

Annual Program Review 2010-2011 Student Service Programs

Division/Service Area: STUDENT SERVICES Academic Counseling

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.				
Signature of Manager	Signature of Dean	Date Submitted to Program Review Committee		

Describe the relationship of your program to the college's **Mission Statement**:

The Academic Counseling program is designed to assist students in planning, selecting, and achieving educational and career goals. The primary purpose of the counseling service is to enhance student success. The professional counseling staff provide a number of services to students to aid in their retention at the college and to help with overall college planning needs. The functions and services provided include:

The exploration of career, educational, and personal goals.

Counseling and advising to assist students define and clarify decisions related to program completion and transfer.

The development of a detailed Student Educational Plan tailored to the specific academic goals of each student.

The selection of courses appropriate for the student's skills levels and goals.

Orientation workshops and programs to assist new students as they enter the college.

Student Development courses including but not limited to orientation to college, freshman seminar, major exploration, and study skills.

Academic and career assessment and interpretation to help students identify skills, interests and values.

Special services for students on academic and progress probation.

Presentations to classes in the basic skills curriculum.

Assist students with situational stress and personal concerns.

Counseling services offered to students by caseload method.

Outreach and recruitment to local area high schools and community agencies.

Student club sponsorship.

Development and implementation of grant and other special projects including activities related to vocational/technical programs.

Liaison with instructional divisions.

The above mentioned functions and services are directly related to the statement of core values in which Glendale Community College is committed to "providing an extensive array of students

services and learning tools...to assist students in all aspects of their college experience." Additionally, Academic Counseling Services help to "provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals."

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

				STAFFI	NG		
Program:	Acad.	Service			Hourly	Other	
Service/Function	Year	Contacts	FTEF	Classified	Classified	FTE	
Individual Counseling	09-10	6,462					
Appointments	08-09	7,782	6.8	3.0	.50		
	07-08	7,511					
Drop-in Advisement	09-10	31,312					
	08-09	30,592					
	07-08	26,670					
Orientation Services, (all	09-10	5012					
students enrolled)	08-09	3206					
	07-08	3702					
Orientation Services, (new	09-10	2905					
students)	08-09	2579					
	07-08	3244					
Completed Student	09-10	4000					
Educational Plans (SEP)	08-09	4318					
	07-08	4974					
Elementary Algebra	09-10	242					
Project	08-09	311					
	07-08	296					
Nursing workshops	09-10	868					
	08-09	924					
	07-08	793					
New Student Advising	09-10	944					
Groups (summer)	08-09	469					
Counseling Services for	09-10	3,349					
students on probation	08-09	3,502					
	07-08	3,013					

1.1. Describe how these trends affect students and/or your program:

Data analysis reveal two important trends in student services: a shift from the planned individual counseling appointment to an ad-hoc drop-in advisement contact due mainly to reduced staffing, and an increase in student use of the self-serve delivery mode of certain matriculation services (e.g. online orientation). Additionally, during the winter session/ summer peak registration period, the college was closed Fridays. This reduced the amount of available time for students to seek counseling services.

1.2. Is there any other relevant information that affects the evaluation of your program?

Another trend which should be noted; beginning approximately two years ago is that students entering the college have presented far more complicated academic planning issues due to the economic downturn and massive job loss. These include the analysis and evaluation of multiple transcripts, unclear academic goals, lack of career decision making skills, reverse transfer, as well as, situational stress and personal concerns.

2.0. Student Service Learning Outcomes

For each program within the division, provide the following information.

Program: Service/Function	SAOs Written	Assessment Tool Written	Assessment Completed	Assessment Data Analyzed	Data Used For Improvement or Planning	Number of Cycles Completed
Academic Counseling: individual appointments & SEP's	X	X	*	X	*	One
New student advising groups	Х	Х	Х	Х	In process	One

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

The results from the assessment and feedback provided by students has led to improved intake in the counseling sessions, heightened awareness of how important it is to have students come in to develop SEP's, and led to a better understanding of what is important to students in their educational planning.

2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes. The assessment data confirm how important it is for students to have access to individual counseling sessions. Student feedback tallied from the assessment surveys support the idea that counseling appointments are essential to their educational, personal, and career development. In recent years, there have been insufficient appointment time slots to meet these needs. We are increasingly seeing many students receiving all of their counseling and advisement on a drop-in basis. This type of advisement is intended to answer quick questions only. This summer, 50 to 55 students were waiting at any given time to see a counselor. Due primarily to insufficient staffing, we had to forgo individual appointments and provide drop-in counseling in order to meet students' minimum advising needs during a critical pre-registration period.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

- 3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)
 - 1. An updated Matriculation Outcomes Study was performed in 2008. Additionally, the study included a measure to control for "self-selection" to improve the accuracy of the results.
 - 2. Plan Academic Information meetings to improve the knowledge of the counseling faculty.
 - 3. Increase the number of Student Educational Plans for students who have completed 15 + units.
 - 4. Replace counseling staffing shortages due to a combination of reassignment, reduced workload leaves due to pre-retirement, sabbatical leaves, released time etc.
 - 5. Implement and train staff in the use of the PeopleSoft Student System including the features of the Advising module. (implementation of degree audit software to free-up counseling time for more direct student contact.)
 - 6. Continue to develop the Counselor Internship Program and seek funding to provide hourly pay for graduate interns.
 - 7. Continued expansion of the Orientation Program to include student development classes, student advising groups and the on-line orientation modality.

8.

3.2. What measurable outcomes were achieved due to the actions completed?

Items 1, 2, and 3 have measureable outcomes which have been reported in the actual outcomes study, numbers of student educational plans are recorded in the tracking system for MIS reporting and a schedule of Academic Information meetings have been conducted.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

The matriculation outcomes study shows improved course completion, higher G.P.A.'s, a higher rate of persistence etc. for students.

3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

Most improvements which we would like to make are contingent on the return of some of the 52% reduction in the categorical funding for Matriculation. Services have already been modified and streamlined and any other improvements will need a return to base funding.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action Implement the e- edplan in peoplesoft and the degree audit in the Advising Module	Related EMP/SS SMP Goals and SAOs	How action will improve student success and/or service functions It will make educational plans more accessible to students and aid more directly in their registration for classes based on what is in the edplan.	Resource Needs IT support to complete the e-edplan and implement the Advising Module, specifically the degree audit system.
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Division/ Service Area

Acad. Counseling S: SS-1

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The Educational Master Plan or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

This request addresses **planning Goal 1**, Student Awareness, Access, Persistence, and Success. While this request addresses all three sub-points under Goal 1, it specifically meets **Goal 1.3** "Persistence and Success. Increase student persistence and success in completion of their educational goals."

Additionally, this request address **Goal 3.2** by increasing the development and use of Student Educational Plans; and **Goals 3.2** and **3.3** by providing professional staff to implement programs which interface with Instruction such as the Elementary Algebra Project in which counseling faculty and instructional faculty deliver services to students enrolled in Math 145, Math 141 and Math 119 classes to improve retention and success in the class. Other projects include the pairing of Student Development classes with English and ESL classes.

Counseling and advising services directly relate to Goal 3.4 by assisting students to "move through the curriculum" by having a plan and guidance.

SLO's initially developed for Academic Counseling are as follows:

- 1. "Students attending counseling sessions will have increased knowledge of what courses to enroll in to match their educational goals.
- 2. "Students will understand the results of the assessment tests, general education requirements. And how to read the class schedule and register for classes."

Core Competencies:

4) Critical Thinking, 6) Personal Responsibility, 7) Application of Knowledge

5.2. What measurable outcome will result from filling this resource request?

Matriculation Outcomes studies which have measured the effectiveness of student retention, persistence and success demonstrate that students receiving counseling, student educational plans (SEP), orientation, particularly completion of Student Development classes, and assessment attain higher GPA's, complete more units, have higher success rates, complete Associate degrees in greater numbers, and persist to the next semester. These are all measurable outcomes which support this request.

5.3. Describe the resource request in detail.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc. *Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	56,557 (depends on placement on salary schedule)	Full-time tenure track counseling position	These positions requested were vacated due to retirement. SSHAC form has full justification and is attached to this form.	01
Total	45,557			

Division/ Service Area

Acad. Counseling S: SS-2

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The Educational Master Plan or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

This request addresses **planning Goal 1**, Student Awareness, Access, Persistence, and Success. While this request addresses all three sub-points under Goal 1, it specifically meets **Goal 1.3** "Persistence and Success. Increase student persistence and success in completion of their educational goals."

Additionally, this request address **Goal 3.2** by increasing the development and use of Student Educational Plans; and **Goals 3.2** and **3.3** by providing professional staff to implement programs which interface with Instruction such as the Elementary Algebra Project in which counseling faculty and instructional faculty deliver services to students enrolled in Math 145, Math 141 and Math 119 classes to improve retention and success in the class. Other projects include the pairing of Student Development classes with English and ESL classes.

Counseling and advising services directly relate to Goal 3.4 by assisting students to "move through the curriculum" by having a plan and guidance.

SLO's initially developed for Academic Counseling are as follows:

- 3. "Students attending counseling sessions will have increased knowledge of what courses to enroll in to match their educational goals.
- 4. "Students will understand the results of the assessment tests, general education requirements. And how to read the class schedule and register for classes."

Core Competencies:

4) Critical Thinking, 6) Personal Responsibility, 7) Application of Knowledge

5.2. What measurable outcome will result from filling this resource request?

Matriculation Outcomes studies which have measured the effectiveness of student retention, persistence and success demonstrate that students receiving counseling, student educational plans (SEP), orientation, particularly completion of Student Development classes, and assessment attain higher GPA's, complete more units, have higher success rates, complete Associate degrees in greater numbers, and persist to the next semester. These are all measurable outcomes which support this request.

5.3. Describe the resource request in detail.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc. *Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	49,092	2. Administrative Confidential III	This administrative confidential position was vacated due to retirement. The Student Services Unit is a large unit comprised of 6 programs: Student Employment, Academic Counseling, Career & Adult Reentry Center, Matriculation, Transfer Center, & International Students. This position serves all of these programs and supports the work of the Dean. This position is essential in doing the work required of the personnel in this unit which has classified staff, faculty, and, hourly and management personnel.	01
Total	49,092			

Division/ Service Area

Acad. Counseling S: SS-3
Carpet Replacement

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The Educational Master Plan or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

This request addresses **planning Goal 1**, Student Awareness, Access, Persistence, and Success. While this request addresses all three sub-points under Goal 1, it specifically meets **Goal 1.3** "Persistence and Success. Increase student persistence and success in completion of their educational goals."

Additionally, this request address **Goal 3.2** by increasing the development and use of Student Educational Plans; and **Goals 3.2** and **3.3** by providing professional staff to implement programs which interface with Instruction such as the Elementary Algebra Project in which counseling faculty and instructional faculty deliver services to students enrolled in Math 145, Math 141 and Math 119 classes to improve retention and success in the class. Other projects include the pairing of Student Development classes with English and ESL classes.

Counseling and advising services directly relate to Goal 3.4 by assisting students to "move through the curriculum" by having a plan and guidance.

SLO's initially developed for Academic Counseling are as follows:

- 5. "Students attending counseling sessions will have increased knowledge of what courses to enroll in to match their educational goals.
- 6. "Students will understand the results of the assessment tests, general education requirements. And how to read the class schedule and register for classes."

Core Competencies:

4) Critical Thinking, 6) Personal Responsibility, 7) Application of Knowledge

5.2. What measurable outcome will result from filling this resource request?

Matriculation Outcomes studies which have measured the effectiveness of student retention, persistence and success demonstrate that students receiving counseling, student educational plans (SEP), orientation, particularly completion of Student Development classes, and assessment attain higher GPA's, complete more units, have higher success rates, complete Associate degrees in greater numbers, and persist to the next semester. These are all measurable outcomes which support this request.

5.3. Describe the resource request in detail.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc. *Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Facilities	unknown	Carpet replacement	Academic Counseling is a high traffic area and the carpet is worn and hard to keep clean. The carpet in the counselors offices has never been replaced or cleaned.	01
Total				

Division/ **Service Area** Acad. Counseling S: SS-4 **General Supplies**

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The Educational Master Plan or other related plan goal.
- The Core Competencies (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

This request addresses planning Goal 1, Student Awareness, Access, Persistence, and Success. While this request addresses all three sub-points under Goal 1, it specifically meets Goal 1.3 "Persistence and Success. Increase student persistence and success in completion of their educational goals."

Additionally, this request address Goal 3.2 by increasing the development and use of Student Educational Plans: and Goals 3.2 and 3.3 by providing professional staff to implement programs which interface with Instruction such as the Elementary Algebra Project in which counseling faculty and instructional faculty deliver services to students enrolled in Math 145, Math 141 and Math 119 classes to improve retention and success in the class. Other projects include the pairing of Student Development classes with English and ESL classes.

Counseling and advising services directly relate to Goal 3.4 by assisting students to "move through the curriculum" by having a plan and guidance.

SLO's initially developed for Academic Counseling are as follows:

- 7. "Students attending counseling sessions will have increased knowledge of what courses to enroll in to match their educational goals.
- 8. "Students will understand the results of the assessment tests, general education requirements. And how to read the class schedule and register for classes."

Core Competencies:

4) Critical Thinking, 6) Personal Responsibility, 7) Application of Knowledge

5.2. What measurable outcome will result from filling this resource request?

Matriculation Outcomes studies which have measured the effectiveness of student retention, persistence and success demonstrate that students receiving counseling, student educational plans (SEP), orientation, particularly completion of Student Development classes, and assessment attain higher GPA's, complete more units, have higher success rates, complete Associate degrees in greater numbers, and persist to the next semester. These are all measurable outcomes which support this request.

5.3. Describe the resource request in detail.

The resource request is asking to fill vacancies due to retirements, i.e. a full time counseling position and a full time administrative confidential position. The justification is indicated in the chart below. Additionally, funding to support the maintenance of SARS. Grid and track is needed to support 8 unique programs. Previously funding was provided with matriculation categorical funds, however, this funding was cut 52% last year and will not sustain the fees for the maintenance of

this software. Additionally, support for basic supplies is requested as most of these are used directly for students. Costs have gone up and this budget line item has sustained numerous cuts which have never been restored.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc. *Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Supplies	2,000	General supplies	Academic Counseling serves the entire student body. This budget has been cut many times in recent years and the monies have never been restored. Costs and enrollment keep going up.	<mark>01</mark>
Total	2,000			

Division/ Service Area

Acad. Counseling S: SS-5 SARS Maintenance

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The Educational Master Plan or other related plan goal.
- The Core Competencies (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

This request addresses **planning Goal 1**, Student Awareness, Access, Persistence, and Success. While this request addresses all three sub-points under Goal 1, it specifically meets **Goal 1.3** "Persistence and Success. Increase student persistence and success in completion of their educational goals."

Additionally, this request address **Goal 3.2** by increasing the development and use of Student Educational Plans; and **Goals 3.2** and **3.3** by providing professional staff to implement programs which interface with Instruction such as the Elementary Algebra Project in which counseling faculty and instructional faculty deliver services to students enrolled in Math 145, Math 141 and Math 119 classes to improve retention and success in the class. Other projects include the pairing of Student Development classes with English and ESL classes.

Counseling and advising services directly relate to Goal 3.4 by assisting students to "move through the curriculum" by having a plan and guidance.

SLO's initially developed for Academic Counseling are as follows:

- 9. "Students attending counseling sessions will have increased knowledge of what courses to enroll in to match their educational goals.
- 10. "Students will understand the results of the assessment tests, general education requirements. And how to read the class schedule and register for classes."

Core Competencies:

4) Critical Thinking, 6) Personal Responsibility, 7) Application of Knowledge

5.2. What measurable outcome will result from filling this resource request?

Matriculation Outcomes studies which have measured the effectiveness of student retention, persistence and success demonstrate that students receiving counseling, student educational plans (SEP), orientation, particularly completion of Student Development classes, and assessment attain higher GPA's, complete more units, have higher success rates, complete Associate degrees in greater numbers, and persist to the next semester. These are all measurable outcomes which support this request.

5.3. Describe the resource request in detail.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc. *Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Software	6,300	Maintenance contract for SARS. Grid & Track Programs	This software is used by the Learning Center, DSPS, EOPS, Academic Counseling, Transfer Center, Career Center, Garfield Campus Center, and International Student programs. Data generated is used for MIS reporting and tracking.	01 and 03 if restored
Total	6,300			