
Student Services Program Review Annual Update – Form



**Allan Hancock College Program Review-Student Services Division
2020 –21 Annual Update**

Date:	April 2022
Program and Department:	Counseling
Additional programs included in this review:	
Date of last comprehensive review*:	2017
Submitted By:	Cynthia Diaz and Carissa Perales
Attachments:	<input type="checkbox"/> Advisory Board Meeting Minutes/Recommendations <input type="checkbox"/> 6-year assessment plan <input type="checkbox"/> Other:

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the [college mission](#).

The Counseling Department's mission is to support the educational objectives of the College to enhance each student's academic, career, and personal growth. The Counseling Department promotes increased awareness and appreciation of a complex world through access to a culturally proficient and diverse faculty and staff with professional training, knowledge and skills to achieve such ends.

The Counseling Department's programs and services connect with the broader College Mission, vision, and shared values in that we are similarly committed to providing quality educational experiences and opportunities for students. Counseling services ultimately enhances student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's [strategic goals](#).

Puente:

The Puente Project welcomed its 5th cohort. This year, we were able to host a welcome luncheon on campus for the students which included guest speakers from various student resources. We had our Puente Motivational Conference and utilized room H-104 to host the virtual viewing. Gabby Rivera was the keynote speaker, a comic-book writer with Marvel, and the author behind America Chavez. Students were handed a copy of the comic book, and a big shout out to Dean Teniente-Cuello for providing those to us. We also hosted a mentor night in which our students were matched with mentors to kick off the Spring semester. We had other mentor nights that included Mock Job Interviews and attending a PCPA play on campus. Some challenges this year included retaining students to take in-person classes after the vaccine mandate came out as well as the weekly testing. Students testing positive or being exposed to someone and not being allowed on campus made it difficult to keep them motivated. We are proud to announce that 9 Puentistas are graduating this year and 7 of them are transferring to universities in the Fall. (SLS2, SLS3, SLS4, SLS5, SLS8)

Athletics:

Counseling in Athletics moved services into a classroom, now established as the BARC Center (Bulldog Athlete Retention Champions) in order to safely offer in-person counseling amongst the COVID pandemic beginning Fall 2021. Remote support continues to be offered via zoom, phone calls, emails, and text messages to maximize counseling support accessibility. Since moving into a new space, area support in coordinating student needs was added by bringing via a counseling assistant twice a week. This helped greatly in providing on-site technical support in completing FAFSA, registration, and residency processes. Continued exploration of sustainable assistance is needed. Similar to last year, roughly 90% of Athletes had a CSEP on file by the end of the Fall term. Promise Plus provided incredible financial relief unseen in athletics, as around 25% (88 students) of AHC student-athletes typically incur non-resident tuition. Residency workshops took place to help students continue to receive the financial benefit of in-state tuition/free tuition once Promise Plus ends. The BARC program continues to issue progress surveys for early intervention purposes, coordinated by the Athletics Counselor.

General Counseling:

With the Covid-19 Pandemic, the counseling department did an excellent job of adjusting all services to be able to continue to assist not only our students but incoming high school students as well. With the start of Fall 2021, counseling resumed all in-person appointments while maintaining remote drop-in and appointment options.

All students are currently being served in all modalities (in-person, zoom, and phone) depending on the needs of the student. The department continues to have a data-driven focus to ensure the quality of counseling services for students and is informed and driven by SLOs and counseling practices. The Counseling Department's commitment to providing quality counseling services while meeting increased demand by students. The data reveals a total of 15,262 students served by counseling during Summer 2021 and Spring 2022 (3/15/22) of those 6,123 were served on "Drop-Ins" and 5,191 students were served on appointments all within General Counseling (SM and LVC, and Athletics). The numbers above do not include student contacts made via the Launch to College Events. To date, the department has served a total of 3,152 students with the Launch to College Events continuing into May. The Launch to College Events were done in multiple modalities to serve all students including in-person at Allan Hancock, in-person at the local area high schools (PVHS, RHS, Delta, etc.) as well as virtually via zoom and over the phone.

DegreeWorks:

One Counseling Faculty (Generalist) currently serves as, a designated “DegreeWorks-lead” and provides training workshops to all Counselors (FT and PT, from all areas/programs in the District) in the use of DegreeWorks. In addition to their Counseling duties, this DegreeWorks-lead has graciously continued to be available to troubleshoot the software and answer questions from all Counselors (via phone calls, emails, or during Counseling Meetings).

Men’s Support Group (MSG):

MSG was able to return to campus with a hybrid model of in-person and on zoom. Guest Speakers included Raul Aldama in Financial Aid, Mary Sherman in Basic Needs, as well as a two-part workshop series on Men’s Health by Henry Schroff and Herb Kandell. Topics of group meetings also included Forgiveness, Money Management, Health and Counselor Corner.

Early Alert:

In Fall 2021, The Early Alert program expanded to encompass progress checks for the following programs: EOPS, CAN, MESA, Athletics, and Puente. This allowed SuccessNet to become more visible on campus. As of March 2022, the Early Alert program is coordinated by one faculty member, and alerts that are not part of a “special program” are handled by this counselor and two retention specialists who schedule appointments with counselors as needed. Early Alert numbers as of early April 2022 are below:

	Fall 2021			Spring 2022*		
	Flags	Referrals	Kudos	Flags	Referrals	Kudos
# of Flags	2113	483	3023	672	104	713
	Sent	Submitted	%	Sent	Submitted	%
# of Surveys Submitted	682	296	0.43402	724	230	0.31768
# of faculty participated	298	125	0.41946	366	108	0.29508

These numbers have gone down in recent years. It is recommended that promotion of SuccessNet occur at a district level through incentives for faculty who participate, department participant incentives, and promotion of the program by Deans and other administrators. Also, many complaints regarding the faculty are due to

the fact special programs are not responding to early alerts in a timely manner, or at all. Again, a district-wide understanding of the program would alleviate this concern.

Title V

By providing intrusive counseling to courses with failure, withdrawal, and repetition rates, the embedded counseling program seeks to assist students in completing their degrees in a timelier manner by providing another layer of academic support and decreasing the rates listed. By increasing throughput in these classes, strives will be made towards accomplishing These goals. Service Faculty (Counselors) and Instructional only Faculty work collaboratively to offer holistic services to the students within these transfer levels and some gatekeeper courses. This allows for more peer-to-peer mentoring within the faculty which assists the student by helping them to develop a rapport with both their instructors and counselors, so they feel responsible for their success (or lack thereof) in the course and to these individuals.

With the assistance of the college's Institutional Effectiveness team, the grant steering committee was able to identify courses in Math, Science, and English that displayed disproportionate levels of achievement for Hispanic students who compared to other ethnic groups. With these courses identified, the group enlisted instructional faculty teaching these courses to make their students available during course time for embedded counselors to provide timely interventions at specific intervals throughout the semester. There were four courses in English 101, three courses in Biology 124, one course in Physics 161, three courses from Math 123, and one course in Math 141. The modalities of these courses varied from synchronous learning to Distance Learning.

The counselors work in collaboration with the instructions to identify students who may be struggling, meet with said students, and provide recommendations for personal and academic success. These meetings take place in each course, every three weeks beginning in week 2 of the semester and completing in week 13, just prior to the course's drop deadline. The hope is for these interventions to move the needle of success in a more positive direction for all students enrolled within the courses where the embedded counselors are placed.

III. Program Challenges

Please summarize your program challenges for the year.

Hancock Promise/ Launch to College

The District's commitment to implement the Hancock Promise added additional layers and responsibilities to the Counseling Faculty and Department Staff. Among requirements for eligibility, Promise students need to have abbreviated and comprehensive, Student Education Plans (SEPs) completed within the first year of enrollment. In order to assist students in meeting Promise Requirements, Counseling Faculty decided to implement more deliberate and targeted Launch to College events. These events used to bring up to 300 students from different high schools onto the Hancock campus however, with the COVID-19 pandemic the department shifted these to be virtual for the majority of 2020 and most of 2021. Zoom activities included but were not limited to the following: Creation of a "New Student" web page that housed all information needed for incoming students. Weekly Career Workshops and Virtual Drop-in hours for high school students were coordinated with high school counseling faculty. Weekly AHC information night sessions for both parents and students were facilitated by both counselors and outreach specialist.

The District still expects, and Counselors agree, that counseling and other student services be available to students throughout the day to ensure student success. Additional Counseling faculty will help meet mutual goals. Additionally, Counselors work closely with a small team of Outreach/Retention Specialists to not only provide outreach to local high schools but to follow up with high-school students to ensure the transition from high school to AHC is seamless. As a result of these outreach efforts, counselors are forced to leave campus and are unable to assist our current students during those hours. With the retirement of a General Counselor, the need for additional counselors is greater than ever especially because the retirement was a 198-day position that has not yet been replaced. Prioritizing this replacement can help lead efforts in these regards.

DegreeWorks/Digitized documents

With the implementation of DegreeWorks and electronic SEPs, the Counseling Department needs additional dedicated staff members to be hired for the daily scanning of documents that are generated (e.g., Course Waiver Substitution Forms, transfer-related Pass-Along forms), and also to input resulting course substitutions and waiver exceptions into DegreeWorks promptly so students have updated degree-audits reflective of all evaluations in real-time. Additionally, this new position is necessary to ensure that all paper documents are scanned and organized into Extender (within Banner) for access by Counseling and other staff across District locations. Presently, one front-office staff member has supported such efforts, in addition to other duties.

Need for additional Full-time Faculty/ Replacement of Retiree:

Full-time Faculty are expected to provide coverage an average of 250 days on 175-day contracts. The need to hire additional full-time Counseling Faculty is important. Providing “extra days” opportunities for current Full-Time Counseling Faculty to ensure coverage year-long would enable the District and Counselors to reach and meet mutual goals of providing adequate Counselor coverage that ensures quality personal and intrusive Counseling services available to students year-round, particularly during the summer months and throughout the year. Additional Counseling Faculty (FT and PT) and “extra days” for full-time faculty ensures the Department’s Mission is true, and it further ensures continuity of quality Counseling Services and best practices for student benefit year-round. This additional support would allow the Department to provide the quality comprehensive counseling services we strive to provide, and students expect, in an even greater capacity. The department also had a retirement in February of 2019, that has yet to be filled, we had the opportunity to start the process of hiring this replacement in March of 2020 however the process was stopped with the COVID-19 pandemic, and the department needs to be able to move forward, with this hire as soon as possible.

Athletics

Athletics: Summer preparation of incoming students has become a greater challenge over the past few years. Restrictions with athletic-specific counseling hours, FAFSA complications, and non-resident fraud concerns, all directly impact student-athletes that join Hancock outside the normal onboarding our local students experience. Further exploration of how to best serve and prepare students that join our campus in late July-August is needed. We also observed great challenges in course completion related to COVID return-to-campus protocols. Confusion related to athletics-required testing and on-campus class testing/flexible modality attendance expectations caused great stress that will hopefully be resolved as COVID concerns lessen. Additional support is needed in running the new BARC Center- student-worker/peer mentor support is being explored. Lastly, due to program and student scheduling conflicts, the BARC Captain’s Table did not consistently meet. Further exploration of how to restart this invaluable group of troubleshooting and enhancement collaborators.

Early Alert

While progress checks allow the program and its reporting software, SuccessNet, to become more visible on campus, some faculty have expressed concern with the timeliness of responses to the flags being raised. The practice of Early Alert within General Counseling is to contact the student within the first week of the flag being raised and then at least two more times within a two-week window. Once a successful and fruitful contact has been made, the instructors are notified of the interaction. If a successful contact is not made, the flag is closed within the two-week window and the instructor is notified that a student was unable to be reached. However, some of the other programs utilizing the program lack the structure to facilitate this timeline and this has led to instructors raising concerns or failing to use the program due to long wait times or inadequate descriptions of the interactions that have taken place with their referred

students. It is recommended that college leadership collaborate with the faculty in staff within these programs to decide best practices regarding a timely response to the flags thus invigorating participation from instructional faculty colleagues.

A recent pilot study for guided pathways and the use of Early Alert progress reports within the Industrial Technology group illuminates the amount of time and effort counseling faculty and outreach/retention specialists need to successfully accommodate the large number of flags generated from these surveys.

The numbers from Fall 2020 and Spring 2021 are somewhat consistent. Even though the Spring 2021 term is not yet complete, there are lower numbers of flags and faculty submissions. This could be for a variety of reasons. Embedded counseling in 12 courses where instructional faculty usually participate could cause for less flags to be raised given the intrusive nature of these programs.

Lower enrollment in the spring semester will yield less students available for flags to be raised. Students signing up for ERT are more knowledgeable of the process and may be faring better this term rather than the fall, or just less students enrolled.

Nonetheless, the numbers show there needs to be more engagement with instructional faculty departments and administration to push the need for larger levels of participation. That and more ownership of student support programs who utilize the program and a sense of urgency to respond to issues in the timely fashion.

	Fall 2020			Spring 2021		
	Flags	Referrals	Kudos	Flags	Referrals	Kudos
# of Flags	1322	372	1628	894	246	1984
	Sent	Submitted	%	Sent	Submitted	%
# of Surveys Submitted	727	399	54.8	704	366	51.9
# of faculty participated	302	165	54.6	303	157	51.8

Additional Support Staff

Counseling Faculty at both the Lompoc Valley Center and Santa Maria have expressed a need for additional, bilingual front-office staff and outreach support to assist in the delivery of services. Specific to the LVC, the relocation and lack of replacement, of many LVC administrative support personnel and the revised roles of Student Services Technicians has left several voids in the continued delivery of quality Student Services at the front-end (e.g., greeting and serving students as they come in), as has been previously accustomed by students, faculty and staff. Consequently, many coordination duties previously completed by front-office staff such as greeting visitors, and securing facilities for workshops and for events has fallen on the two-Counseling Faculty at the LVC. Accurate record-keeping, scheduling of student appointments, the ability to screen for student counseling needs, and provide relevant and up to date counseling information have all been impacted by the lack of administrative support. Currently, Counseling relies on student workers, who often are not adequately trained, and also two Admissions and Records staff, who also function as cashiers, and who are not well-versed/trained in all aspects of the Counseling Program's mission. The Counseling Department will continue to advocate to ensure students can receive the same quality services at every location. Additional, bilingual support staff is requested to be available at all campus locations.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

The Counseling Department offers 5-different types of workshops online and in-person. Counseling appointments are offered online (via zoom), over the phone, and in person. Students are able to sign-up for appointments and workshops online via our website as well as over the phone by calling our department or in-person. The counseling department also maintains a public email (counseling@hancockcollege.edu) where students can pose questions and up until the end of the spring of 2021 received answers from a counselor. Faculty have expressed concern that this email is now being answered by a Counseling Assistant, as many questions posed via email are better suited to be answered by a counseling faculty member. Counselors also use email to not only communicate with students but for follow-up services as well, the recent loss of time for answering student emails and returning phone calls is also a concern for Counseling Faculty as student email questions and follow-up have increased significantly since the start of the pandemic.

Service Locations:

With COVID-19, the counseling department was available to all locations online (via zoom) as well as over the phone. The Counseling department both at Santa Maria and Lompoc Valley Center continue to express the need for additional bilingual front office and outreach support to assist in the delivery of services.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

With COVID-19 all services were, remote therefore all services were equitable to all campus locations. Services continue to be offered remote and in-person at all locations.

V. Learning Outcomes

A. Program Outcomes

- Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2016.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

N/A

B. Student/Service Learning Outcomes

- Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2020.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

N/A

C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made.

N/A if no changes are needed.

N/A

VI. Assessment Data

A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

During the 2020-2021 Academic year, the Counseling Department assessed SLO#2: Students are able to navigate/access/identify online counseling resources (i.e., counseling website, online student orientation, DegreeWorks, etc.).

During this assessment cycle, the Counseling department decided to focus on just one important online resource, DegreeWorks. DegreeWorks is used by Counselors when working with students to develop their Student Educational Plan (SEP) and used as a tool to assist students to gauge their progress towards their academic goals. Results indicated that of those students who were surveyed, 96% indicated that they had successfully used DegreeWorks to access and view their plan after it was created during their counseling session.

When we compare 2020-2021 results to the 2018-2019 results, we noticed a large increase in the number of students who were able to access their plans through the DegreeWorks online counseling resource. During the 2018-2019 assessment cycle only 61% indicated that they had accessed their plan. This increase demonstrates that students have an increased understanding of accessing and using online resources. Once the pandemic hit, we switched to virtual appointments and both students and the AHC campus community were forced to rely more heavily on remote/online services and resources. In conclusion, students have become more aware of all online counseling resources, but particularly with DegreeWorks.

Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

During Counseling sessions, counselors explain or demonstrate to students how to access their SEPs using the DegreeWorks program. In general, Counselors do not print out paper copies of students' plans, but instead teach them how to access their plan using the DegreeWorks program. Other suggestions for improvement included: Workshops and Trainings on how to use DegreeWorks, embedding DegreeWorks information within Personal Development courses and looking into offering an easy to navigate DegreeWorks app.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

Assessment results are shared with the Counseling Department during Departmental meetings and SLO's retreats, which are held annually.

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

Each year as the Department reviews its SLO's assessment and outcomes, time is taken for reflection upon how we can use this data to improve our services and student learning. When possible, we implement changes for improvement.

Six-Year Plan (brief update of your current 6 year plan progress):

Our current 6 year assessment schedule goes from Fall 2017 to Spring 2023, and to date, we have assessed three of the four SLO's. We plan to assess the remaining SLO (#4) during the 2022-2023 Academic year.

VII. Internal/External Conditions

Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

With the COVID-19 global pandemic, the counseling department went completely remote offering appointments and student drop-ins completely online (via zoom) and over the phone. This allowed many students who were unable to come in to see a

counselor in person to better connect with us at times that were more convenient for them. For the 2021-2022-year students were offered appointments both in-person and remote, and students continued to make use of all modalities.

Counselors are on a 175-day contract which proves to be a challenge when we need coverage 250 days. Providing “extra-days” to Counselors is critical to ensure that there is adequate Counseling coverage all year, as well as to ensure that both (new) incoming and continuing students have the necessary Counseling support in the following areas: Student Educational Plan Development, Career Assessment, and Development, Transfer, Educational Planning Workshops, College Ready Workshops, Course Planning & Personal Counseling. A dedicated Outreach Division with its own support staff has been identified as needed in order to maintain a regular presence at all of our feeder high schools, to assist with AHC application process, completion of mandated Online Orientations, and ensure students have completed their FAFSA/DreamAct applications. These are all requirements needed for the Promise. The new 10-month contract has made summer counseling coverage a challenge, the department continues to recommend that they consider offering “additional contract days” or possible “exchange days”. The current plan to hire additional summer part-time counselors is of concern as adequate training is an issue and may hurt students in the long run.

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

Internal conditions that have influenced counseling faculty also include the shortening of Divisional Counseling Meeting and Counselor Training meetings to one hour a week and the loss of counting the hour as part of “service”. These meetings afford the Counseling Faculty opportunities to plan, train, discuss and develop discipline best practices, and share information gathered through the various liaisons between academic and student services faculty. The increased collegiality between Counseling Faculty and other Department staff has created opportunities for much-needed team-building and mutual professional growth. Because our schedules can often book up to one semester ahead, the loss of this dedicated time will in turn affect our ability to serve our students and community.

Facilities Issues: Space for Counselors continues to be an issue, we have outgrown our Department’s available office space. Lompoc Counseling offices lack much-needed privacy and a storage location.

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS
<p>"With all the demand of the creation of new programs and initiatives, the validation team recognizes the need to backfill the hours required to meet the student needs and district expectations."</p>	<p>Needs to be addressed.</p> <p>The creation of new programs and mandated initiatives has indeed created increased demands on Counseling Faculty and Department staff. The Validation Team recognized the need to backfill the counseling hours expended to respond to such initiatives (that often happened at the expense of being available to respond to daily demands of current-AHC students).</p> <p>Counseling faculty want to be involved in discussions pertaining to developing situated responses to new initiatives, however, faculty are also mindful of responding to counseling needs of AHC students.</p> <p>This is further exhausted by the retirement in 2019 and lack of replacement of the 198 day counseling position.</p> <p>The new 10-month contract further exasperates the summer coverage issues as many counselors chose to not work over the summer oftentimes because of the pay difference between instructional faculty and service faculty.</p>
<p>"A dedicated matriculation technician is needed to assist with high school course articulation and also assist with in-take of various types of appeals."</p>	<p>Needs to be addressed.</p>
<p>"Additional counseling support is needed for off-campus programs which include the Lompoc Valley Center, Santa Ynez Center, VAFB and the Lompoc Penitentiary to</p>	<p>Needs to be addressed.</p>

<p>support the growing population and to providing adequate and equitable services to ensure the delivery of comprehensive counseling services."</p>	
<p>"Validation Team recommends to increase the full-time faculty load to provide year-round counseling services. The current 175-day contract does not meet the need of the department or the institution."</p>	<p>Needs to be addressed, could be addressed by offering 20 additional counseling days to counseling faculty.</p> <p>The new 10-month contract further exasperates the summer coverage issues as many counselors chose to not work over the summer oftentimes because of the pay difference between instructional faculty and service faculty.</p>
<p>"The Validation Team recognizes the need to hire additional Counseling Department Staff when funding is available.</p> <ul style="list-style-type: none"> -Hire peer advisors to support counseling department -Hire dedicated document scanning staff member -Hire Veteran Success Center support staff member -Hire bilingual receptionist to support front office -Hire additional Student Success Outreach Retention Specialist -Hire additional full-time & part-time Counseling Faculty" 	<p>Recommendations need to be addressed, exceptions noted below:</p> <p>Still Needed:</p> <ul style="list-style-type: none"> • Hire peer advisors to support Counseling Department • Hire dedicated document scanning staff member. <i>(This position is required to support Student Services' move to digitizing all student files. Rationale was articulated above; a Counselor and front office staff help support this—in addition to their regular duties—but a dedicated staff member will enable this to become seamless.)</i> • Hire bilingual receptionist to support front office. <i>(We add that additional bilingual staff are hired to support front offices staff at all locations/centers).</i> • Hire additional full-time & part-time Counseling Faculty. <i>(In regard to a Full Time Counseling Faculty Position, it's important to recognize that the recent Faculty Prioritization Process prioritized a Counselor with a Promise focus, ranked third. If funding is</i>

	<p><i>available, we hope the District approves the Department move forward with hiring this prioritized faculty position.) In addition the 2019 retirement of (198 day) counseling position is yet to be replaced.</i></p> <p>Completed</p> <ul style="list-style-type: none"> • Hired two additional Student Success Outreach Retention Specialists.
<p>"Recommend the District support an Outreach Division to support college outreach efforts."</p>	<p>Needs to be addressed.</p> <p><i>Currently the District draws from Counseling Faculty and other Counseling Department staff to support outreach efforts. As this occurs, great voids are left within the Department to serve increased demand by AHC students. The District's desire that all PROMISE students have comprehensive student educational plans necessities that Counselors be available on campus to respond, as well as to best meet the needs of all students to ensure academic success, retention, completion, and transfer goals are met in a timely manner.</i></p>
<p>"The Validation Team recommends the part-time faculty to all be evaluated for consistency and continued growth and development of the employees."</p>	<p>Completed Fall of 2018 and Spring 2019, continued evaluation and training, is strongly recommended.</p>
<p>"The Validation Team recommends providing every counseling office with printers and scanners to support digital files and support efficiency when printing items for students during the counseling process."</p>	<p>Scanners and printers were purchased as a result of the pandemic in June of 2020.</p>
<p>"The Validation Team recommends collecting a larger survey sample size targeting disadvantaged populations."</p>	<p><i>The Counseling Department will continue to collaborate actively with the Office of Institutional Research to develop</i></p>

<p>The team also recommends additional resources be used to target the disadvantaged populations to help get the completion rates raised for this population campus wide."</p>	<p><i>appropriate and effective research instruments and engage in meaningful data analysis. Moreover, the Counseling Department Faculty will continue to work closely with its Department SLO Liaisons and LOAC representatives during SLO evaluations, Comprehensive Program Review and Annual Update process. We have identified the need to be more intentional will opportunities for broader department involvement in the discussion of SLOs by continuing to have retreats and standing agenda items during Department meetings.</i></p>
<p>"Staff will be able to attend needed trainings for continuous learning and updates in the area of Student Success."</p>	<p><i>Staff are encouraged to attend trainings as their schedule permits. The Department is grateful for these opportunities and would like to encourage the District to continue to support in regard.</i></p> <p><i>With recent loss of department wide divisional meetings, these trainings and collaborations are no longer available.</i></p>

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale

MODIFIED Recommendations to Plan of Action	Rationale

IX. Request for Resources

Type	Item and Need	Justification	<u>Strategic Goal and Educational Master Plan Alignment</u>	Est. Cost	Requested Previously
Facility Needs	Create a Dream Center within Building A.	Retention and success of students at-risk/at-Promise; total number of students served will increase	Student Equity Plan; Facilities Plan Education Education Master Plan	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	With the relocation of Counseling from Building 2 back into Building 1 at the LVC, office space and location of offices need to be revisited, so that counseling offices offer more privacy	Improved delivery of counseling services at the LVC; assures FERPA is upheld and that interruptions are limited during counseling sessions.	Strategic Plan: Goal SLS 2 IR1 3SP Plan Student Equity Plan: Goals A & D	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>

	for students. In addition, LVC Counseling Faculty have also identified the need for additional storage space for outreach materials and supplies.		Educational Master Plan: Areas for innovation and/or change and staffing needs		
	Need for dedicated, additional Counseling Office Spaces in the Santa Maria Counseling Department	Improved delivery of Counseling Services at the SM Counseling Department ensures privacy and also affords PT faculty the ability to keep their supplies and office materials in one place without having to move each visit. Additional space also affords PT-PD instructors the opportunity to meet with students during office hours.	Strategic Plan: Goal SLS 2 IR1 3SP Plan Student Equity Plan: Goals A & D Educational Master Plan: Areas for innovation and/or change and staffing needs	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
Technology Needs	Continued, implementation of Starfish Early Alert Program and Success Net scheduling system	Higher course completion rates improved instructional and service faculty collaboration toward student success; increase certificate/degree completion	Integrated Plan Dept. SLOs	Allocate resources for faculty coordination and expected software and	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/>

				hardware updates	
	District should consider moving toward having all possible processes be available online (e.g. Appeals)	Internal report generation for SLOs	1- Innovative in a digital age Goal 4- Technological Resources 3SP Plan	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	“zoom ready” classroom and workshop space	Allow department to offer workshops via zoom.	SLS1, SLS2, SLS3, SLS4, SLS7	TBD	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/>
Staffing Needs	Offer Full-Time Counselors an additional 20 days a year.	Provide better coverage year- round particularly during the summer months and throughout the year. This would allow the department to adequately plan for the entire year rather than waiting for the last minute to do so during the summer months when coverage is always an issue.	Strategic Plan: Goal SLS 2 IR1 3SP Plan; Student Equity Plan: Goals A & D Educational Master Plan: Areas for innovation and/or change and staffing needs	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	Expand Leadership course offerings within the district	At the end of the course student will be able to achieve SLO as outlined in the COR;	Strategic Plan: Goal SLS1-8;	Identify classroom space	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>

		Creates opportunities for student involvement from the extended campus	Educational Master Plan: Student Success & Student Services Initiative 2, 3; LDER 111 & 112 COR SLOs	TBD	
	Hire peer advisors to support Department's continued growth in programs and services.	Peer advisors will support the Counseling Department's goals of serving students. Students served will increase	3SP Student Equity Plan Educational Master Plan: Areas for innovation and/or change and staffing needs	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	Hire additional Counseling Faculty (FT and PT);	Provide better counselor coverage year- round, particularly during the summer months and throughout the year. Additional Counseling Faculty ensures the Department's Mission, and, further, it ensures continuity of Counseling Services to students year-round.	All Plans	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>

		To bridge the disparity demonstrated in the recommended counselor to student ratio in order to deliver increased capacity and quality comprehensive counseling services we strive to provide.			
	Hire Replacement of 2019, retirement in General Counseling	<p>The district has a commitment to hire retirement positions unless the department agrees that it is not needed, the department feels strongly that the position is vital to the department.</p> <p>The retirement was a 198 day faculty counselor which means General Counseling is now short 198 days. Most of the promise efforts including outreach, and Launch to College Events, fall on General Counseling</p> <p>Additional Counseling Faculty ensures the Department’s Mission, and, further, it ensures continuity of Counseling Services to students year-round.</p> <p>To bridge the disparity demonstrated in the recommended counselor to student ratio in order to deliver increased capacity and quality comprehensive counseling services we strive to provide.</p>	All Plans	TBD	

	Hire additional Student Success Outreach Retention Specialists	<p>Student Success Outreach Retention Specialists ensures the Department's Mission, and, further, it ensures continuity of Counseling Services to students year-round.</p> <p>Department currently has 4 however they are spread over 9 different high schools, and are also involved in concurrent enrollment which takes up a lot of their time.</p>	All Plans	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	Hire Dedicated Staff member to support scanning of documents;	Seamless integration into Banner, DegreeWorks for real-time student access; improved accuracy and MIS reporting, and	<p>Strategic Plan Goals SLS 2 & 3; SLS</p> <p>Technology Master Plan: Goal</p>	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	Hire a dedicated staff member to input degree exceptions into DegreeWorks.	DegreeWorks audits will be accurate with regard to external coursework evaluated toward degree progress; certificate and degree completion will increase	<p>Strategic Plan Goals SLS 2 & 3; SLS</p> <p>Technology Master Plan: Goal 1- Innovative in a digital age and Goal 4-</p>	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>

			Technological Resources 3SP Plan		
	Counseling Dept. Recommends the District Hire Dedicated Outreach personnel to support and coordinate all Outreach Efforts in a separate Outreach Office;	Better integration of outreach efforts across campus programs and services; increase in students attending AHC; Improved enrollment; would enable Counselor and other department staff to focus on AHC students (presently, faculty and staff are pulled from campus to support outreach)	Outreach Plan; Enrollment Management Plan, Student Equity Plan	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	Hire Student Success and Support (3SP) Technical Specialist	Help manage and maintain the software. This program will be used by the entire campus, not just student services. Usage will be similar to Canvas in that all faculty can set up and schedule appointments with their students, take attendance (in class and of appointments), take notes, refer students to tutorial services and centers, and much more. Given the scope of the program, having a dedicated support position would greatly enhance the usage and user experience.	Strategic Plan Goals SLS 2 & 3; SLS Technology Master Plan: Goal 1- Innovative in a digital age and Goal 4- Technological Resources 3SP Plan	TBD	

					<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
Equipment (non-technology)					<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
Other Resources	Develop proposals for extra assignments to continue faculty working teams (e.g., AB-705, Men's Support Group, Technology, Transfer backfill, Guided Pathways etc.)	The informed, grounded input from Counseling Faculty is required for these efforts and such input will ensure implantation and success as tied to Dept. Goals and meeting outcomes of 3SP and Student Equity Plans, as well as Dept. SLOs	Strategic Plan: Goal SLS 2 IR1 3SP Student Equity Plan: Goals A & D Educational Master Plan: Areas for innovation and/or change and staffing needs Technology Master Plan: Goal 1 – Innovative in a digital age Goal 4 – Technological resources	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	Explore the idea of implementing a Counseling	As stated in Criteria Section 7: an advisory committee with appropriate representation and established	3SP Plan;	TBD	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>

	Advisory Committee, per Criteria section D	meeting times would support the development of programs and services.	Student Equity Plan Educational Master Plan		
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