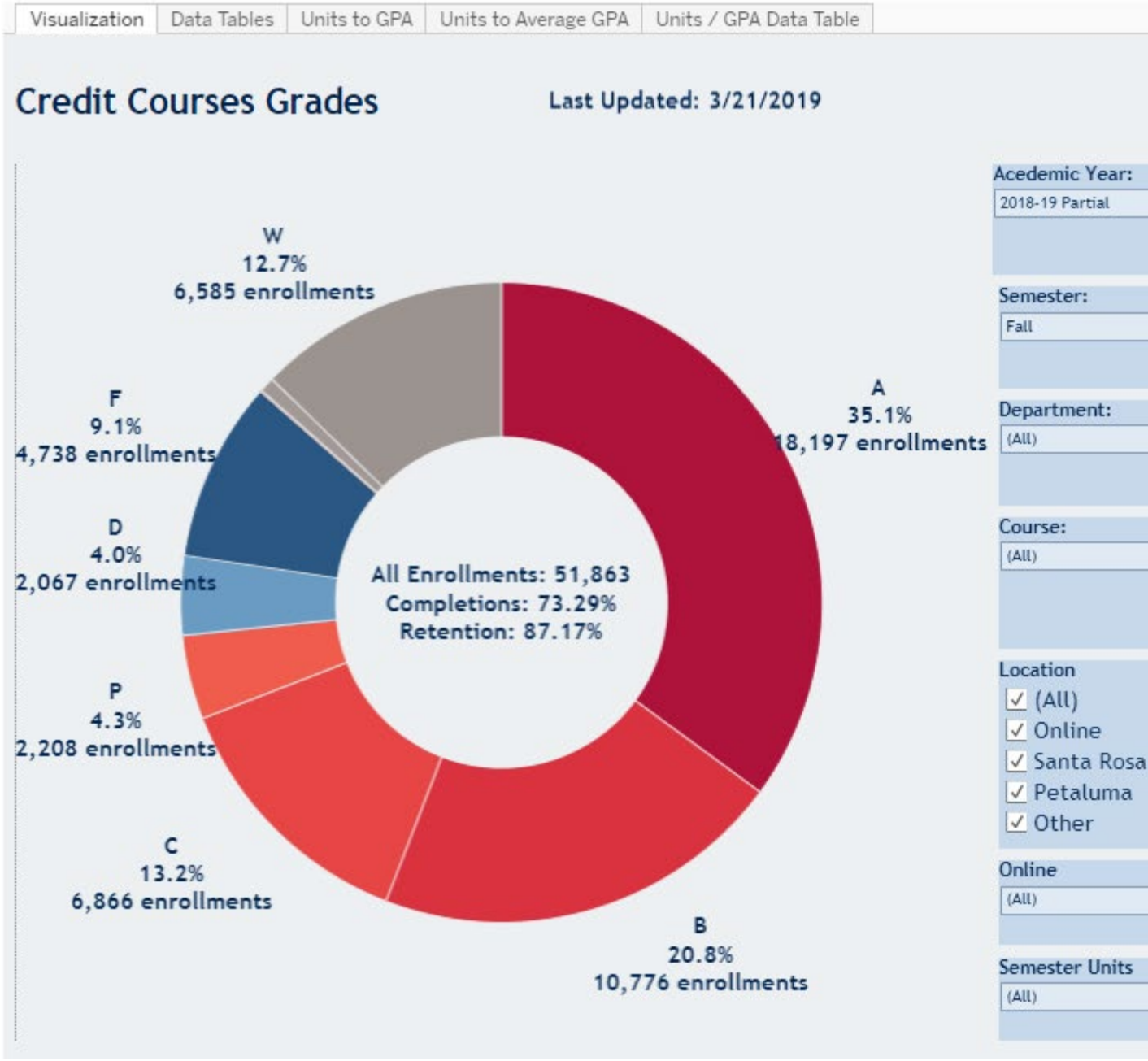
Department:
COUN

Course:
(All)

Location
- [x] (All)
- [x] Online
- [x] Santa R
- [x] Petalum
- [x] Other

Online
(All)

Semester Uni
(All)



5.7 Student Access

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

5.7a Students Served - by Ethnicity

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

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

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

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

5.7b Students Served - by Gender

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

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

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

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

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

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

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

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

5.8 Curriculum Offered Within Reasonable Time Frame

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

5.9a Curriculum Responsiveness

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

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

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

CE:

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

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

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

Our program does not align with any high school preparation

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The Counseling Department does not offer any transfer majors.

5.11a Labor Market Demand (Occupational Programs ONLY)

The U.S. Bureau of Labor Statistics reports that employment of social and human service assistants is expected to grow by nearly 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.

It should also be noted that the State Chancellors Office has given our Human Services program a bronze rating because our human service graduates attained one or more of the following thresholds for economic mobility.

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

For SRJC Human Servies graduates, 100% of students are employed in a job similar to their field of study.

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 consolidated Student Equity and Achievement Program (SEA) mandates	2018/2019	The Counseling Department continues to make strides toward getting new students to complete either Counseling 270, the online orientation or the in person orientation. This spring 2019, all Counseling 270s were full and a request was made to add an additional section. However, because of right sizing, this request was denied.
0002	ALL	01	02	Create an academic plan on file for all new students	Meet SEA program mandates	2018/2019	Student Success Coaches and Specialist to work with Counseling for nudging nonexempt students to complete ed plans so that we can reacy 100% from the 93% of current ed plan completion.
0003	ALL	01	02	Register students during spring for summer/fall terms	Have all continuing students enrolled for fall and new incoming students ready for fall term before they leave for summer break. This is the first year in which we are implementing this and will review our process at the end of May	2018/2019	We successfully completed the registration process in spring 2018 for summer/fall 2018. This will be our second trial at doing so and our students are now more familair with the earlier registration opportunity.
0004	ALL	01	01	Implement online probation/dimissal workshops	Address success and retention issues and allow for greater attendance rates for having the workshop available online	2019/2020	The online probation and dismissal workshop has been created and many students are taking advantage of this option, decreasing the need for in person workshops. Our next step is to create a better tracking process and follow up with students that don't complete the in person or online workshop.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Create an academic plan on file for all new students	Meet SEA program mandates	2019/2020	Counseling faculty with ability to meet student demand. IT tracking and reporting ability. Student Success Coaches and Specialist to work with Counseling for nudging nonexempt students to complete ed plans.
0002	ALL	01	02	Register students during spring for summer/fall terms	Have all continuing students enrolled for fall and new incoming students ready for fall term before they leave for summer break. This will be our second year of the pilot program.	2019/2020	Work with Admissions and Records to nudge students accordingly.
0003	ALL	01	01	Implement online probation/dimissal workshops	Address success and retention issues and allow for greater attendance rates for having the workshop available online. Develop a process of how to reach out and follow up beyond the portal announcements for students that do not complete the readmission steps.	2019/2020	Release time and IT time to develop an ability for us to track workshop completion and follow up with students that have not.