

Plans for Counseling >> 2019 - 2020

Counseling CHC Student Services Annual Plan 2019-2020

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2019 - 2020 Counseling CHC Student Services Annual Plan 2019-2020

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Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

Updating this Question is Optional on the Annual Plan!

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

a. The Mission of the Crafton Hills College Counseling Department is to provide quality academic, career, and personal counseling/guidance services to enhance student success, while meeting the individual needs of students within a diverse population.

b. The above mission explains the counselling and advising work that takes place and our Purpose as noted below demonstrates ways in which our program advances the missions of the college through comprehensive services which include the following:

- Assist students in the assessment, evaluation, and selection of educational goals and the development of a Student Educational Plan (SEP) to implement those goals;

- Provide information regarding CHC's academic procedures, programs and services;
- Provide information on occupational programs, associate degrees, and transfer institutions, including general education and major course requirements;
- Provide activities and services that will assist students as they move to a four-year institution;
- Provide career counseling and services in which students assess their own aptitudes, abilities and interests, obtain current and future employment trend information, and develop career and vocational decision-making skills;
- Provide activities and courses to assist students in choosing a career;
- Provide limited personal counseling and refer students to appropriate community resources;
- Provide personal counseling to students with personal, family and/or other issues that may affect their educational progress;
- Assist students to identify potential barriers to academic success and develop strategies to overcome those barriers;
- Identify students on academic and progress probation and assist them with developing educational goals and strategies to attain their goals;
- Advise potential students and community of the college's programs and services;
- Provide activities and services to high school students and recent graduates to ease the transition from high school to college;
- Provide online counselig and support services

2. Description of Program

Updating this Question is Optional on the Annual Plan!

- Organizational structure and staffing
- Whom you serve (including demographics and representativeness of population served)
- Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

Organizational Structure and Staffing

The Counseling Center and Services is under the direction of the Student Services Division governed by the Vice President of Student Services and under the direct supervision of the Dean of Student Services, Student Success.

The Counseling Center and Services Staff include the following:

- 8 Full-Time, non-instructional Faculty (40 hrs/wk 10 months)
- o Note: As of December 31, 2017, one of our full-time faculty will retire, leaving the total number of Faculty to 7
- 11 Part-Time, non-instructional Faculty (up to 24 hrs/wk)
- 1 Full-Time Secretary II (40hrs/wk 12 months)
- 2 Full-Time Student Success Advisors
- Varying number of Master Students and Student Workers depending upon need and their availability
- Varying number of Counselor Interns (currently we have 2 interns)

Organizational Structure

Counseling services are provided five days a week from 8-6 during Fall and Spring semesters. During summer sessions the Counseling office is open Mondays through Thursdays from 8-6; no counseling is offered during Winter and Spring breaks. Counselors are generally available from 8am to 6pm Monday-Thursday and from 9am-2pm on Friday. Online counseling is typically available three days a week depending upon the semester and availability of online counselors. Counseling is provided by full-time and part-time Counselors. Students can see a counselor on a drop-in or appointment basis. Appointments include the development of the Student Education Plan and for special populations such as honors students, financial aid term dismissals and STEM students. Additionally, students who have other issues or questions are encouraged to make an appointment with a counselor or meet with drop-in counselor for quick questions/issues (such as, pre-requisite check, course overload, and program information, etc.).

The Student Success Advisors assist counselors by contacting students who are on probation and/or have been identified by instructors as at-risk academically, as well as outreach to basic skills students about the office's services. When contact is made, the Student Success Advisor determines if the student will need to meet with a counselor or be referred to a specific campus service such as Financial Aid and/or Tutoring. Student Success Advisors also work with counselors to facilitate Student Success workshops. These include topics such as time management, goal setting, motivation, test-taking strategies, etc.

The role of the Master Student is to assist students with technological matters such as the use of Web Advisor, Blackboard, setting up student email accounts, and navigating Crafton's website. Master Students also make referrals for students who have an issue in a particular area. For example, if the student is experiencing problems financially, the Master Student will refer the student to Financial Aid and/or Career Services. They are available to students during New Student Advising Sessions (NSA), as well as being staffed in the Library, Admissions and Records, Answer Centers, the Left Lane program, and Coaches Cupboard. Other duties may include making phone calls to non-enrolled students for the Enrollment Management committee. Interns who assist in the office are students working on their Master's degree in Counseling. Interns are in training to be a counselor, and typically take on the same duties as the Master Students. In addition, under the supervision of a staff counselor, they present during NSA, Probation workshops, SEP Workshops, as well as assisting in the Transfer Center. Before the Intern is able to assume these roles, training takes place and involves sitting in during one-on-one counseling sessions, attending counseling meetings, and attending CSU/UC, and private school informational conferences. They also have been involved developing NSA and SEP workshops.

Whom you serve

The Counseling Center serves the general student population, including new students, returning students, veterans and their dependents (initial contact), disabled students and international students. The following content provides a summary of the information provided through CCCC Data Mart on data collected through MIS regarding gender, age and ethnicity for each of the Matriculation Components:

Counseling: Counseling participation rates are collected and reported by each term. During the Spring 2016 term, the total student population was 7334. Of this number, 2867 students received "directed" counseling services, for a rate of 39.09%.

In Spring 2017 – the total student population was 7490 with 2788 students receiving directed counseling services (37%).

In Spring 2016 - Participation rate by gender was: Of the 2867 students served, 1605 Females received counseling services (56%) compared to 1254 Males (44%).

In Spring 2017- Participation rate by gender was: Of the 2788 students served, 1551 Females received counseling services (56%) compared to 1249 Males (44%).

Age - The following are the participation rates for those who received counseling by age:

In Spring 2016: 19 and under: 27.31%. 20-24 - 43.62% 25-29 - 13.95% 30-34 - 7.25% 35-39 - 3.77% 40-49 - 3.31% 50+ - 1.8%

In Spring 2017: 17 and under: 2.08% 18 and 19: 23.67% 20-24: 42.43% 25-29: 14.81% 30-34: 7.68% 35-39: 3.95% 40-49: 3.59% 50+:.06%

Ethnicity: Participation rates during Spring 2016 by ethnicity: Of the 7334 students, 2867 students received counseling services and the participation rates based this total for the following ethnic groups are:

African American - 4.8%; Asian - 3.7%; Filipino – 1.7%; Hispanic - 48.69%; White Non-Hispanic - 35.16%; American Indian/Alaskan Native- .28%; Pacific Islander- .35%

Ethnicity: Participation rates during Spring 2017 by ethnicity: Of the 7490 students, 2788 students received counseling services and the participation rates based this total for the following ethnic groups are:

African American – 4.48%; Asian – 4.23%; Hispanic – 48.24%; White Non-Hispanic – 34.65%; American Indian/Alaskan Native - .32%; Filipino – 2.15%; Pacific Islander - .21%

Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service

In carrying out the Counseling mission, these are the counseling services provided to CHC students:

1) Academic counseling, in which counselors assist students in assessing, planning, and implementing their immediate and long-range academic goals; academic counseling services include assessment using multiple measures and diagnosis of students' academic abilities, disabilities, strengths and weaknesses. Services also include help in clarifying academic goals and selecting a program of study; developing an educational plan for transfer, associate degree, and certificate programs; assisting with clarifying choices and actions, as well as decision-making, planning, and transitioning. In addition, services may take the form of making referrals to other support services when there is a need, intervening when students' academic performance is at risk, and providing follow-up (e.g., academic mentoring, early alert processes, and probation counseling).

The following data indicate the number of students served relating specifically to educational planning. The data was gathered from the CCCCCO Matriculation Data Mart and Keith Wurtz during the Fall 2015 through the Fall 2017 terms:

Fall 2015-Total student count: 6541.

Fall 2015-Student Education Plan Development Services Received: 1563 (23.9%)

Fall 2016-Total student count: 6725

Fall 2016-Student Education Plan Development Services Received: 4486 (66.70%)

Keith Wurtz developed a different and probably more accurate way of measuring how many students have received an SEP. We are looking at first-time college students (those who graduated High School in 2017) who received an SEP in Fall 17. These are the results:

- 82% of first time college students received an SEP

- o 72% (n=640) have an abbreviated SEP

- o 10% (n=88) have a comprehensive SEP

- o 18% (n=163) do not have an SEP

2) Career counseling, Counselors assist students with an undeclared major and/or students with no career direction. This may include assessing student aptitudes, abilities, and interests, as well as advisement concerning current and future employment trends. Counselors teach students to examine their lives in a holistic manner, i.e. values, interests, aptitudes, and life circumstances. Students come to understand that career skills learned now, such as career search and decision-making methods, may be useful throughout a lifetime. Career counseling services include assisting students in clarifying career goals through intake interviews and administration and interpretation of career assessment instruments; instruction in career exploration using the latest technology and methods; and instruction in career goal-setting and decision-making.

Additionally, there is a Career Center Counselor/Coordinator providing career services through the use of online tools and face-to face meetings with students. Under her guidance, she has established a job placement and search process, and provides workshops such as: “I Declare-Choosing Your Major”, “Resume 101”, and the application of chosen majors to careers of interest. The Career Center Counselor/Coordinator coordinates a yearly Career Fair, and facilitates career information workshops. The Career Center now has additional counselor support to facilitate its plan, with three counselors rotating in that area 4 days per week. Two new career courses are being taught: Counseling 110 (Career Exploration), and Counseling 111 (Career Transitions). These courses provide more in-depth career development and particularly help the undecided student.

3) Personal counseling, in which the student is assisted with personal, family, and/or other interpersonal or intrapersonal concerns, when it is related to the student’s successful education. These personal counseling services are available to students whose personal life issues could (or do) interfere with their academic success.

One of our full-time counselors with a mental health background has taken the lead in the area of personal counseling and student emotional and mental health. This counselor has developed a series of monthly student workshops entitled Each Mind Matters; this title is derived from a collaborative CSU/UC/CCC program which seeks to care for the mental and emotional health needs of college students. Workshop topics such as Stress Management, Peer Pressure, and Suicide Awareness are provided each semester. Additionally, he also worked with the campus crisis management team to put together a comprehensive (online) mental/emotional health referral list. Guest speakers have also presented seminars regarding crisis and other situations. While counseling faculty should be prepared to provide these services, referrals to mental health professionals are also made as needed.

Additionally, weekly support groups are provided for our students:

a. Fall ’16: Two groups--“Stress/Anxiety” and “Women of Worth”

b. Spring ’17: Four groups--“Stress/Anxiety”, “Women of Worth,” “Grief, Loss and Depression,” and “Men’s Support Group.”

The counselor specializing in providing mental health services has also developed a stress management course, Counseling 120 (“Stress Management/Emotional Well-Being”); and teaches two sections each semester, with one of the sections combined in a learning community with Psychology 100.

The Counseling department has also begun providing the following weekly student support groups:

- a. Fall '16: Two groups--“Stress/Anxiety” and “Women of Worth”
- b. Spring '17: Four groups--“Stress/Anxiety”, “Women of Worth,” “Grief, Loss and Depression,” and “Men’s Support Group.”

4) Other Services. Counselors participate in high school outreach activities, making an effort to reach out to potential Crafton Hills College students. Such outreach is aimed not only at mainstream high school students, but also at often-underserved groups such as students with undeclared majors, basic skills students, and at-risk students. Counselors visit local schools to promote community college, as well as conducting on-campus activities that introduce students and community members to the college and its many educational opportunities. An example of this outreach is the participation in the SOAR program, Dual Enrollment and Senior Day Counselor Workshops.

In Spring of 2017, during the annual Senior Day the CHC Counseling Department provided separate workshops and a tour of the new buildings for the high school counselors/chaperones. Based on the results from the survey, Senior Day was moved from the Spring to the Fall in 2017.

3. External Factors with Significant Impact

Updating this Question is Optional on the Annual Plan!

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

External factors:

a. As a result of Proposition 30 being approved in California, the support has allowed for budgeting funding to provide more courses, programs and student support services. The direct impact has been the result of hiring three full-time counselors: Athletic, General, and Veteran Counselor/Coordinator.

Future constraints with budget and opportunities will include limited office space and the need for a full-time counseling position to be filled. Currently, the Counseling Department is housed in the Crafton Center and there are 8 offices available and 8 full-time counselors in the department. Unfortunately, the department outgrew the space and there are limitations to the work adjunct counselors can assist with in the drop-in area located in the front desk of the counseling office. These limitations include one of the department’s primary goals which is meeting with students to complete educational plans. The department continues to use offices outside our department to expand our services, such as office space used in the Transfer & Career Center, Public Safety and the STEM office in Canyon Hall. This fall 2017 semester one full-time counselor retired, and the department’s goal is to continue using the office space with adjunct counselors and to consider more hours to meet the need of students. The department is looking to filling this position as the budget allows. Lastly, if the intent is to achieve the state initiative for all students to complete an educational plan, the rehiring for the future vacant position will be required.

b. Competition from other institutions (such as Riverside Community College and Chaffey College) for the enrollment of local high school students is being addressed by our Enrollment Management committee. To address this competition, Crafton is now offering college courses at Yucaipa High School and at high schools in the Redlands Unified School District, in a program titled Dual Enrollment. This initial stage of a dual enrollment program includes the inclusion of counselor presentations in each of these classes, as well as offering individual counseling to students interested in learning more about the transfer process, and/or setting up a plan to take transfer courses. Upcoming training will take place in January 2018 with high school counselors to help with the Dual Enrollment program.

c. The California State Senate put together a plan, known as SB 1440 Associate Transfer Degree (ADTs), to allow for a seamless transition for students from Community College to the California State University (CSU) system. SB 1440 provides the student with an Associate degree and guarantees the student an admissions spot in one of the 23 CSU campuses. This senate bill has impacted the Counseling office, as more in-depth counselor training for transfer has had to continuously occur. In addition, counselors will need to stay abreast of new majors being introduced annually. Since the inception of SB 1440, marketing for Transfer degrees has taken place in counseling during the SOAR program, Left Lane, and New Student Advising sessions.

Despite the challenges SB1440 has presented to Student Services, the department is happy to report that Crafton Hills College continues to have one of the highest number of Associate Transfer Degrees earners among the region to transfer to CSU San Bernardino. This is the result of the hard work of the Counseling Department, and the campus whole for these outstanding results.

Recently, Crafton Hills College lost their Lead Transcript Evaluator, and with the increased number of students seeking and finishing an Associate Transfer degree, this position is desperately needed. The current Evaluator has her hands full maintaining a problematic Degree Audit system, which is not fully functional; as a result, she spends much of her energy evaluating transcripts, verifying degrees, confirming general education certifications for CSUs and UCs amongst many other responsibilities. Therefore, a Lead Evaluator will be desperately needed.

d. Compliance with the Student Success Act of 2012: Student services is currently addressing aspects of the Student Success Act by requiring all new students to complete Orientation and Assessment, as well as a Student Education Plan. The requirement for new students to complete a Student Education Plan (SEP), in both abbreviated and comprehensive versions, has been in place since Fall 2014. At this point, New Student Advising provides the opportunity for new students to complete their abbreviated SEP, and they follow up later in the year to complete the comprehensive plan during a individual student education plan appointment. More staffing has been put in place to address this new requirement; this includes the hiring of two full-time counselors as of July 2016. In addition, a career counselor has been hired to help the students who are undecided in their goal. Furthermore, Crafton Hills College is one of the pilot California Community Colleges for the Educational Planning Initiative. The counseling department will be developing and adopting a new educational planning tool provided by Hobson's Starfish. In the near future, this tool will allow for an interactive and efficient educational planning. In addition, the tool will allow for an accurate reporting for completion abbreviated and comprehensive educational plans.

In the spring of 2017 the Mathematics department adopted multiple measures for all new students assessment. This significantly impacted our outreach efforts, specially the SOAR Program, which traditionally recruits during the spring semester. As a result, Counselors had to learn how to adopt new multiple measures in a short time and help evaluate high school students' academic performance. This adoption had Counselors rely on a set of guidelines set forth by the math department to provide students with a Math course placement, rather than the student receiving results from a test. In order to resolve this a programmer will be hired to create the algorithm in the assessment test. This will allow students to receive multiple measures from the test automatically rather than multiple consultations with the assessment center and a Counselor. Furthermore, the Math Department will be presenting new curriculum to achieve the California Acceleration Project (CAP) that will allow for student to reach and complete college level mathematics within two semesters at Crafton. The Counseling department will continue to collaborate across disciplines and departments to best meet the needs of our student population.

4. Progress on Outcomes Assessment

Updating this Question is Required on the Annual Plan!

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

The Service Area Outcomes in place are the following:

Counseling SAO1

Student who develop an approved Student Educational Planning (SEP) with a counselor will be more likely than students who do not develop an approved SEP to obtain a degree or certificate and/or transfer.

Measurement: Informer data through OIERP

Counseling SAO2

Upon receiving services, students will indicate a high level of satisfaction with the Counseling department.

Measurement: Counseling Point of Service survey

Summary of Findings:

Counseling SAO1

- This is the scale being use for SAO1:
 1.
 - i. 1 – Dropout
 - ii. 2 – In Progress – On Probation
 - iii. 3 – In-Progress
 - iv. 4 – Degree/Certificate earned
- We are currently waiting for OIERP to follow up on the process and method to measure the data.

Counseling SAO2

- The Counseling office at Crafton Hills College (CHC) administers point of service evaluations each term to collect information from students they serve. This brief, Spring 2019 Counseling Point of Service Survey Results, illustrates the results from the Spring 2019 service evaluations completed by 207 respondents.
- 99% of Respondents strongly agreed or agreed with the statement: “The Counseling Office provided me with high quality service”
- 82% of respondents who submitted additional comments praised the Counseling office and staff.
- The Counseling Department will continue to host bi-weekly meetings/training, provide opportunity to attend conferences that enhance counselor knowledge and continue to provide quality student services.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Optional on the Annual Plan!

Please discuss your program’s performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

i) **Innovations and enhancements**

Cranium: The previous submission of the annual planning document mentioned the use of the Prep Talk TV tool to carry out the development of Crafton Hills College's online counseling. During the Fall of 2016, the Department made the decision to switch to the State-approved online counseling tool, Cranium, which is the chosen tool of the statewide Online Education Initiative (OEI). The Counseling department determined the State tool is more secured with 128-bit encryption, and is also FERPA and ADA compliant. Four counselors have completed the State training course, “How to be an Online Counselor,” and another six counselors are currently in progress with this course. The pilot to launch this new tool began February 6th, 2017, during the following days and times: Monday-Wednesday 4:00pm-8:00pm.

The Counseling Department went live with Cranium during the Spring 2017 term. This approach allowed students to access Cranium (online counseling) on a drop-in basis versus appointments during specific days/times of the week. The department began with three online counselors who were available three days a week. We noticed an uptick in online counseling meetings when we ran out of in person counseling appointments, during the registration period, especially during Mondays. We assumed the uptick on Mondays was caused by questions that aroused during the weekend and these students were eager to have their questions answered at the beginning of the week during Mondays.

Through our appointment system, SARs Grid, data reports were abstracted identifying the peak days and hours online counseling was requested. These reports demonstrated consistently the demand for online counseling primarily on Mondays and Wednesdays.

Since Counseling staff have recently begun to use this tool, data regarding its effectiveness has not yet been collected. The data-collection plan is to create a survey and administer the survey immediately after the student has completed an online session with a counselor during spring 2018 semester.

Starfish: Counseling has partnered with the State Educational Plan Initiative (EPI), District TESS and San Bernardino Valley College to implement a student retention tool known as Starfish. This partnership has been in place for three and half years.

Starfish is a communication tool which allows instructional faculty to notify their students and those that could be in the student's success network such as Counseling, EOPS/CARE/CalWorks, DSPS, Financial Aid, Student Success, and/or Athletics, if a student appears to be struggling academically and/or experiencing behavioral issues. The system also allows the student to raise their hand specifying their concern as a comment whether it be course based, personal, or financial.

Crafton Hills piloted the Starfish tool during the Spring 2017 term with 18 instructional faculty, 70 course sections, 7 student support programs, and TESS. Below are the faculty and student survey results from this pilot:

Spring 2017 Starfish Early Alert Faculty Survey Results: http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/student-services-research/documents/rrn1716_starfish_faculty_survey_results_final.pdf

Spring 2017 Starfish Early Alert Student Survey Results: http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/student-services-research/documents/rrn1717_starfish_student_survey_results_final.pdf

Based on user experience, the feedback was positive. The students felt cared for by the instructor when they received a flag concern or Kudo. Also, one faculty felt it was easier to use versus Blackboard.

As far as training and Starfish updates, during the Fall 2017 term, we have scheduled a number of activities for faculty to receive Starfish training. A campus webpage dedicated to Starfish has been created allowing faculty, staff and students to go through training videos and training days. Also, a monthly newsletter is available recognizing individuals from Student Services and Instruction for the use of Starfish. The following is the link to the Starfish webpage:

<http://www.craftonhills.edu/current-students/counseling/starfish/index.php>

Finally, with the recent District wide implementation of Canvas, our technical team are currently working on integrating Starfish with Canvas. We hope to go live with this during the Spring 2018 term.

Student Lingo: Crafton Hills College acquired Student Lingo in February of 2017 through a proposal submitted to the Student Success and Equity Committee. This product is a series of 48 online interactive student success workshops that can be acquired from students at anytime.

Currently, the product has been made accessible to students through our campus website. This product is in line with the statewide Online Education Initiative (OEI) for students who are exclusive online learners or evening students and cannot attend in person Student Success Workshops. Since acquiring the product, we have tailored specific workshops with campus resources and helpful links for our probation students. Students on probation as well as EOPS students, currently must complete mandatory workshop requirement/s or take a college success class as a requirement. This is a great resource for these populations opting to complete workshops. Three of College Success Instructors also actively use Student Lingo within the curriculum of the class. One instructor conducted a survey in which students gave it a B rating. Additionally, Student Lingo is accessible to all students from Canvas under resources to align with supporting the course curriculum. To continue with campus awareness of the product presentations will be provided to faculty, student and staff in service, committee meetings and the tutoring center for the Spring 2018 semester.

ii) Partnerships

Behavioral Intervention Team: Counseling is a partner with the Health and Wellness Center and other areas of campus. The Counseling Department continues to utilize a full-time counselor with a mental health background to take the lead in the areas of personal counseling and student emotional and mental health. This counselor conducts a regular series of monthly student workshops titled Each Mind Matters; this title is derived from a collaborative CSU/UC/CCC program which seeks to care for the mental and emotional health needs of college students. During the academic year 2016/17 a total of 61 different students attended at least one E.M.M. seminar.

The Each Mind Matters seminar series for 2017/18 is as follows: “Great Relationships,” “Self-Esteem: How Can I Learn to Like Myself?” “Motivation,” “Stress Less: Develop Your Emotional Well-Being,” “Dealing With Grief and Loss,” “Suicide Awareness,” “Keeping my Sanity While Married and in College,” and “How NOT to be Anxious.”

This counselor has also developed, and co-chairs, the campus Behavior Intervention Team, which has been meeting bi-weekly since March 2017. This multi-modal B.I.T. has been responding to referrals regarding students of concern who need emotional, mental and/or behavioral interventions and supports. Since beginning regular meetings in March 2017, the B.I.T. has responded to concerns about eleven different students.

The above-mentioned counselor has put together a comprehensive (online) mental/emotional health referral list. Guest speakers have also presented seminars to assist with crisis situations. And, while counseling faculty is sometimes able to provide these services, referrals to mental health professionals, especially the clinical counselors available through the Health and Wellness Center, are also made as needed.

The counselor specializing in providing mental health services has been instrumental in developing a stress management course, Counseling 120 (“Stress Management/Emotional Well-Being”); this was initially offered during the Fall 2016 term and will be taught each Fall as a learning community with Psychology 100. The course is also offered Spring semesters on a stand-alone basis. Counseling 120 has enjoyed a robust and growing pattern of enrollment, as follows:

- a. Fall '16: Two sections, total enrollment 50.
- b. Spring '17: Two sections, total enrollment 48.
- c. Fall '17: Two sections, total enrollment 62.

The Counseling department continues to provide the following weekly student support groups for Fall 2017: “Live Strong” Self-Esteem group, “Stress Less” Stress/Anxiety group, “Bounce Back” Probation Students group, and “Veteran’s Circle” group for veterans.

This partnership will substantially impact the quality of services to students; based on National research, the emotional well-being of college students is a growing concern. Many schools are finding their students committing suicide, dealing with alcoholism and/or substance abuse, and rape. The Behavior Intervention Team was put in place to address these and other issues with Crafton Hills College students.

Redlands Unified School District and Yucaipa High School Dual Enrollment partnership: Since Spring 2016, a partnership involving the Counseling Department, Office of Instruction, the RUSD and YCJUSD has been in place to implement the Dual Enrollment program. It represents an ongoing effort to work more closely with local high schools to offer Crafton Hills College courses at their campuses. The individual high schools currently involved in this partnership are Redlands, Redlands East Valley, Citrus Valley and Yucaipa.

Counseling provides training to RHS, REV, CVHS and YHS counselors on topics such as transfer, degree and certificate requirements, counselor department projects and programs, CHC student services and more. Crafton counselors are now involved with the initial stages of a dual enrollment program with the Redlands Unified School District and Yucaipa High School. The counselors visit dual-enrollment college courses, held at local high schools, to present the transfer pathways and set-up one-one appointments with students seeking more information and/or wanting to plan courses towards their transfer goal.

This partnership will positively impact the quality of services to students, because high school personnel and students will be provided a better understanding of the benefits of community college and, specifically, Crafton Hills College. It also allows for the future possibility of the student choosing Crafton Hills College after finishing high school.

State partnership serving as an EPI Pilot institution: Counseling has joined the State Chancellors Office's Education Plan Initiative as a Pilot school. Crafton Hills College has been in this Pilot role since March 2014, helping the State develop a three-part initiative: an electronic student educational plan, a robust degree audit program and a student retention tool. CHC is currently at the implementation stage, meeting regularly with the Hobson/Starfish consultants to discuss the integration process of these tools with our District Student Information Systems (SIS). At this point, it has been a collaboration with various groups in the District, including the Office of Instruction, Student Services, District Computing Center, Academic Senate, and Distributed Education.

This partnership will significantly improve the quality of services to students, by providing them the tools to access information to determine their timeline-to-goal and to make informed decisions pertaining to their personal, career and academic life. It also establishes a network of communication among campus personnel as it relates to the student's success. Staff will be able to raise a “flag of concern” for a student, allowing those in the student's success network to be notified to provide help for the student. The effectiveness of this new service will be dictated, in part, by the ongoing follow up with each student.

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The use of this tool will significantly impact quality of service to students by allowing counseling to be more accessible for the general student population and our online students.

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Left Lane Program Master Student Peer Mentoring (New to LLP): Peer mentoring is designed to strengthen relationships between students, faculty and staff on campus. It is an opportunity for students to identify with a peer and to see him or her as a role model. Students who are participating in the Left Lane Program (LLP) will be assigned a Master Student who will serve in the peer mentor role. The goals of having Master Students as mentors to Left Lane students are to provide peer, academic and appropriate support services to assist students in successful learning, and helping them to advance to complete their educational objective. Student mentors also serve as a liaison between the LLP students and faculty and campus staff to help build leadership and community within the Left Lane Program and to enhance the Crafton Hills College campus climate. Student mentors are expected to have a knowledge of CHC's course catalog, and have a proficient knowledge of available campus resources.

Key duties and responsibilities of Master Student Peer Mentoring:

- Serve as a peer support during NSAs, SOAR and LLP support services
- Assist staff in modeling for students participating in SOAR and LLP.
- Encourage positive self-discovery through campus engagement
- Serve as a liaison and leader for a LLP student group
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- Help students build a sense of community within LLP
- Monthly Trainings for Master Student Peer Mentors (New to LLP may include one of the following)

Master Student Trainings:

FERPA, Kathy Wilson

Mental Health, Evan Sternard

Inner Heroes, Strengths Quest, Learning Styles, Trinetta Barrier

Career and Transfer Website/Resources – Brandice Mello

Financial Aid, Veronica Lehman
DSPS, Monique Marrujo

SOAR

SOAR refers to new Student Orientation, Application, Assessment, Advising and Registration. SOAR provides students with the opportunity to participate in the enrollment process required for new students. Crafton staff are available at the high school campus to assist prospective students with their applications, registration, academic support, and a first year Student Education Plan (SEP).

SOAR is making an effort to reach out to potential Crafton Hills College students. Such outreach is aimed not only at mainstream high school students, but also at often-underserved groups such as students with undeclared majors, basic skills students, and at-risk students.

The SOA3R Program introduces participants to a wide range of programs and resources at CHC. Students participating not only complete orientation, assessment and advising during the process, but they are also encouraged to participate in other activities geared toward new Crafton students. In addition to a priority registration, SOA3R participants are given priority access to programs such as Left Lane, EOPS an DSPS; they are also introduced to the Honors program and Student Senate, and invited to participate.

Current high school SOAR partners:

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2. Redlands East Valley High School
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Campus growth initiative: The following section describes the ways in which Counseling is contributing to the growth of Crafton Hills College and are examples how counseling has become more accessible to student through these efforts:

1.) A Pathways work group has been identified to build Academic Pathways for 2018. A counselor will be part of the group that is sent to the Leading from the Middle (LFM) Academy. This working group will continue to meet and under the supervision of the Enrollment Management Committee, build academic pathways. These academic pathways will be developed to provide some of Crafton's underrepresented student population a path toward their academic goal attainment.

2.) The Counseling department will begin, in 2017, to provide a High School Counselor/Staff Session as a component of the SOAR High School Senior Day. This year the 2nd High School Counselor Sessions were held in an early Senior Day during October. The purpose of this addition to Senior Day is to inform high school counselors and staff of the services and benefits available to students at Crafton Hills College. These sessions will highlight the quality services provided by Counseling and other departments, as well as emphasizing CHC's student success, retention, satisfaction and transfer rates.

3) Counseling has hired an Athletic Counselor to help develop the college's Athletic program.

Among other advantages, it is expected that this effort will boost enrollment; research shows that, for every athlete attending college, a family member and/or friend also attends.

4) Counseling has hired a Veteran's Services Counselor/Coordinator to increase, and better serve, the number of Veterans on campus.

5) The Dual Enrollment program, mentioned previously, with Redlands Unified and Yucaipa School Districts.

6) A Non-Credit program in development tasks the Career Counselor to be involved, in collaboration with San Bernardino Community College District, to initiate a job preparation certificate, in conjunction with the State Employment office.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)

Updating this Question is Optional on the Annual Plan!

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.

b. Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

1a) Spring 2016 Student Satisfaction Survey

1b) Summary of results:

Counseling services are readily available to me: Strongly Agree/Agree (85.4%) **Target: 90%**.

- With the implementation of the new online counseling and drop-in counseling, we believe this rate will increase.

- Also as comparison (Spring 2014): Counseling services are readily available to me: Strongly Agree/Agree (76.2%) **Target: 80%**.

- There was a significant improvement comparing Spring 2016 versus Spring 2014.

Counseling services helped me understand how to reach my educational goals: Strongly Agree/Agree (79.2%) **Target: 80%**.

- Two designated FT Counselors have developed a comprehensive training program for new counselors and interns. This will provide consistency and accountability for all of our new counselors and should improve the quality of service.

- Weekly Counselor trainings/meetings are provided for all counselors to keep everyone informed of changes, processes, transfer updates, CHC programs, and issues pertaining to Counseling.

Counseling services meet my needs: Strongly Agree/Agree (77.5%) **Target: 85%.**

- Drop-in Counseling began in summer 2016 to better meet the needs of students with “quick” questions
- Student Success Workshops are being offered to help students with procrastination, study skills, etc. needs
- Student Lingo is no available to students. These are online short workshops and info sessions to meet their various needs.

Satisfaction with Counseling: Strongly Agree/Agree (82.8%) **Target: 88%.**

- Drop-in Counseling began in summer 2016 to better meet the needs of students with “quick” questions
- During peak registration times and the first two weeks of the semester only “same-day appoints” are given (except for the designated groups) in order to meet the demand of walk-ins and students needing to immediately meet with a Counselor.

Treatment by Crafton Hills College Counselors: Fair (89.4%) **Target: 95%.**

- This will be discussed during a regularly scheduled Counseling Meeting

1c) Improvements: Referencing the survey question, “Counseling services meets my needs,” the Department will attempt to determine in which specific areas student’s needs are not being met. This may require a POS to be administered in Counseling.

2a) Student Education Plan numbers

The following data indicate the number of students served relating specifically to educational planning. The data was gathered from the CCCCCO Matriculation Data Mart and Keith Wurtz during the Fall 2015 through the Fall 2017 terms:

Fall 2015-Total student count: 6541.

Fall 2015-Student Education Plan Development Services Received: 1563 (23.9%)

Fall 2016-Total student count: 6725

Fall 2016-Student Education Plan Development Services Received: 4486 (66.70%)

Keith Wurtz developed a different and probably more accurate way of measuring how many students have received an SEP. We are looking at first-time college students (those who graduated High School in 2017) who received an SEP in Fall 17. These are the results:

- 82% of first time college students received an SEP
 - 72% (n=640) have an abbreviated SEP
 - 10% (n=88) have a comprehensive SEP
 - 18% (n=163) do not have an SEP

Target: With the new way of measuring how many students receive an SEP, we can break down our target to **85%** for non-exempt, first time college students and **75%** of those students receiving and comprehensive SEP by the end of their second semester.

2c) Improvements

As far as increasing the number of SEPs, Counseling no longer conducts group workshops with students to complete their comprehensive SEP. The counselors determined the students wanted a more personal, one-to-one experience, and a group workshop raised too many specific questions and cases.

To increase the number of SEPs, the Department now has counselors assigned to Public Safety that includes EMT, EMS, Fire Tech and Respiratory Care, STEM, Transfer Center and Honors; in addition, the increased number of classroom presentations by counselors have taken place. An increased number of SEP appointments will be necessary to meet the SSSP that all student have a SEP.

3a) New Student Orientation Evaluation Results: Spring 16 to Spring 17

3b) Summary of Results

- Online New Student Orientation (n=2,173)
 - o 98% of respondents agreed or strongly agreed with the following statements:
 - Overall, this orientation will help me while I am a CHC student
 - This orientation was useful
 - I have a better understanding of what services are offered at CHC
- On-Campus New Student Orientation Results (n=167)
100% of respondents agreed or strongly agreed with the following statements:
 - Overall, this orientation will help me while I am a CHC student
 - This orientation was useful
 - I have a better understanding of what services are offered at CHC
 - Over 98% of respondents rated the presenter(s) effectiveness as “Good” or “Excellent”

3c) Improvements

- Even though the online evaluation results are excellent, the online orientation is in the process of being updated to include pictures of the new buildings and provide better interest
- The On-Campus New Student Orientation/Advisement is evaluated and updated each year to provide current information. For example, Canvas was added to the presentation in the Fall to reflect the change provided by the College.

7. Evaluation

Updating this Question is Optional on the Annual Plan!

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)

- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Partnerships (internal and external)

Behavioral Intervention Team: Counseling is a partner with the Health and Wellness Center and other areas of campus. The Counseling Department continues to utilize a full-time counselor with a mental health background to take the lead in the areas of personal counseling and student emotional and mental health. This counselor conducts a regular series of monthly student workshops titled Each Mind Matters; this title is derived from a collaborative CSU/UC/CCC program which seeks to care for the mental and emotional health needs of college students. During the academic year 2016/17 a total of 61 different students attended at least one E.M.M. seminar.

The Each Mind Matters seminar series for 2017/18 is as follows: “Great Relationships,” “Self-Esteem: How Can I Learn to Like Myself?” “Motivation,” “Stress Less: Develop Your

Emotional Well-Being,” “Dealing With Grief and Loss,” “Suicide Awareness,” “Keeping my Sanity While Married and in College,” and “How NOT to be Anxious.”

This counselor has also developed, and co-chairs, the campus Behavior Intervention Team, which has been meeting bi-weekly since March 2017. This multi-modal B.I.T. has been responding to referrals regarding students of concern who need emotional, mental and/or behavioral interventions and supports. Since beginning regular meetings in March 2017, the B.I.T. has responded to concerns about eleven different students.

The above-mentioned counselor has put together a comprehensive (online) mental/emotional health referral list. Guest speakers have also presented seminars to assist with crisis situations. And, while counseling faculty is sometimes able to provide these services, referrals to mental health professionals, especially the clinical counselors available through the Health and Wellness Center, are also made as needed.

The counselor specializing in providing mental health services has been instrumental in developing a stress management course, Counseling 120 (“Stress Management/Emotional Well-Being”); this was initially offered during the Fall 2016 term and will be taught each Fall as a learning community with Psychology 100. The course is also offered Spring semesters on a stand-alone basis. Counseling 120 has enjoyed a robust and growing pattern of enrollment, as follows:

- a. Fall ’16: Two sections, total enrollment 50.
- b. Spring ’17: Two sections, total enrollment 48.
- c. Fall ’17: Two sections, total enrollment 62.

The Counseling department continues to provide the following weekly student support groups for Fall 2017: “Live Strong” Self-Esteem group, “Stress Less” Stress/Anxiety group, “Bounce Back” Probation Students group, and “Veteran’s Circle” group for veterans.

This partnership will substantially impact the quality of services to students; based on National research, the emotional well-being of college students is a growing concern. Many schools are finding their students committing suicide, dealing with alcoholism and/or substance abuse, and rape. The Behavior Intervention Team was put in place to address these and other issues with Crafton Hills College students.

Redlands Unified School District and Yucaipa High School Dual Enrollment partnership: Since Spring 2016, a partnership involving the Counseling Department, Office of Instruction, the RUSD and YCJUSD has been in place to implement the Dual Enrollment program. It represents an ongoing effort to work more closely with local high schools to offer Crafton Hills College courses at their campuses. The individual high schools currently involved in this partnership are Redlands, Redlands East Valley, Citrus Valley and Yucaipa.

Counseling provides training to RHS, REV, CVHS and YHS counselors on topics such as transfer, degree and certificate requirements, counselor department projects and programs, CHC student services and more. Crafton counselors are now involved with the initial stages of a dual enrollment program with the Redlands Unified School District and Yucaipa High School. The counselors visit dual-enrollment college courses, held at local high schools, to present the transfer pathways and set-up one-one appointments with students seeking more information and/or wanting to plan courses towards their transfer goal.

This partnership will positively impact the quality of services to students, because high school personnel and students will be provided a better understanding of the benefits of community college and, specifically, Crafton Hills College. It also allows for the future possibility of the student choosing Crafton Hills College after finishing high school.

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Efficiency in resources

Student Lingo: Crafton Hills College acquired Student Lingo in February of 2017 through a proposal submitted to the Student Success and Equity Committee. This product is a series of 48 online interactive student success workshops that can be acquired from students at anytime. Currently, the product has been made accessible to students through our campus website. This product is in line with the statewide Online Education Initiative (OEI) for students who are exclusive online learners or evening students and cannot attend in person Student Success Workshops. Since acquiring the product, we have tailored specific workshops with campus resources and helpful links for our probation students. Students on probation as well as EOPS students, currently must complete mandatory workshop requirement/s or take a college success class as a requirement. This is a great resource for these populations opting to complete workshops. Three of College Success Instructors also actively use Student Lingo within the curriculum of the class. One instructor conducted a surveys in which students gave it a B rating. Additionally, Student Lingo is accessible to all students from Canvas under resources to align with supporting the course curriculum. To continue with campus awareness of the product

presentations will be provided to faculty, student and staff in service, committee meetings and the tutoring center for the Spring 2018 semester.

Participation in Shared Governance

1) Dreamers Committee- In collaboration with Diversity and Inclusion, Counseling is planning to incorporate services for undocumented students. Participants in this effort have been identified from staff in Admissions and Records and Financial Aid, as well as faculty that are committed to this underrepresented student population. As a result, the Diversity and Inclusion Committee hosted an Undocu-Ally training April 11, 2017. In addition, it is a goal of the group to hire an expert in this field to train participants in best practices, as well as to develop a program and workshops similar to the services currently being offered at San Bernardino Valley College. It is expected for the professional expert to be working at Crafton this spring 2018.

Furthermore, two counselors attended HACU (Hispanic Association of Colleges and Universities) last year and were able to learn about ways in which the Dreamer Center was developed and grown at SBVC. Based on this knowledge, the Departmental goal in this area is to develop training to build awareness and knowledge regarding AB 540 and Dreamer students on campus. CHC counselors have since visited the Dreamers center at SBVC and presented these goals to the Diversity and Inclusion committee, with the intent to hire the professional who launched the Dreamer Center at SBVC. This specialist will help with the ground work of training and data collection necessary to support the long-term viability of this program. Thus far, Counseling has identified key on-campus Dreamer supporters in all student service areas, and held a training on April 11th of 2017 to empower them to be Dreamer student allies and points of contact. Student Equity funds have been granted to bring the Dreamer Specialist on board. This person will work on a contract basis and help Counseling to further develop this initiative.

2) Basic Skills Initiative (BSI) Committee- This committee coordinates and integrates classroom instruction and academic support services to provide basic skills students a clear pathway to achieving success. This committee continues comprehensive assessment and evaluation which facilitates evidenced-based decision making in developmental education, as well as ensuring that faculty and staff have access to creative and innovative ideas in developmental education through professional development, and that they have the necessary support to implement those ideas.

Two counselors currently serve on this committee. One serves as the BSI co-chair, with duties and responsibilities including:

- Coordinate and facilitate meetings
- Create taskforces/subcommittees to focus on BSI-related concerns
- Inform committee members of changes and new information developing within the regional and state Basic Skills Initiatives
- Attend conferences and visit other colleges that have goals and strategies that relate to BSI
- Helped develop Crafton Hills College BSI, SE, SSP Integrated Plan

3) Financial Aid appeal committee: The Financial Aid Appeals Committee at Crafton Hills College (CHC) reviews student financial aid appeals; if approved, the student can continue receiving Federal Pell Grant once the student has completed or attempted 72 degree-applicable units.

The role of the Counselor on the Financial Aid Appeals Committee is to ensure that Federal Guidelines are met regarding students' financial appeals, and to represent the Counseling department perspective for the students. Committee members meet once, sometimes twice a month, depending on a number of factors. The counselor's purpose is to ensure that the student

petitions are carefully considered for appeal, and that a viable and reasonable timeline is established for completion of courses with a goal which helps the student to succeed and transfer to the next educational level.

4) Student Support and Equity Committee: A counselor currently co-chairs along with three counselors who are members of this committee. Last year the committee worked on revising/rewording the structure of the Student Equity /SSSP funding request rubric; this will facilitate faculty submissions for funding requests, and will also provide sufficient data to support their requests. This year the committee helped develop Crafton Hills College BSI, SE, SSP Integrated Plan.

5) Academic Senate: Counseling has five counselors serving as Senators.

6) Curriculum committee: Two counselors which includes the articulation officer serve on this committee. This committee is charged with approving and making recommendations to curriculum.

7) Chairs council: The chair of counseling serves on this committee.

8) Honors committee: the Honors counselor serves on this committee and also meets with Honors students.

Innovations

1) Cranium: Counseling piloted online counseling with two online courses and a learning community course. Online Counseling has now gone live and students are able to access online counseling from the Counseling web site. The combination of Starfish student retention features and the usefulness of the new Cranium online counseling platform will greatly enhance Counseling service delivery.

2) Starfish: Counseling is partnering with the State Educational Plan Initiative (EPI), District TESS and San Bernardino Valley College to implement a student retention tool known as Starfish. It is a communication tool which allows instructional faculty to notify their students, Counseling, and (if applicable) EOPS/CARE/CalWorks, DSPS, Financial Aid, Student Success, and/or Athletics if a student appears to be struggling either academically or personally. This fall 2017 a group of counselors completed testing all Crafton programs on the Starfish degree planner test tenant. Once all items have been addressed the programs will be reviewed and approved for live mode. It is the goal of the counselors to pilot the Starfish educational planning tool with the SOAR program this spring 2018 and possibly go live fall 2018.

Currently, there are 18 instructional faculty, 70 course sections, 7 student support programs, and TESS involved with this Pilot. After verification of data accuracy, pilot use will begin this spring 2018.

Compliance with applicable mandates

Student Services is currently addressing aspects of the Student Success Act by requiring all new students to complete the Orientation and Assessment processes, as well as an abbreviated, initial SEP. CHC's Datatel system has been set up to block the student's registration if they have not completed these essential matriculation components.

Other areas of the Student Success Act being addressed are interventions for Probation students and the Early Alert system. Probation workshops have conducted regularly since 2011; however, no data is available to assess the effectiveness of this process. To this end, Counseling and Student Success staff have developed a survey on the effectiveness of these workshops; however, no survey data is available at the time of this writing.

SARS Early Alert was replaced with Starfish Retention Solutions as a part of the EPI pilot.

Training has been provided with faculty, students and staff. Training will address effective use of

the technology, emphasizing ways in which faculty may reach out to students of concern and how students may ask for help.

The final aspect of the Student Success Act to be addressed is the development of efforts to assist students to declare a focus of study during their first year. Now that a career counselor and a Career Center is effectively operating, workshops have been offered and two career courses have been developed. These two courses were offered for instruction in the Fall of 2016. Also, career training for all counselors will continue this semester and specific training will be brought on campus for counselors for MBTI and Strong Interest Inventory.

8. Vision

Updating this Question is Optional on the Annual Plan!

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).

b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance the vision of the college?**

In four years, the Counseling Department would like our program to:

- Ensure that all new non exempt students have a comprehensive student educational plan
- Continue collaborating with other Crafton departments and community entities to improve student success
- Be recognized as the leading Counseling Department in the region in best practices and innovation
- Develop an exemplary counseling internship program that counselor graduate students in the local area seek after
- Further develop counseling services such as; probation, online counseling, student success workshops, SOAR, LLP, Dual Enrollment, Guided Pathways etc.

The CHC Counseling Departments Vision is: Commitment to student success; Excellence in our counseling services; and Responsiveness to the college and community. We strive to help students acquire the skills, abilities, attitudes and knowledge that will empower them to meet their personal and educational goals.

Counseling aligns with the Crafton Hills College vision by providing services to students that help develop their personal growth while providing the support system needed to accomplish their goals.

9. Progress on Prior Goals

Updating this Question is Optional on the Annual Plan!

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Increase effectiveness of Counseling Services.**

As mentioned in recent research briefs presented by the Office of Research, Counselors have played a key role in the student's success, persistence and retention. As a unit, we hope to increase this effectiveness by meeting the following objectives.

Priority Rank:

1

Objectives:

- **1.1 - Objective - Increase the number of students who have student educational plans.**

Priority Rank:

1

Original Start Date:

01/20/2013

Original End Date:

06/30/2020

Revised Start Date:

01/20/2013

Revised End Date:

06/30/2020

Responsible Person:

Kirsten Colvey, Dean of Student Services

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.1.r1 - Counselor**

Description

Replace Counselor position due to retirement or departure.

Rationale

In order to increase/maintain the number of student educational plans we must have enough counseling faculty to serve our student population.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$80,000.00/\$0.00

Second Year Cost/Savings:

\$82,000.00/\$0.00

Third Year Cost/Savings:

\$84,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Replace Counselor position due to retirement or departure.**

In order to increase the number of student educational plans we need to replace any counselor/s that vacate their position.

Start Date:

01/15/2018

End Date:

06/29/2018

Responsible Person:

Dean of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **1.1.a2 - Increase the number of appointments for students**

Since the SEP workshops have ended, it will be necessary to increase the number of one-on-one appointments for students to complete SEPs.

Start Date:

08/29/2016

End Date:

06/30/2020

Responsible Person:

Chair of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **1.1.a3 - Publicize SEP service**

Publicize during classroom visits, the campus website and any written materials about the SEP services.

Start Date:

08/14/2017

End Date:

06/30/2020

Responsible Person:

Chair of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

○ **1.2 - Objective - Additional support staff to provide services required by the SSSP.**

Priority Rank:

50

Original Start Date:

03/14/2014

Original End Date:

06/18/2021

Revised Start Date:

03/14/2014

Revised End Date:

06/18/2021

Responsible Person:

Dean of Counseling

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

▪ **1.2.r1 - Student Services Tech II**

Description

Hire FT Student Services Tech II to support SSSp activities in the counseling office.

Rationale

This position will back-up the secretary during vacations and will support the counselors with the preparation for counseling activities related to SSSP such as SEP workshops, new student advising, support for SOAR activities.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$50,000.00/\$0.00

Second Year Cost/Savings:

\$50,000.00/\$0.00

Third Year Cost/Savings:

\$50,000.00/\$0.00

▪ **1.2.r2 - Senior Student Services Tech**

Description

Hire a 3rd Senior Student Services Tech to help support follow-up services with probation, basic skills, Left Lane and at-risk students.

Rationale

Follow-up services are one of the 4 core services of SSSP. It has been demonstrated that high-touch support (as with programs such as EOPS) increases student success and retention. This position will increase the

ability of the college to provide more intrusive support, especially to the students most in need of follow-up and intervention.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$50,000.00/\$0.00

Second Year Cost/Savings:

\$50,000.00/\$0.00

Third Year Cost/Savings:

\$50,000.00/\$0.00

- **1.2.r3 - Student workers**

Description

2900 hours of student workers time to support counseling, assessment, admissions and orientation processes.

Rationale

Most SSSP processes are available to students 52 weeks a year. As a result, it requires that the offices and functions related to these services are adequately staffed at all times. Student workers are a cost effective way to support these services and also provide an effective liason with students utilizing the services for the first time.

Resource Type:

Ongoing

Expenditure Category:

Part-Time / Overtime / Student (2380)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$24,000.00/\$0.00

Second Year Cost/Savings:

\$24,000.00/\$0.00

Third Year Cost/Savings:

\$24,000.00/\$0.00

Actions/Activities:

- **1.2.a1 - Student Services Tech II**

Hire Student Services Tech II

Start Date:

01/01/2016

End Date:

06/30/2020

Responsible Person:

Dean of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **1.2.a2 - Senior Student Services Tech**

Hire a Senior Student Serviced Tech to support follow-up activities.

Start Date:

12/01/2015

End Date:

06/30/2020

Responsible Person:

Dean of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **1.2.a3 - Student workers**

Hire student workers to support the counseling and new student advising components of SSSP.

Start Date:

07/01/2014

End Date:

06/30/2021

Responsible Person:

Dean of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

○ **1.3 - Objective - Continue development of SAOs.**

Priority Rank:

17

Original Start Date:

01/20/2013

Original End Date:

06/30/2020

Revised Start Date:

01/20/2013

Revised End Date:

06/30/2020

Responsible Person:

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

▪ **1.3.r1 - Time**

Description

Time for all counselors, including adjunct, to meet.

Rationale

In order to have more accurate data, all general counselors need to meet to determine terms and processes.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

Actions/Activities:

▪ **1.3.a1 - Meet with OIERP**

Work with OIERP in developing SAOs.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.4 - Objective - Discuss the transition of the EPI tool with the goals, objectives and office processes.**

Priority Rank:

13

Original Start Date:

03/03/2016

Original End Date:

06/30/2020

Revised Start Date:

03/03/2016

Revised End Date:

06/30/2020

Responsible Person:

Chair of Counseling

Strategic Direction:

1. Promote Student Success

Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Actions/Activities:

▪ **1.4.a1 - EPI Tool Training**

Provide training to counselors on new Hobsons/Starfish EPI tool.

Start Date:

10/02/2017

End Date:

01/31/2020

Responsible Person:

Ernesto Rivera

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.5 - Objective - Develop administrative structure that gives the counseling department the autonomy to manage itself and to develop and implement innovations and activities independently.**

Priority Rank:

45

Original Start Date:

03/01/2015

Original End Date:

06/30/2020

Revised Start Date:

03/01/2015

Revised End Date:

06/30/2020

Responsible Person:

Dean of Counseling

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

▪ **1.5.r1 - Funding Director of Counseling**

Description

Hire a Director of Counseling to supervise the day to day functions of the Counseling Department.

Rationale

As the counseling department grows and expands to provide more services it is necessary to provide the appropriate administrative support to the

office so that the counselors are free to do their work and are not spending their time on administrative tasks.

Resource Type:

Ongoing

Expenditure Category:

Cert. Managers (1201)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$113,000.00/\$0.00

Second Year Cost/Savings:

\$113,000.00/\$0.00

Third Year Cost/Savings:

\$113,000.00/\$0.00

Actions/Activities:

▪ **1.5.a1 - Director of Counseling**

Hire a Director of Counseling to supervise day to day functions of the counseling office and to better represent the interests and issues of counseling within campus administrative structures.

Start Date:

03/01/2016

End Date:

06/30/2020

Responsible Person:

Dean of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

○ **1.6 - Objective - Investigate effectiveness of Probation process.**

A new probation contract has been created incorporating our CHC and Counseling classes as an option for students. Along with fostering more engagement on our campus while also incorporating campus activities, workshops and tutoring to encourage long term student success.

Due to changes with Financial Aid regulations specifically the BOG waiver, this shifted our traditional process in how to best serve probation students.

Specifically of concern is that the BOG waiver will be removed from students falling on level 2 probation due to new regulation. This resulted in the creation of more options in how to empower our student and prevent students from having their financial aid removed. The counseling department approved to restrict units for those students whose grades have not been posted at the time of registration. This will encourage them to come in and visit the counselors to determine how to best recuperate grades if needed and not take on too many units when they register. We implemented the use of a progress report to determine

current progress in their classes and for both counselor and student to feel confident in providing more units.

Additionally, when students complete probation contracts they have two options that we as counselor can use in the case students should need to petition for their financial aid to be reinstated. One to take a College Life or Counseling class, and two, to take part in a student services workshop or campus activity that can encourage them to stay motivated towards their goals. As a department we have launched various counseling classes some short term in various areas such as: Student success, Career Decision making, Stress Management and Transfer and Life Transitions. Additionally, students are required to log 8 tutoring hours a semester. Mid semester students check in with their counselor to provide a report of their progress and touch base on their educational or personal goals. Student success workshops have been planned this semester among the topics we facilitate are Goal, Setting, Time Management, Testing Strategies, Learning Styles, Note Taking, Finances 101 and Combating Procrastination. We will be evaluating the success of these workshops and hope to incorporate Student Lingo to help our working adults. A reevaluation in how we conduct our probation informational workshop and plan to incorporate growth mindset and strengths focused approaches as well as have this accessible online. Collecting data on the results of our new methods of implementation will take place.

Priority Rank:

14

Original Start Date:

01/20/2013

Original End Date:

06/30/2020

Revised Start Date:

01/20/2013

Revised End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.6.r1 - Time**

Description

Time is needed to meet with Office of Research.

Rationale

A process will need to be determined, then implemented, and finally, evaluated. All requires scheduling of time.

Resource Type:

Ongoing

Expenditure Category:

Cert. Managers (1201)

Funded:

No

Funding Source:

Actions/Activities:

▪ **1.6.a1 - Meet with the Office of Research**

Meet with the Office of Research to develop a process to determine effectiveness of the Student Probation process.

Start Date:

01/20/2012

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **1.6.a2 - Evaluate**

Evaluate results and determine plan of action based on these results.

Start Date:

01/20/2012

End Date:

07/31/2018

Responsible Person:

Counseling Faculty

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

○ **1.7 - Objective - Continue with online advising.**

Continue to develop online advising by working with District Computing Services.

Priority Rank:

4

Original Start Date:

01/20/2013

Original End Date:

06/30/2020

Revised Start Date:

01/20/2013

Revised End Date:

06/30/2020

Responsible Person:

Kirsten Colvey, Dean of Matriculation & Counseling

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

▪ **1.7.r1 - Planning**

Description

Time for counselors to meet needs to be found to develop online advising.

Rationale

It is necessary to take an online counseling course to familiarize, develop and train necessary staff to use online advising. Time will continue to be necessary for Counseling Faculty and District Computing Services to find in their schedule to further develop online advising.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$2,000.00/\$0.00

Second Year Cost/Savings:

\$2,000.00/\$0.00

Third Year Cost/Savings:

\$2,000.00/\$0.00

▪ **1.7.r2 - Time**

Description

Time will be required to meet to personnel and develop tool.

Rationale

This will increase accessibility for students.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

Actions/Activities:

▪ **1.7.a1 - Plan**

Start Date:
01/11/2016
End Date:
06/30/2020
Responsible Person:
Chair of Counseling
Status Code:
-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **1.7.a2 - Meetings**

Have continued meeting between Counseling Faculty and DCS personnel.

Start Date:
01/11/2016
End Date:
06/30/2020
Responsible Person:
Chair of Counseling
Status Code:
-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **1.7.a3 - Evaluate**

Determination of what works and does not using this tool will be necessary.

Start Date:
02/16/2018
End Date:
07/31/2020
Responsible Person:
Chair of Counseling
Status Code:
-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

○ **1.8 - Objective - Support the upcoming International Student Program.**

Priority Rank:

49

Original Start Date:

01/09/2017

Original End Date:

01/31/2020

Revised Start Date:

01/09/2017

Revised End Date:

01/31/2020

Responsible Person:
Dean of Counseling
Strategic Direction:
4. Expand Access
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Resource Requests:

▪ **1.8.r1 - Funding international students counselor**

Description

Funding is necessary to hire a full-time international students counselor.

Rationale

To support campus growth and the onset of starting a new International student program, a counselor will need to be hired to support students coming to Crafton.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$80,000.00/\$0.00

Second Year Cost/Savings:

\$82,000.00/\$0.00

Third Year Cost/Savings:

\$84,000.00/\$0.00

Actions/Activities:

▪ **1.8.a1 - Hire a full-time International Student Counselor**

Hire a full-time International Student Counselor.

Start Date:

02/01/2017

End Date:

06/30/2020

Responsible Person:

Dean of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.9 - Objective - Encourage counselors to take advantage of training to specifically learn and enhance teaching strategies in the classroom.**

Priority Rank:

46

Original Start Date:
08/01/2015
Original End Date:
01/31/2017
Revised Start Date:
08/01/2015
Revised End Date:
01/31/2017
Responsible Person:
Chair of Counseling
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Actions/Activities:

▪ **1.9.a1 - Peer teacher training**

Continue peer teacher training.

Start Date:

08/19/2016

End Date:

06/30/2020

Responsible Person:

Chair of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2 - Goal - Improve communication with students and campus community.**
In order to continue work improving communication with students, we will further develop the Counseling webpage and advertise Counseling Services.

Priority Rank:

4

Objectives:

- **2.1 - Objective - Strengthen communication and collaboration amongst counselors and office staff.**

Priority Rank:

6

Original Start Date:

01/20/2013

Original End Date:

06/30/2020

Revised Start Date:

01/20/2013

Revised End Date:
06/30/2020
Responsible Person:
Counseling Faculty
Strategic Direction:
8. Support Employee Growth
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Resource Requests:

▪ **2.1.r1 - Time**

Description

Time will be necessary to have meetings.

Rationale

The provided will allow for collaboration.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

Actions/Activities:

▪ **2.1.a1 - CHC Counselor Meetings**

Hold meetings for all CHC Counselors in addition to those that focus on transfer issues. Update: regular counseling meetings have began again as of the fall 2013 term.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **2.1.a2 - Develop Information Sharing System**

General Counselors and Counselors in specialized areas can share questions and new information more systematically and work to streamline processes. Update: looking into the use of a Wiki system with DCS.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.2 - Objective - Invite academic departments to present during counseling meetings.**

Priority Rank:

10

Original Start Date:

01/01/2014

Original End Date:

06/30/2020

Revised Start Date:

01/01/2014

Revised End Date:

06/30/2020

Responsible Person:

Chair/s

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **2.2.a1 - Contact academic departments**

Contact academic departments extending an invitation to update counselors about their program.

Start Date:

01/01/2014

End Date:

06/30/2017

Responsible Person:

Chair/s

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.3 - Objective - Publicize Counseling Services**

The department will continue to advertise services.

Priority Rank:

35

Original Start Date:

01/20/2013

Original End Date:

06/30/2020

Revised Start Date:

01/20/2013

Revised End Date:

06/30/2020

Responsible Person:

Kirsten Colvey, Dean of Student Services, Counseling and Matricuation

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **2.3.r1 - Time**

Description

Time will be needed to advertise Counseling services.

Rationale

Scheduled meetings and planning will need to continue with personnel involved with this process. Therefore, time will be needed to carrying out the process of advertising Counseling Services. Also, the reduced number of counselors makes it more difficult to find mutual time to meet without impacting students.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

Actions/Activities:

- **2.3.a1 - Meetings**

Meetings to discuss and plan what and how services will be publicized.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Dean of Student Services, Counseling and Matricuation

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.3.a2 - Implementation**

Create materials with other District areas, such as web development and Publications.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Dean of Student Services

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **2.3.a3 - Social media**

Continue use of social media to publicize student success activities. Continue use of social media to publicize student success activities.

Start Date:

08/01/2015

End Date:

06/30/2020

Responsible Person:

Chair/s

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **2.3.a4 - Evaluate**

Work with the Office of Research to determine the effectiveness of advertising of Counseling services.

Start Date:

01/20/2012

End Date:

06/30/2020

Responsible Person:

Office of Research

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

○ **2.4 - Objective - Assign counselors to be liaisons to the various academic departments.**

Priority Rank:

12

Original Start Date:

01/01/2014

Original End Date:

12/21/2018
Revised Start Date:
01/01/2014
Revised End Date:
12/21/2018
Responsible Person:
Chair/s
Strategic Direction:
2. Build Campus Community
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Resource Requests:

- **2.4.r1 - Time**
Description
Time to attend meetings.
Rationale
Necessary for collaboration to take place.
Resource Type:
One-time
Expenditure Category:
Cert Non-Mgt. Non-Teach (1283)
Funded:
No
Funding Source:

Actions/Activities:

- **2.4.a1 - Meeting with counselors**
Have meeting with counselors to discuss which departments they want to be liaisons with.
Start Date:
01/01/2014
End Date:
06/30/2020
Responsible Person:
Chair/s
Status Code:
-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.4.a2 - Contact academic departments**
Contact departments to ask who would like to have a counseling Liaison.
Start Date:
01/01/2014
End Date:
06/30/2020

Responsible Person:

Chair/s

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.5 - Objective - Email/SMS students when they reach a certain number of units to see a counselor.**

Priority Rank:

34

Original Start Date:

09/01/2014

Original End Date:

09/30/2020

Revised Start Date:

09/01/2014

Revised End Date:

09/30/2020

Responsible Person:

Chair/s

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **2.5.r1 - Time**

Description

Time will be needed to have these meetings.

Rationale

This will let students know if they are close to completion.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Funded:

No

Funding Source:

Actions/Activities:

- **2.5.a1 - Meet with DCS**

Emailing students announcements has been done by counseling. However, a meeting with DCS will be necessary to determine if SMS can be used to make announcements to visit counseling.

Start Date:

01/01/2014

End Date:
06/30/2020
Responsible Person:
Dean of Counseling and Matriculation
Status Code:
-- Pick One --

Progress Description:
Measurements/Documentation of Progress:

○ **2.6 - Objective - Further develop Counseling web site.**

In order to continue work improving communication with students, we will further develop the Counseling webpage

Priority Rank:
33

Original Start Date:
01/20/2013

Original End Date:
06/30/2020

Revised Start Date:
01/20/2013

Revised End Date:
06/30/2020

Responsible Person:
Dean of Student Services, Counseling and Matriculation

Strategic Direction:
2. Build Campus Community

Impact Type:
Department

Institutional Learning Outcome:
-- Pick One --

Resource Requests:

▪ **2.6.r1 - Time
Description**

Time to meet with involved personnel.

Rationale

Time will be needed to sit as a department to determine what will be added/deleted from the Counseling portion of the website. In addition, time to sit down with the Web developer will also be necessary. This presents a challenge considering the reduced number of counselors makes it more difficult to find mutual time to meet without impacting students.

Resource Type:
Ongoing

Expenditure Category:
Cert Non-Mgt. Non-Teach (1283)

Funded:
No

Funding Source:

Actions/Activities:

▪ **2.6.a1 - Planning**

Meet as a department to determine what will be added/deleted to the Counseling portion of the website.

Start Date:

01/20/2012

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **2.6.a2 - Communicate with web developer**

Communicate with the web developer all Counseling web page requests.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Kirsten Colvey

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **2.6.a3 - Social media**

Continue use of social media to publicize student success activities.

Start Date:

08/01/2015

End Date:

06/30/2020

Responsible Person:

Chair of Counseling

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

• **3 - Goal - Enhance Crisis Intervention and Mental/Emotional Health Services**

Priority Rank:

3

Objectives:

- **3.1 - Objective - Increase student access to emotional and mental health resources.**

Priority Rank:

16

Original Start Date:

08/01/2014

Original End Date:

06/30/2020

Revised Start Date:

08/01/2014

Revised End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental Health services

Strategic Direction:

4. Expand Access

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

▪ **3.1.a1 - Meetings with HWC**

Counseling staff is collaborating with Health/Wellness Director to increase on-campus availability of therapists to meet with students.

Start Date:

08/01/2014

End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental health services

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **3.1.a2 - Student access to online videos**

Counseling staff will continue to post student resource videos on the Emotional/Mental Health Resources page of the Counseling website; these will be updated as needed.

Start Date:

08/01/2014

End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental health services

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

○ **3.2 - Objective - Enhance Crisis Intervention services and staff capability.**

Priority Rank:

15

Original Start Date:

08/01/2014

Original End Date:

06/30/2020

Revised Start Date:

08/01/2014

Revised End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental health services

Strategic Direction:

4. Expand Access

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **3.2.a1 - Counseling training**

Crisis Intervention counselor trainings will be conducted, focusing on subjects such as suicide symptom awareness, counseling for alleviating of suicidal risk, effectiveness in counseling for non-suicidal self-injury, solution-focused brief therapy and more.

Start Date:

10/02/2014

End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental health services

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3.2.a2 - Access and dissemination of resources**

Counseling staff will coordinate with CHC Crisis Intervention Committee to provide crisis intervention resources and training to CHC faculty and staff.

Start Date:

08/01/2014

End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental health services

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is **Required** on the Annual Plan!

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses.

In writing your objectives and developing your resource requests, take into account student learning and program assessment results. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Increase effectiveness of Counseling Services.**

As mentioned in recent research briefs presented by the Office of Research, Counselors have played a key role in the student's success, persistence and retention. As a unit, we hope to increase this effectiveness by meeting the following objectives.

Priority Rank:

1

Objectives:

- **1.1 - Objective - Increase the number of students who have student educational plans.**

Priority Rank:

1

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Kirsten Colvey, Dean of Student Services

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

1. Critical Thinking

Resource Requests:

- **1.1.r1 - Counselor**

Description

Replace Counselor position due to retirement or departure.

Rationale

In order to increase/maintain the number of student educational plans we must have enough counseling faculty to serve our student population.

Resource Type:

Ongoing

Expenditure Category:
Cert Non-Mgt. Non-Teach (1283)
First Year Cost/Savings:
\$80,000.00/\$0.00
Second Year Cost/Savings:
\$82,000.00/\$0.00
Third Year Cost/Savings:
\$84,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Replace Counselor position due to retirement or departure.**
In order to increase the number of student educational plans we need to replace any counselor/s that vacate their position.
Start Date:
01/15/2018
End Date:
06/30/2021
Responsible Person:
Dean of Counseling
- **1.1.a2 - Increase the number of appointments for students**
Since students now complete abbreviated educational plans during New Student Advisement (NSA), Counseling appointments for comprehensive educational plans or any other form of counseling must be available for student after completing NSA.
Start Date:
08/29/2016
End Date:
06/30/2021
Responsible Person:
Chair of Counseling
- **1.1.a3 - Publicize SEP service**
Since the adoption of the new Starfish Degree Planner, it is the Counseling Department goal to publicize during, workshops, classroom visits, the campus website and any written materials about the new SEP tool.
Start Date:
08/14/2017
End Date:
06/30/2021
Responsible Person:
Chair of Counseling
- **1.2 - Objective - Additional support staff to provide services required by the Student Equity and Achievement program(SEA).**
Priority Rank:
50
Start Date:
03/14/2014

End Date:

06/30/2021

Responsible Person:

Dean of Counseling

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

Not Applicable

Resource Requests:

▪ **1.2.r1 - Student Services Tech II**

Description

Hire FT Student Services Tech II to support SEA activities in the counseling office.

Rationale

This position will back-up the secretary during vacations and will support the counselors with the preparation for counseling activities related to SSSP such as SEP workshops, new student advising, support for SOAR activities.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings:

\$50,000.00/\$0.00

Second Year Cost/Savings:

\$50,000.00/\$0.00

Third Year Cost/Savings:

\$50,000.00/\$0.00

▪ **1.2.r2 - Senior Student Services Tech**

Description

Hire a 3rd Senior Student Services Tech to help support follow-up services with Counseling Department with SEA, Probation/Starfish Flags, Promise and at risk student population.

Rationale

It has been demonstrated that high-touch support (as with programs such as EOPS) increases student success and retention. This position will increase the ability of the college to provide more intrusive support, especially to the students most in need of follow-up and intervention.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings:
\$50,000.00/\$0.00
Second Year Cost/Savings:
\$50,000.00/\$0.00
Third Year Cost/Savings:
\$50,000.00/\$0.00

- **1.2.r3 - Student workers**

Description

2900 hours of student workers time to support Counseling, Promise Program, and orientation processes.

Rationale

Most matriculation processes are available to students year round. As a result, it requires that the offices and functions related to these services are adequately staffed at all times. Student workers are a cost effective way to support these services and also provide an effective liason with students utilizing the services for the first time.

Resource Type:

Ongoing

Expenditure Category:

Part-Time / Overtime / Student (2380)

First Year Cost/Savings:

\$24,000.00/\$0.00

Second Year Cost/Savings:

\$24,000.00/\$0.00

Third Year Cost/Savings:

\$24,000.00/\$0.00

Actions/Activities:

- **1.2.a1 - Student Services Tech II**

Hire Student Services Tech II

Start Date:

01/01/2016

End Date:

06/30/2021

Responsible Person:

Dean of Counseling

- **1.2.a2 - Senior Student Services Tech**

Hire a Senior Student Serviced Tech to support follow-up activities.

Start Date:

12/01/2015

End Date:

06/30/2020

Responsible Person:

Dean of Counseling

- **1.2.a3 - Student workers**

Hire student workers to support the counseling and new student advising components of SSSP.

Start Date:
07/01/2014
End Date:
06/30/2021
Responsible Person:
Dean of Counseling

○ **1.3 - Objective - Continue development of SAOs.**

Priority Rank:

17

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

1. Critical Thinking

Resource Requests:

▪ **1.3.r1 - Time**

Description

This will allow meeting time for all counselors, including adjunct, to meet and evaluate SAOs.

Rationale

In order to have more accurate data, all general counselors need to meet to determine terms and processes.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Actions/Activities:

▪ **1.3.a1 - Meet with OIERP**

Continue to work with OIERP in developing SAOs and gathering data.

Start Date:

01/20/2013

End Date:

06/30/2021

Responsible Person:

Counseling Faculty

○ **1.4 - Objective - Develop administrative structure that gives the counseling department the autonomy to manage itself and to develop and implement innovations and activities independently.**

Priority Rank:

45

Start Date:

03/01/2015

End Date:

06/30/2021

Responsible Person:

Dean of Counseling

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

▪ **1.4.r1 - Funding Director of Counseling**

Description

Hire a Director of Counseling to supervise the day to day functions of the Counseling Department.

Rationale

As the counseling department grows and expands to provide more services it is necessary to provide the appropriate administrative support to the office so that the counselors are free to do their work and are not spending their time on administrative tasks.

Resource Type:

Ongoing

Expenditure Category:

Cert. Managers (1201)

First Year Cost/Savings:

\$113,000.00/\$0.00

Second Year Cost/Savings:

\$113,000.00/\$0.00

Third Year Cost/Savings:

\$113,000.00/\$0.00

Actions/Activities:

▪ **1.4.a1 - Director of Counseling**

Hire a Director of Counseling to supervise day to day functions of the counseling office and to better represent the interests and issues of counseling within campus administrative structures.

Start Date:

03/01/2016

End Date:

06/30/2020

Responsible Person:

Dean of Counseling

- **1.5 - Objective - Investigate effectiveness of Probation process.**

A new probation contract has been created incorporating our CHC and Counseling classes as an option for students. Along with fostering more engagement on our campus while also incorporating campus activities, online workshops (Student Lingo) and tutoring to encourage long term student success. Due to changes with Financial Aid regulations specifically the BOG waiver, this shifted our traditional process in how to best serve probation students. Specifically of concern is that the BOG waiver will be removed from students falling on level 2 probation due to new regulation. This resulted in the creation of more options in how to empower our student and prevent students from having their financial aid removed. The counseling department approved to restrict units for those students whose grades have not been posted at the time of registration. This will encourage them to come in and visit the counselors to determine how to best recuperate grades if needed and not take on too many units when they register. We implemented the use of a progress report to determine current progress in their classes and for both counselor and student to feel confident in providing more units.

Additionally, when students complete probation contracts they have two options that we as counselor can use in the case students should need to petition for their financial aid to be reinstated. One to take a College Life or Counseling class, and two, to take part in a student services workshop or campus activity that can encourage them to stay motivated towards their goals. As a department we have launched various counseling classes some short term in various areas such as: Student success, Career Decision making, Stress Management and Transfer and Life Transitions. Additionally, students are required to log 8 tutoring hours a semester. Mid semester students check in with their counselor to provide a report of their progress and touch base on their educational or personal goals.

Student success workshops have been planned this semester among the topics we facilitate are Goal, Setting, Time Management, Testing Strategies, Learning Styles, Note Taking, Finances 101 and Combating Procrastination. We will be evaluating the success of these workshops and hope to incorporate Student Lingo to help our working adults. A reevaluation in how we conduct our probation informational workshop and plan to incorporate growth mindset and strengths focused approaches as well as have this accessible online.

Collecting data on the results of our new methods of implementation will take place.

Priority Rank:

14

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Strategic Direction:

1. Promote Student Success

Impact Type:
Department
Institutional Learning Outcome:
Not Applicable

Resource Requests:

▪ **1.5.r1 - Time**

Description

Time is needed to meet with Office of Research.

Rationale

A process will need to be determined, then implemented, and finally, evaluated. All requires scheduling of time.

Resource Type:

Ongoing

Expenditure Category:

Cert. Managers (1201)

Actions/Activities:

▪ **1.5.a1 - Meet with the Office of Research**

Meet with the Office of Research to develop a process to determine effectiveness of the Student Probation process.

Start Date:

01/20/2012

End Date:

06/30/2021

Responsible Person:

Counseling Faculty

▪ **1.5.a2 - Evaluate**

Evaluate results and determine plan of action based on these results.

Start Date:

01/20/2012

End Date:

06/30/2021

Responsible Person:

Counseling Faculty

○ **1.6 - Objective - Continue support of International Student Services.**

Priority Rank:

49

Start Date:

01/09/2017

End Date:

01/31/2020

Responsible Person:

Dean of Counseling

Strategic Direction:

4. Expand Access

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

▪ **1.6.r1 - Funding international students counselor**

Description

Funding is necessary to continue to employ a part-time international students counselor.

Rationale

To support campus growth and the onset of starting a new International student program, a counselor will need to be hired to support students coming to Crafton.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

First Year Cost/Savings:

\$80,000.00/\$0.00

Second Year Cost/Savings:

\$82,000.00/\$0.00

Third Year Cost/Savings:

\$84,000.00/\$0.00

Actions/Activities:

▪ **1.6.a1 - Hire a full-time International Student Counselor**

Continue funding for a part-time International Student Counselor.

Start Date:

02/01/2017

End Date:

06/30/2021

Responsible Person:

Dean of Counseling

○ **1.7 - Objective - Encourage counselors to take advantage of training to specifically learn and enhance teaching strategies in the classroom.**

Priority Rank:

46

Start Date:

08/01/2015

End Date:

01/31/2017

Responsible Person:

Chair of Counseling

Strategic Direction:

3. Develop Teaching and Learning Practices

Impact Type:

Department

Institutional Learning Outcome:

3. Interpersonal and Group Skills

Actions/Activities:

▪ **1.7.a1 - Peer teacher training**

Continue peer teacher training.

Start Date:

08/19/2016

End Date:

06/30/2020

Responsible Person:

Chair of Counseling

• **2 - Goal - Support Crafton Faculty Leads in the development of Guided Pathways.**

Priority Rank:

2

Objectives:

○ **2.1 - Objective - Provide Counseling expertise in the development of CHC Guided Pathways.**

Priority Rank:

51

Start Date:

01/06/2020

End Date:

06/30/2022

Responsible Person:

Counseling Department/Counselor Lead

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

▪ **2.1.a1 - Meetings with Guided Pathways Leads**

Plan for continue collaboration as institution develops Guided Pathways.

Start Date:

01/06/2020

End Date:

06/30/2022

Responsible Person:

Counseling Department/Counselor Lead

• **3 - Goal - Improve communication with students and campus community.**

In order to continue work improving communication with students, we will further develop the Counseling webpage and advertise Counseling Services.

Priority Rank:

4

Objectives:

- **3.1 - Objective - Continue to invite academic departments to present during counseling meetings.**

Priority Rank:

10

Start Date:

01/01/2014

End Date:

06/30/2021

Responsible Person:

Chair/s

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.1.a1 - Contact academic departments**

Contact academic departments extending an invitation to update counselors about their program.

Start Date:

01/01/2014

End Date:

06/30/2017

Responsible Person:

Chair/s

- **3.2 - Objective - Strengthen communication and collaboration amongst counselors and office staff.**

Priority Rank:

6

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

Strategic Direction:

8. Support Employee Growth

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **3.2.r1 - Time**

Description

Time will be necessary to have meetings.

Rationale

The time provided will allow for collaboration and planning.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Actions/Activities:

- **3.2.a1 - CHC Counselor Meetings**

Continue to hold bi-weekly meetings for all CHC Counselors.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

- **3.3 - Objective - Publicize Counseling Services**

The department will continue to advertise services.

Priority Rank:

35

Start Date:

01/20/2013

End Date:

06/30/2021

Responsible Person:

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **3.3.r1 - Time**

Description

Time will be needed to advertise Counseling services.

Rationale

Scheduled meetings and planning will need to continue with personnel involved with this process. Therefore, time will be needed to carrying out the process of advertising Counseling Services. Also, the reduced number of counselors makes it more difficult to find mutual time to meet without impacting students.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Actions/Activities:

- **3.3.a1 - Meetings**
Meetings to discuss and plan what and how services will be publicized.
Start Date:
01/20/2013
End Date:
06/30/2020
Responsible Person:
Dean of Student Services, Counseling and Matricuation
- **3.3.a2 - Implementation**
Create materials with other institution areas/deaprmtnets, such as;
Financial Aid, Admissions & Records, and publications.
Start Date:
01/20/2013
End Date:
06/30/2021
Responsible Person:
Dean of Student Services
- **3.3.a3 - Social media**
Continue use of social media to publicize student success activities.
Start Date:
08/01/2015
End Date:
06/30/2020
Responsible Person:
Chair/s
- **3.3.a4 - Evaluate**
Work with the Office of Research to determine the effectiveness of
advertising of Counseling services.
Start Date:
01/20/2012
End Date:
06/30/2020
Responsible Person:
Office of Research
- **3.4 - Objective - Assign counselors to be liaisons to the various academic departments.**
Priority Rank:
12
Start Date:
01/01/2014
End Date:
06/30/2021
Responsible Person:
Chair/s
Strategic Direction:
2. Build Campus Community

Impact Type:
Department
Institutional Learning Outcome:
Not Applicable

Resource Requests:

▪ **3.4.r1 - Time**

Description

Time to attend meetings.

Rationale

Necessary for collaboration to take place.

Resource Type:

One-time

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Actions/Activities:

▪ **3.4.a1 - Meeting with counselors**

Have meeting with counselors to discuss which departments they want to be liaisons with.

Start Date:

01/01/2014

End Date:

06/30/2020

Responsible Person:

Chair/s

▪ **3.4.a2 - Contact academic departments and maintain liaison**

Contact departments to ask who would like to have a counseling Liaison and maintain an updates list every year.

Start Date:

01/01/2014

End Date:

06/30/2020

Responsible Person:

Chair/s

○ **3.5 - Objective - Send students automatic Starfish Kudos/Alert when they reach a certain number of units to see a counselor.**

Priority Rank:

34

Start Date:

09/01/2014

End Date:

09/30/2020

Responsible Person:

Chair/s

Strategic Direction:

1. Promote Student Success

Impact Type:

Department
Institutional Learning Outcome:
Not Applicable

Resource Requests:

- **3.5.r1 - Time**

Description

Time will be needed to have these meetings.

Rationale

This will let students know if they are close to completion.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Actions/Activities:

- **3.5.a1 - Meet with Starfish Leads**

Emailing students announcements has been done by counseling. However, a meeting with Starfish Leads will be necessary to determine how we will activate automatic notification to students.

Start Date:

01/01/2014

End Date:

06/30/2020

Responsible Person:

Dean of Counseling and Matriculation

- **3.6 - Objective - Further develop Counseling web site.**

In order to continue work improving communication with students, we will further develop the Counseling webpage.

Priority Rank:

33

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Dean of Student Services, Counseling and Matriculation

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **3.6.r1 - Time**

Description

Time to meet with involved personnel.

Rationale

Time will be needed to sit as a department to determine what will be added/deleted from the Counseling portion of the website. In addition, time to sit down with the Web developer will also be necessary. This presents a challenge considering the reduced number of counselors makes it more difficult to find mutual time to meet without impacting students.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Actions/Activities:

- **3.6.a1 - Planning**

Meet as a department to determine what will be added/deleted to the Counseling portion of the website.

Start Date:

01/20/2012

End Date:

06/30/2020

Responsible Person:

Counseling Faculty

- **3.6.a2 - Communicate with web developer**

Communicate with the web developer all Counseling web page requests.

Start Date:

01/20/2013

End Date:

06/30/2020

Responsible Person:

Kirsten Colvey

- **3.6.a3 - Social media**

Continue use of social media to publicize student success activities.

Start Date:

08/01/2015

End Date:

06/30/2020

Responsible Person:

Chair of Counseling

- **4 - Goal - Continue to Enhance Crisis Intervention and Mental/Emotional Health Services**

Priority Rank:

3

Objectives:

- **4.1 - Objective - Increase student access to emotional and mental health resources.**

Priority Rank:

16

Start Date:

08/01/2014

End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental Health services

Strategic Direction:

4. Expand Access

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **4.1.a1 - Meetings with HWC**

Counseling staff is collaborating with Health/Wellness Director to increase on-campus availability of therapists to meet with students.

Start Date:

08/01/2014

End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental health services

- **4.1.a2 - Student access to online videos**

Counseling staff will continue to post student resource videos on the Emotional/Mental Health Resources page of the Counseling website; these will be updated as needed.

Start Date:

08/01/2014

End Date:

06/30/2021

Responsible Person:

Counselor assigned to focus on Mental health services

- **4.2 - Objective - Enhance Crisis Intervention services and staff capability.**

Priority Rank:

15

Start Date:

08/01/2014

End Date:

06/30/2020

Responsible Person:

Counselor assigned to focus on Mental health services

Strategic Direction:

4. Expand Access

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **4.2.a1 - Counseling training**
 Crisis Intervention counselor trainings will be conducted, focusing on subjects such as suicide symptom awareness, counseling for alleviating of suicidal risk, effectiveness in counseling for non-suicidal self-injury, solution-focused brief therapy and more.
 Start Date:
 10/02/2014
 End Date:
 06/30/2021
 Responsible Person:
 Counselor assigned to focus on Mental health services
- **4.2.a2 - Access and dissemination of resources**
 Counseling staff will coordinate with CHC Crisis Intervention Committee to provide crisis intervention resources and training to CHC faculty and staff.
 Start Date:
 08/01/2014
 End Date:
 06/30/2020
 Responsible Person:
 Counselor assigned to focus on Mental health services

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [spring-2016-student-satisfaction-survey-results-rrn1417.pdf](#)
- [2017-18-dq-non-instructional-feedback_COUN_Final.docx](#)
- [2016SP SOAR Evaluation RESULTS.pdf](#)