



Annual Program Review 2012-2013 ADMINISTRATIVE PROGRAMS

ACADEMIC COUNSELING

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

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1.0. Trend Analysis

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

SERVICE / FUNCTION	Academic Year	Service Contacts	Other
Individual Counseling Appointments	2011-2012	6,552	
	2010-2011	7,314	
	2009-2010	6,462	
	2008-2009	7,782	
Drop-in Advisement	2011-2012	20,607	
	2010-2011	25,707	
	2009-2010	31,312	
	2008-2009	26,670	
Orientation Services (SD classes, online orientation)	2011-2012	2,646	
	2010-2011	4,178	
	2009-2010	5,012	
	2008-2009	3,206	
Completed Student Educational Plan	2011-2012	8,360	
	2010-2011	3,965	
	2009-2010	4,000	
	2008-2009	4,318	
Elementary Algebra Project	2011-2012	77	
	2010-2011	193	
	2009-2010	242	
	2008-2009	311	
Nursing Workshops	2011-2012	280	
	2010-2011	326	
	2009-2010	868	
	2008-2009	924	
New Student Advising Groups (summer)	2011-2012	105	
	2010-2011	594	

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008					
2008-2009	9.5	1.0	3.0	.50	
2009-2010	6.8	1.0	3.0	.50	
2010-2011	6.5	1.0	3.0	.50	35
2011-2012	6.9	1.0	3.0	.50	15

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

There is some decline in the numbers of students served by appointment and drop-in from last year to this year. This trend can be related to cuts to the counseling hourly budget which reduces the number of hours counselors are available to students and the reduction of full-time counselors. Currently there are three full-time counselor vacancies due to retirement. These positions have not been replaced and the back-fill dollars are insufficient to replace the needed hours to keep pace. Additionally, another full-time counselor has been reassigned to a grant for 50% assignment and to articulation for 50%. Thus leaving a reduction in four full-time counseling positions. Note that counselors in other Student Service programs provide drop-in counseling services and those hours contribute to the numbers of students served by Academic Counseling.

The other notable trend in the numbers is the increase in the number of Student Educational Plans. Some of the increase in numbers could be due to better tracking, however, much of this is due to the electronic SEP in PeopleSoft.

1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

Other quantitative information affecting the evaluation of this program can be found in the Matriculation Outcomes Study. This study is run about every three years. The most recent study was completed in September, 2012. In the most recent study 6,918 students were tracked. The following outcomes measures were compared for students receiving orientation, assessment and a student educational plan (SEP) ;cumulative GSP, cumulative units completed, overall course success rate & course retention, terms enrolled, next-semester & next-year persistence, completion of transfer English and math. The results show that for students receiving the matriculation services listed above they performed better on all measures including persistence, retention and GPA.

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	Yes, 100%	Yes, 100%	Yes
2011-2012	Yes, 100%	No, 0%	Not Applicable
% Change	No Change	Not Applicable	Not Applicable
Trend			

2.1. Please comment on the percentages above.

A number of technical difficulties were encountered last year which prevented timely administration of the survey to students who had counseling appointments. The SARS appointment system server failed to work, data was lost as a result and ultimately a new server had to be installed. Additionally, continuing problems with the PeopleSoft system contributed to this problem. Assessments are currently being sent to students via email who were served this summer in the New Student Advising sessions and we hope to have results to evaluate soon.

2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

One can see excellent results from the counseling services by reviewing the results from the Matriculation Outcomes study. Responses from students on counseling evaluation forms and prior assessments provide helpful information to improve and modify services. We modified our summer services for new students this summer based on feedback we received and ran a pilot program which served over 1,500 new students. This new format is one we are going to repeat as it has proven to be very effective.

2.3 What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
X	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
	New degree or certificate development
	Best Practices Workshops
	Discussions regarding best practices or improved processes
X	Conference Attendance geared towards maintaining or improving student success
	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

Activities and discussions to improve services have taken place in weekly staff meetings and a staff retreat last March.

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths

List the current strengths of your program

1. Implementation of the electronic student educational plan and the degree audit system in PeopleSoft.
2. Knowledge and skill level of staff.
3. Reassignment of Articulation function to counseling.

3.2 Weaknesses

List the current weaknesses of your program

- 1 Inability to fill vacant classified and faculty positions.
2. Periodic technological issues with software.
- 3.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Fill vacant faculty positions	Additional hours to serve student advising needs	EMP goal 3
Planning to implement recommendations in the Student Success Task Force report	Additional tracking of services to students, refinement of software programs, and modified services to meet requirements when new Title V regulations become effective.	Matriculation Plan, EMP Goal 3

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2012 PROGRAM REVIEW**Section 4: SSHAC REQUEST****STUDENT SERVICES**

Four FTF Counselors:
Academic Counseling
Career Center
International Students
Transfer Center

S:AC-1

If this is a repeat request, please list the year(s) requested: ____x____

4.1 Please provide data on Student Services faculty hires during the past three years, which will include the full-time percentage of each new hire.

- a) Current # of full-time equivalent, permanent faculty assigned to the Academic Counseling, Transfer Center and Career Center programs: AC, 4.7 FTE; TC, 1.5 FTE; CC, 1.75 FTE for a total of 7.95 FTE counselors
- b) Current # of full-time equivalent, adjunct faculty assigned to the AC, TC and CC programs: AC, 1.97 FTE; TC, .85 FTE, CC, .42 FTE for a total of 3.24 FTE
- c) # of full-time equivalent, permanent faculty assigned to the program in **Fall 2008**: AC, 8.25 FTE; TC, 2.0 FTE; CC, 2.5 FTE for a total of 12.75 FTE
- d) # of full-time equivalent, adjunct faculty assigned to the program in **Fall 2008**: AC, 1.8 FTE; TC 0 FTE; CC, .5 FTE for a total of 2.3 FTE
- e) These positions are being requested because Four full-time counseling faculty retired over the last three years leaving a void in our ability to deliver vital counseling services to the student population. Two Academic Counselors have retired. One of these positions was assigned to the Allied Health Division which is a specialized assignment and requires a full time counselor to meet the needs of the Allied Health Division. One position was assigned full-time to the Career Center and this position also coordinated the activities of the center. The fourth counseling faculty position was assigned to the International Student Program. Note that the need for a counselor in this area was so vital that a counselor from the Academic Counseling program was reassigned to provide the services, leaving another vacancy in Academic Counseling.

- f) Does this position contribute to program expansion? Y____ N__X__
 If yes, please explain:

4.2 Status of faculty with reduced or released time assignments (not included in 4.1)

Faculty Name	Release Time Position	% RT	Term of assignment
Jeanette Stirdivant	Division Chair	55	5 years
Sandy Lee	FMLA	25	1 year
Richard Cortes	Articulation, STEM Grant	100	5 years

4.3 How does this assignment relate to the college's mission statement?

The counseling programs are designed to assist students in planning, selecting, and achieving their educational and career goals. The primary purpose of all three programs is to enhance student success, assist students in processing and understanding complex information, assisting students in defining and clarifying decisions related to major and career choice, transfer, assist students in clarifying decisions related to program completion and to develop detailed Student Educational Plans. Counselors assist students with situational stress which interferes with the educational process and matters related to financial aid.

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

This request addresses planning Goals 1, Student Awareness, Access, Persistence, and Success. It also addresses Goal 3.2 and 3.3 by increasing the development and use of Student Educational Plans.

4.5 Describe how this position enhances student success including matriculation outcomes, if applicable.

Three Matriculation Outcomes studies demonstrate the effectiveness of counseling services in helping students to achieve educational goals and persist in school. One of the primary goals of the Matriculation Outcomes studies was to compare student persistence and retention among students receiving Student Educational Plans (SEP) with students not receiving these services. The studies demonstrated conclusively that students receiving orientation, counseling services with an SEP were more successful in all measures of persistence and retention. These studies can be provided for further verification.

4.6 Are there anticipated negative impacts for not hiring this position? If so, please explain.

The most significant impact for not approving these positions is that students needing counseling will not be served or will have a long wait for an appointment or will not receive counseling services when needed. If one reviews the data provided in the program review for each of the three programs, it can be noted that the number of student appointments has dropped each year demonstrating that less students are being served. For example, Academic Counseling had over 31,000 student contacts for drop-in services in 09-10 and in 11-12 there were 20,000 contacts. The same trend can be seen for appointments. In 10-11, 7,314 students were seen by appointment and in 11-12 the number dropped to 6,552. The same trend can be seen in both the Transfer Center and the Career Center. The Transfer Center dropped from 840 appointments to 579 and the Career Center dropped from 1,628 to 1,102. The impact on students can be extrapolated from these numbers. It is essential that these positions be filled to enable Student Services to meet the mandates of the Student Success Act of 2012. The mandates include having an SEP completed within a specified time frame for all students, having students declare an academic or career goal and a specific course of study within a specified period, monitoring of student progress toward their educational goal, and mandated orientation to name a few.

4.7 Are there any other special concerns not previously identified? If so, please explain.

The Research and Planning Group released findings of a study this January which identified the six key factors to student success, these factors indicate that it is important for students to 1. Have a goal and know how to achieve it, 2. Stay focused and on track, 3. Feel like someone wants to help them succeed, 4. Actively participate in class and extra-curricular activities, 5. Feel like they are part of the college community, and 6. To have their skills, abilities recognized and have opportunities to contribute on campus. Typically counselors deliver interventions and services which help students achieve the factors identified above. This provides further evidence and support for filling these vacancies. As the community college system places increased emphasis on student success and program completion, it is imperative that we have the staff to deliver these critical services.

2012 PROGRAM REVIEW**ACADEMIC COUNSELING****S: AC-2*****Administrative Confidential III*****Section 4
Resource Request****Mark Type of Request:**

☐	Facilities / Maintenance	☐	Computer Hardware for Student Use
☐	Classroom Upgrade	☐	Computer Hardware for Faculty Use
☐	Instructional Equipment	☐	Software/Licenses/Maintenance Agreements
☐	Non-Instructional Equipment	☐	Conference/Travel
☐	Supplies	☐	New Classified Position
☐	New Faculty Position	☐	Replacement of Classified Position
☐	Replacement of Faculty Position	☒	Other

4.1 Clearly describe the resource request.

This request is to replace the Administrative Confidential III position left vacant due to retirement.

Amount requested \$55,788 for the Administrative confidential position plus benefits. _____

4.2 Funding

☐	Requires one time funding
☒	Requires ongoing funding
☐	Repeat Request
☐	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

☐	Health & Safety Issue
☐	Accreditation Requirement
☐	Contractual Requirement
☒	Legal Mandate, Student Success legislation

Please explain how/why this request meets any of the above criteria.

New legislation was recently passed which will require students to have a student educational plan and a major and goal defined. Counseling faculty perform these functions for and with students. The full-time staff has declined dramatically in the last few years due to retirements.

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

This request to replace administrative confidential position is directly related to master plan goals 1, Student Awareness, Access, Persistence and Success. It also addresses Goals 3.2 and 3.4 by increasing the development and use of Student Educational Plans.

The Student Services Unit is a large unit consisting of six major programs including; Academic Counseling, Career and Adult Re-entry Center, Matriculation, Transfer Center, and International Students. The Administrative confidential position serves all of these programs and performs work essential to the unit; including time reporting, payroll reporting, management of the SARS counseling appointment systems and resource 25, accounting for counseling compensatory time and banked hours, coordination of Student Services events and projects. While other duties are assigned to this position, the duties listed cannot be assigned to any other employee in the unit as doing so would result in working out of classification.

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

Filling these positions will result in students enrolled at the college receiving counseling services. More students will have completed Student Educational Plans on file and accessible in their mygcc portal, more new students will receive orientation and new student advising at peak periods, more students will receive career counseling to enable them to declare a goal and major.