

# Plans for Counseling >> 2013 - 2014 Counseling CHC Non-Instructional Program Review 2013-2014

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**Name :**

2013 - 2014 Counseling CHC Non-Instructional Program Review 2013-2014

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## Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

### 1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics and representativeness of population served)
- d. What kind of services you provide - **Rubric Item:** [Pattern of Service](#) - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)

**a. Organization (including staffing and structure)**

Counseling consists of 2 FT Counselor, 5 PT Counselor, 1 Articulation officer, 3 Interns, 9 Master Students, Student Success Advisor, Student Services Technician, and Instructional Faculty focusing on career services. There will be an addition of a FT Counselor in the spring who will focus on developing career services.

Counseling is provided 5 days a week (except during summer 4/10 schedule and winter and spring breaks) year round. Counselors are generally available from 9am to 6pm M-Th and 9am and 1pm on Friday.

Counseling is provided by FT and adjunct counseling staff. Students can see a counselor on a walk-in or appointment basis. Appointments are typically reserved for SEP development and for special populations such as honors students, veterans and financial aid term dismissal. Students who have other issues or questions are encouraged to meet with a counselor when they come in.

The Student Success Advisor assists counselors with Probation by contacting students who have been identified by instructors as at-risk, who are doing poorly in their classes, and informing basic skills students about the office's services. When contact is made, the Student Success Advisor determines if the student will need to meet a Counselor, or, referred to a specific campus service such as Financial Aid, Tutoring, etc..

The Instructional Faculty assigned to Counseling assists students with career related services. She has been a resource for students who need help with resume building and interview techniques. She also coordinates the Career fair twice a year. In addition, she maintains contact with the community in order to update students with job opportunities. Counseling also utilize the services of Master students and Interns. The role of the Master student is to assist students on the technology side such as the use of WebAdvisor, Blackboard, the set-up student email accounts and navigating Crafton's website. They are

available to make referrals if necessary if they hear a student having an issue in a particular area. For example, if the student is having problems financially, the Master student knows to refer the student to Financial Aid and/or Career services. They are available to students in the New Advising Sessions, SEP workshops, in the Library, at the Answer Centers, and the Left Lane program.

Interns assisting in the office are students working on their Masters in Counseling. They are in training to be a future counselor. For the most part, they take on the same duties as the Master Student. The added difference is, under supervision, they do the presentations in New Student Advising, Probation workshops, and SEP Workshops. Before the Intern is allowed to present, training takes place and involves them sitting in during one-on-one counseling sessions, attending counseling meetings, they attend CSU/UC and private school informational conferences, and have been involved in the development stages of New Student Advising and SEP workshops.

#### **b. Mission, or primary purpose**

Counseling's mission is best defined by the Board of Governors in a 1979 task force report on counseling:

"Simply stated, the mission of community college counseling and guidance is to assist the individual with decisions which affect educational, vocational and personal goals, and to provide appropriate support and instruction which will enable the individual to implement these decisions. These may include career, educational, academic choice, or personal social decisions. The implementation may include selection of appropriate institutions, academic planning, financial aid, and dealing with learning handicaps, making the transition from the community college to work or to an appropriate higher level college or university, and assistance in handling personal, family or social problems which may interfere with educational goal attainment.

While a variety of activities are utilized by counseling and guidance departments-- including unique programs for special clientele such as veterans; the returning older student; the disabled, minorities and culturally different: economically-deprived individuals, and those with learning handicaps--common components are usually present. These components reflect the underlying philosophy of counseling: that of providing information, clarification, and support which will enable individuals to make realistic decisions which are in their own self-interests and additionally to assist the person in planning implementing strategies to achieve these ends." (Hirshinger, 1979)

Counseling's mission explains the work that takes place while meeting with the student. A meaningful interaction between the counselor and student is necessary in understanding the student's needs. This process of getting to know the students strengths, weaknesses, personality, and interests takes time and is necessary before a direction can be determined. This is especially true for the undecided students, and, those at-risk. They need the extra attention so they are not lost in the system.

**c. Whom you serve (including demographics and representativeness of population served)**

The Counseling office serves the general student population. This includes veterans and their dependents, disabled students, international students. The following provides a summary of the information provided through CCCCO 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 term. The overall participation rates in counseling for spring 2013 was 60.39%

**Gender** – Participation rate for by gender are:

Female – CHC 51.82% Counseling 51.96% and male – CHC 48.01% Counseling 47.86%

**Age** - Participation rates for spring 2013 by age are:

19 and under - CHC 29.11% Counseling 28.93%

20-24 - CHC 42.25% Counseling 40.46%

25-29 - CHC 12.84% Counseling 11.67%

30-34 - CHC 5.66% Counseling 5.29%

35-39 - CHC 3.10% Counseling 3.25%

40-49 - CHC 4.56% Counseling 4.67%

50+ - CHC 2.49% Counseling 2.72%

**Ethnicity** - Participation rates during the Spring 2013 by ethnicity in counseling vary slightly from those rates in the general population of students. Filipino, Native American, Pacific Islander participation rates were so low they are not reportable. Comparison participation rates for the major ethnic groups are:

African American - CHC 4.1% Counseling 4.08%

Asian - CHC 3.80% Counseling 3.76%

Hispanic - CHC 40.45% Counseling 40.60%

White Non-Hispanic - CHC 44.57% Counseling 44.47%

**d. What kind of services you provide - Rubric Item: Pattern of Service - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)**

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

**1) Academic counseling**, in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals. Academic counseling services include assessment using multiple measures and diagnosis of students' academic abilities, disabilities, strengths and weaknesses; help in clarifying academic goals and selecting a program of study; educational planning for transfer, associate degree, and certificate programs; assisting with clarifying choices and actions, as well as decision-making, planning, and transitioning; making referrals to other support services when a need is indicated; 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 indicates the number of students served relating to educational planning. This data is provided by the CCCC Matriculation Data Mart during the Fall 2012 and Spring 2013 terms:

Fall 2012-Total student count: 5292,

Fall 2012-Student Education Plan Development Services Received: 3468, 63.15%

Spring 2013-Total student count: 5419

Spring 2013- Student Education Plan Development Services Received: 4091, 75.49%

All SEP development, veterans counseling and financial aid issues are addressed on an appointment basis only due to the length of time required for the appointment and the necessity to access information from a variety sources to successfully address the purpose of the appointment. Counselors answer questions that do not violate FERPA by email and phone as they are able. In the last two years eAdvising (online SEP) has been phased in along with the piloting of SEP workshops. Currently, all EOPS, Veteran and students enrolled in specific programs (Learning communities, Left Lane, Honors,) and students who participate in New Student Advising and the SEP workshops are all given online SEPs. Full

implementation of the SEP workshops will be fall 2014.

Counseling of new students is handled through New Student Advising. These group sessions are comprised of two Counselors (drawn from a pool of 2 FT and 5 PT counselors), Master Students (2 per session) and an Intern (1 per session). During New student Advising Counselors introduce students to Internet resources and software related to college services (i.e., registration, grade access), and transfer. The student also develops an abbreviated electronic SEP.

The Student Success Advisor assists with Probation workshops presenting information to the group on the levels of probation, ways to repair GPA, and, indicates the various services on campus students can seek help. Counselors meet with the students after the presentation one-on-one to plan courses and complete their probation contract. The students are encouraged to follow-up later in the semester with the counselor to complete a long term student educational plan.

With the new Transfer Center in place, many of the transfer activities (through such services as transfer workshops, university application workshops, and university representative visitations, Transfer Fair, etc...) once done by counseling is now taken on by the Transfer Center. Despite this being the case, Counseling still plays a key role assisting students in transitioning to baccalaureate-granting institutions. It is important that transfer counseling be an integral part of the counseling program services and not relegated solely to the Transfer Center. Currently, the Transfer Center facilitate training. These training meetings update the counselor with pertinent information related to transfer. This training includes counselors staying current with admission, general education, and major requirements for the transfer institutions in their region. In addition, counselors attend transfer conferences and workshops, such as those conducted by the University of California, California State University, and the Association of Independent Colleges and Universities.

Counseling is involved with the college's matriculation program, especially in the areas of assessment interpretation, application of multiple measures, orientation program development, New Student Advising, academic counseling and advising services, follow-up, and prerequisite and corequisite implementation.

**2) Career counseling,** in which undeclared majors and students with no career direction is assisted in assessing his or her aptitudes, abilities, and interests, and advised concerning current and future employment trends. Counselors teach students to examine their lives as a whole—values, interests, aptitudes, and life circumstances.

Students need to be made aware 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. At this point, career counseling services are delivered through the use of online tools and face-to face meetings with the counselors. An assigned Instructional faculty to the office who also assists with job placement and the job search process, including instruction in resume preparation and interviewing skills. She also coordinates two Career fairs during the year and facilitates career information workshops.

Prior to 2009, counselors taught the course, PCD 111. This course covered the career development process and its importance in setting and achieving academic and life goals. Currently, the class has been removed from the schedule because of budgetary reasons. It is planned to have the new counselor with a career background to revive this course along with career services as a whole.

**3) Personal counseling,** in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student's education.

Personal counseling services is available to students whose personal life issues interfere with their academic success. Though we provide individual one on one personal counseling, counseling needs to develop in the areas of group counseling, crisis intervention, support groups, and courses or workshops on personal life issues (e.g., dealing with self-esteem issues, stress management, and substance abuse prevention). And while counseling faculty should be prepared to provide these services, referrals to mental health professionals are made as needed. It is in the plans to hire a fulltime counselor with a mental health background to take the lead in this area.

4) Counselors participate in outreach activities making an effort to reach out to both current and potential students. Such outreach respond to any groups in need that can be identified, such as undeclared, basic skills, and at-risk students. Counselors are involved in making visits to local schools to promote college, as well as on-campus activities that introduce primary students and community members to the college and its educational opportunities. An example of this is the participation in the SOA3R program and High School Visitation Day.

## 2. External Factors with Significant Impact

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

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

### **External factors:**

**a.** Proposition 30 has help with budgeting to provide more courses, programs and student support services.

<http://www.dailybreeze.com/article/ZZ/20130808/NEWS/130809038&template=printart>

Proposition 30 support is evident with the filling of two vacant counseling positions. The department is currently seeking person with a background in Career, and, someone with a mental health background. The plan is to fill the vacancies by the end of spring 2014 term.

**b.** This past year, the department lost another full-time Counselor due to reassignment to the Articulation officer position. Resulting in two full-time Counselors in the office. Fortunately, the salary remaining as a result of this vacancy allowed us to hire adjunct counselors. However, finding time to train the new staff has become a challenge. Counselor training is facilitated by the Transfer Center, now conducted in counseling meeting which began in the fall 2014 after a long hiatus, and through the attendance CSU/UC conferences. Increasing the number of counseling meetings during the Spring 2014 has been discussed. Also, the Chair of Counseling and Transfer Center Coordinator have discussed a coordinated approached as far as developing the agenda to address counseling training.



**c.** The State Senate put together a plan to allow for a seamless transition for our students from Community College to the California State University (CSU) system. Also known as, SB1440, Associate Transfer Degree (Degree with a guarantee), provided the student with an Associate degree and the guarantee the student be able to have an admissions spot in one of the 27 CSU campuses. SB1440 has impacted the office in that counselor training of this new transfer option had to take. Counselors will also need to stay abreast of new majors being introduced annually. Marketing since its inception has taken place in the counseling office when counselors conduct a grad check, during the SOAR program, Left Lane, and New Student Advising sessions.

Also, with the increased number of students seeking and finishing an Associate Transfer degree, the need for an added Evaluator position becomes more urgent. The current Evaluator also has his hands full maintaining a Degree Audit system which is not fully functional with many quirks. He spends much of his energy with this system on top of many other responsibilities housed in his area. Therefore, an additional Evaluator is desperately needed.

The Radiologic Technology program recently enforced entrance requirements requiring students to have all general education courses leading to Crafton's Associate degree completed at the time apply to the program. This impact has increased the number of students coming to counseling to verify they have completed all the general education.

**h.** Compliance to 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. Datatel has been set-up to effect the student's registration if they have not completed these areas of Matriculation. The next phase is requiring students to complete a Student Education Plan (SEP) which counseling is mandated to enforce Fall 2014. At this point, SEP workshops are being piloted with the Left Lane program (~250 students). However, the following data provided by Admissions and Records for the fall 2012, shows an estimate of new students who will need an SEP:

Enrollment Status- 2012FA|C1213

Records

First-time student in college (after leaving high school).....4406

Returning student to this college after absent for a main term.....1427

Total.....5833

Based on these numbers, more staffing will be required to meet the Student Success Act of

2012 mandating all new students have a SEP.

### 3. Progress on SLOs

**Rubric Item:** [Service Area and/or Student Learning Outcomes: Process](#)

- a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
- b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SLOs, please discuss here.

In fall 2012, the counseling department assessed the following student learning outcome (SLO):

**SLO #1:** The student demonstrates knowledge of the Associate Degree requirements leading toward graduation.

In summer 2013, the counseling department assessed the following student learning outcome (SLO):

**SLO #2:** How well each student understood the student education planning process after the New Student Advising (NSA) session.

**Responses to 3a-d are outlined below under Summary, Improvement and Plan.**

**SUMMARY:** SLO #1 & #2

The unit has put together two SLOs since the last program review. And as indicated during that review, we wanted to be more specific to what was learned. As a result, we developed SLO #1 to determine if the student understood the Associate degree requirements leading towards graduation. And, SLO #2 looked closer at what we wanted students to take from developing an Education plan during New Student Advising. The department decided to conduct education plan workshops to handle the Student Success Act of 2012 mandate requiring all students have an education plan. As a result, we arrived at this SLO to begin measuring areas we wanted students to understand when putting together their education

plan. Keep in mind, the requirement that all students have an education plan is not required until Fall 2014. In coming up with SLO #2, the department was a year ahead of this mandate allowing us time to make any tweaks to the workshops prior to mandate being enforced.

#### **IMPROVEMENTS AND PLAN: SLO #1 & #2**

Looking at SLO #1, we identified the areas of weakness to address. The specific areas are Course numbering and AA/AS-T. The strategy to address these areas of weakness is to emphasize coverage of Course numbering and AA/AS-T during the New Student Advising sessions and the SEP workshops. We are looking to measure these areas during these meetings in the future.

Looking at SLO #2, we did not see any necessary improvements considering we hit the 70% benchmark established in all four areas we were looking at. However, with that said, this is a starting point as it relates to what we like to measure when we fully roll out SEP workshops. We are looking to measure other areas as it relates to SEP workshops.

Regarding SLO #1, we plan to administer this SLO again after heavy emphasis of Course numbering and AA/AS-T during the New Student Advising sessions and Education planning workshops.

## **4. Outcomes Assessment Reporting**

Please use the following tool to report each course or program that was assessed this year, the type of outcome assessed, and the ILO the outcome maps to. In addition, also provide the [Five Column Assessment](#) information in the spaces provided: learning outcomes statement, means of assessment, criteria for success, summary of evidence, and the use of results. Should you prefer, the Five Column Assessment information can be attached as a separate document. Additionally, other supporting documents that you wish to include can also be attached to the outcome.

- Knowledge of Degree Requirements
- **Statement:** The student demonstrates knowledge of AA/AS degree requirements leading toward graduation.

**Measurement:** Online assessment in Fall 2012 of students by counselor; each item evaluated on a rubric of 1 (student is aware of requirements), 2 (student is familiar with requirements), or 3 (student has firm knowledge of all requirements).

**Benchmark:** 70%

**Evidence:** See attached document titled, 'counseling\_SLO\_brief\_2012\_EG.pdf'

**Implications:** : Considering 70% was the benchmark with set for this SLO, the following areas need to be addressed being that they fell below the benchmark established: 1. Course numbering, and, 2. AA/AS-Transfer degree. The strategy here is to emphasize this requirement during New Student Advising and SEP workshop when Counselors meet with students one on one in the office. Also, collaborate with the English department and Writing Center to emphasize the Reading and writing requirement with the students. The benchmark was met in the other areas such as the total number of units required to obtain an Associate degree, the components (Major, General Education and Electives) that make up the degree, and, Mathematics competency requirement. However, there is room for improvement and it is the plan for the department to come up with ways to achieve 80% in these areas.

**Is Completed:** Yes

**Is Assessed:** Yes

**Outcome Type:** PickOne

**ILO Type:** PickOne

**Evidence Files:**

- [counseling\\_SLO\\_brief\\_2012\\_EG.pdf](#)
- SEP Planning Knowledge
- **Statement:** Students will demonstrate a knowledge of IGETC, CSU Breadth, private school course pattern, and AA/AS pattern.

**Measurement:** Students will demonstrate their knowledge of IGETC and other course patterns by registering in courses that apply towards their educational goal and background. Counselors assessed student knowledge in summer 2013 during New Student Advising group meetings by whether or not students completed their SEP correctly.

**Benchmark:** 70%

**Evidence:** See attached document titled, '2013\_Aug\_NewStuAdvising.docx'

**Implications:** Found that statement #3: Did they choose the appropriate articulation pattern as it relates to the listed classes on their SEP?, scored high. However, a number of students did not realize they had other course options when trying to enroll in closed courses listed on their SEP. It has been decided to emphasize during New Student Advising

when the student develops their SEP, if their course is full when enrolling, they have other course options using IGETC, CSUGE, ASSIST. org, etc.

**Is Completed:** No

**Is Assessed:** Yes

**Outcome Type:** PickOne

**ILO Type:** PickOne

**Evidence Files:**

- [2013 Aug NewStuAdvising.docx](#)

## 5. Quantitative and Qualitative Results

Please provide...

- Rubric Item:** A list of any quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) (e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.). Provide at least two.
- Rubric Item:** A summary of the results of these measures. (Please be sure to set a target and provide the reasoning for the [target](#) that has been set.)
- What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

The responses to 5 a, b, and c are provided for each measure below.

### **1. SEP workshop survey** – See attachment titled: 2013FA\_SEP\_Evals.pdf

Counseling piloted SEP workshops with the Left Lane program during the fall 2014 term.

The department administered a student survey to rate how well these students understood each component of student educational planning. This was a five point anchored scale where 5 was representative of "very well" and a 1 was representative of "Not Well at All."

This survey was administered to the Left Lane students after completing the SEP workshops during the Fall 2013 semester. A benchmark of 70% (score of 3.50) was set for each area.

The results have shown students were most likely to understand the following:

- English course sequencing
- Processes involved in developing a student education plan
- Math Course Sequencing
- Navigating in Web Advisor

**Strategy:**

Students were least likely to understand how to substitute courses within different GE categories. Knowing students had issues with how to substitute courses within different GE categories, the department has discussed spending more time in this area demonstrating more examples during the SEP workshops. Also, incorporating more teaching tools such as the dry erase board to provide more examples. By doing this, the counselor is not limited to the examples on the power point presentation. Overall, all areas measured met the minimum benchmarks established by the department. Knowing this and the upcoming Student Success Act of 2012 will mandate all new students have an SEP beginning Fall 2014, these numbers look promising as we move forward with SEP workshops.

**2. Student Satisfaction Surveys, Spring 2012** – See attachment titled: StudentSatisfactionSP2012(2).pdf

Table 19 below illustrates student satisfaction with the services provided at Crafton. In regards to Student Perception of Services, 70.2% of the students Strongly Agree or Agree the Counselor was concerned for their success versus 29.9% who Disagreed or Strongly Disagreed. While 70.8% of the students Strongly Agree or Agree the counselor provided accurate information versus 29.2% Disagreed or Strongly Disagreed. Counseling is concerned with these results specifically the numbers under Disagreed or Strongly Disagreed, the perception of the counselor was concerned about the student's success and accuracy of information. The following are the strategies the department hope to implement to move the numbers up to 80% in each of these two areas.

**The Counselor is concerned about my success:**

**Strategies:**

-Continue to be involved with the Left Lane Program

- Be out and about on campus such as time at the Answer Center, Student Government and club activities, Class visits tag teaming with the Transfer Center and Instructional Departments, be more involved with learning communities.

-Hiring more counselors will allow for more time with the student not feeling rushed out of the office. The department has caring individuals in the office. However, when students have to wait 3-4 hours during our peak period, the counselor, wanting to help everyone in line, is compelled to give the information the student needs in a rushed manner so they can help the next student in. I can understand the student's perception the counselor is not concerned about their success. The attached report, Copy of Student Traffic.xlsx.xlsx, shows the more counselors in the office, the less wait time for the student. Therefore, hiring more counselors will help with student wait time and allow for more quality time to help the student with their needs.

Also, it is the office's perception, students tend to wait until the registration period to visit the Counseling office. It seems to be a signal to the student, when the class schedule is released, to visit the Counseling office. Therefore, if the student wants quality time with the counselor, it needs to be made known the student can visit the department outside of the registration period.

### **The following are strategies**

#### **the department has discussed to prevent the long lines in Counseling:**

- The counseling the office making classroom announcements.
- Establishing a mobile counseling office to be set-up throughout various parts of the campus.
- Emailing students who have completed a certain number of units to come to counseling.
- Using the SEP workshops and New Student Advising to teach students how to use Degree Audit. Considering the most common reason students visit counseling is because they do not know what courses to take, Degree Audit would help with cutting the long waits. Having met with area community college, teaching the students how to use Degree Audit has cut the wait times down in counseling significantly.

Moreover, the department has the plan to utilize interns and Master Students to demonstrate the use of Degree Audit not only during the workshops but throughout the year in designated areas on campus such as the Library, Student Government office, Cafeteria, when out with the Counselor at the mobile counseling office, etc....

**Table 19:** Student Perception of Services frequency distribution

Please rate your level of agreement with the following:

**The counselors are concerned about my success**

Strongly Agree		Agree		Disagree		Strongly Disagree	
N	%	N	%	N	%	N	%
135	18.9	366	51.3	154	21.6	59	8.3

**The counselors provide accurate information:**

**Strategy:**

Accuracy of information is a concern the office has and provides the following strategies to raise this mark up to 80%.

-Provide more training opportunities. With the loss of 5 full time down to 2 full time Counselors, Adjuncts have been hired to fill this loss. Unfortunately, adequate training is desperately needed. Unfortunately, not having a Chairs position for over 10-years has resulted in the lack of training activities. The responsibility rested on the shoulders of the Dean who already had her hands full with responsibilities in other areas. It will be the responsibility of the new Chair to coordinate training of Counselors collaborating with other departments on campus along with continued training from the Transfer Center. Therefore, training will be the strategy to address accuracy of information with the hope of moving the department to the 80% mark.

-Assign counselors to be liaisons to various departments

-Rotate counselors to work in the Transfer Center.

**The counselors provide accurate information**

Strongly Agree		Agree		Disagree		Strongly Disagree	
N	%	N	%	N	%	N	%
128	17.6	388	53.2	157	21.5	56	7.7

## 6. Performance on Data Items

Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the OIERP Web Site, and in the PPR



Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** [Innovation and Service Enhancement](#)

ii) **Rubric Item:** [Partnerships](#) (Describe at least 2 external and/or internal partnerships)

**i) Rubric Item: Innovation and Service Enhancement**

- Creation of the Master student position. – described in section 1a.
- SEP workshops and utilizing electronic SEPs.- describe in section 1d, 2h, 3a and 4.
- Beginning the process of allowing the student with an electronic SEP to work with counselors through E-Advising to update their plan.-described in section 1d.
- Probation workshops.-described in 1d
- Wider use of Interns.-described in 1a

**ii) Rubric Item: Partnerships (Describe at least 2 external and/or internal partnerships)**

**Internal**

- Left Lane - Planned and implemented pilot SEP workshops with Left Lane. Participated directly in the recruitment, advising, and priority registration activities with these this group of students. Also, participated in group sessions where the LLP students provide us an goal update.
- Title V - Worked collaboratively with Title V grant initiatives of Transfer and Honors initiatives. Staff assigned to work directly with Honors students in the development of an SEP. Staff released to participate in training and other professional development activities to improve their effectiveness as transfer counselors.
- Partnership with the Library- Counseling provides Library Master Students to assist with registration and financial aid questions. For some reason, the library gets these questions.

**External**

- Local Area High Schools - Worked directly with eight area high schools to provide SOA3R program for graduating seniors at the schools in order to improve and facilitate transition to Crafton Hills College

-Partnership with University of Redlands (U of R) Counseling program- Crafton counseling is one of the feeder colleges for U of R's Master's degree counseling program to send their students to complete fieldwork hours.

## 7. Evaluation

What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- 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?)
- Innovation
- Compliance with applicable mandates

• **Representativeness of population served**- Evident in question 1c, the demographics served in counseling aligns very close to the campus's numbers.

• **Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)**- Online Orientation began two years ago, began SEP workshops as a pilot with the Left Lane program during the fall 2013 term. Began teaching students to use the electronic SEP during New Student Advising and SEP workshops as of the summer, fall 2013 term. Also, indicated to students changes can be made to their SEPs via eAdvising.

- **Partnerships (internal and external)**- Current partnerships with the Left Lane program, Library with the utilization of Master Students, Respiratory Care, Radiologic Technology, Transfer Center, Admissions and Records, Financial Aid, and, EOPS, Left Lane program, area high schools who participate in the SOA3R program.

- **Implementation of best practices-**

-The six factors to student success will be implemented in the counseling activities. See attached document titled: Six factors to student success. This is evident with the use of the Master Students engaging and connecting with students.

-National Community Colleges who received the Aspen award were characterized as institutions who had strong collaboration across the campus. Happy to say, collaboration is a best practice that exists in Counseling's work with the Math Department, Library, Respiratory Care, Radiologic Technology, Transfer Center, Admissions and Records, Financial Aid, EOPS, Left Lane program, and area high schools who participate in the SOA3R program.

- **Efficiency in operations-** With the increased number of students who go through the Challenge process disagreeing with their Assessment results, Counseling has now put in place workshops address the student's questions regarding the challenge process.

- **Efficiency in resource use-** With the Student Success Act of 2012 coming down the pipe, specifically, the mandate requiring all new students have an SEP, we were concerned about how to address the increased demand to have SEPs completed. We piloted the use of SEP workshops with the Left Lane Program. Conducting SEP workshops addressed the high number of no shows the previous year for students requesting SEP on a one on one appointment. We felt a SEP workshop would be cost effective. That is, if a student did not show during a SEP workshop, the counselor still had other students to work with who kept their workshop appointment.

- **Staffing-** to meet the current demands of the office and the upcoming Student Success Act of 2012, we started the Master Student position and incorporated the use of interns currently working on their master degree in counseling. Considering the short staff of counselors in the office, the creation of the Master Student position and use of interns were

to be extension of the office assisting students with technology questions as it relates to counseling, WebAdvisor, Campus email and website. They were also trained about the various student support and academic service on campus making referrals if necessary if students had an issue. In addition to being an extension of the office, a connection with a person who works in counseling. The student now know someone on campus they have connected and engaged with. And Connection being one of the Six Success Factors to a student's success and a big part of the campus's initiative of Engage, Learn and Advance, the use of Master Students and interns are seen to support this push.

● **Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)**- Currently counseling participates in the SSEEMM Committee, Ed Policy, Curriculum, Academic Senate, Financial aid committee, and now that there is a Chair of Counseling position, the plan is to have this person involved in shared governance.

● **Professional development and training**- Two individuals participated in Leading from the Middle Academy this past year and will continue during the second part of the training. Counseling meetings began during the fall 2013 after a long hiatus. Up to the fall 2013, counselor meetings consisted of time met during the Transfer training meetings. However, seeing there were topics outside of transfer needed to be discussed among counselors and the number of new Adjunct Counselors being hired, we felt additional meetings on top of the Transfer Center training was necessary. At this point, counseling meetings have involved Data-Tel and Transcript evaluation training, department visits from Radiology Technology, Theatre, and New Student Advising and SEP workshop training.

● **Group dynamics (e.g., how well do unit members work together?)**- A strong collaboration and enthusiasm among the counselors exist. This was evident during the development of New Student Advising and SEP workshops. Their willingness to work together and value each other's input has made for a positive office environment.

● **Innovation**- to meet the current demands of the office and the upcoming Student Success Act of 2012, we started the Master Student position and incorporated the use of interns currently working on their master degree in counseling. Considering the short staff of counselors in the office, the creation of the Master Student position and use of interns were to be extension of the office assisting students with technology questions as it relates

to counseling, WebAdvisor, Campus email and website. They were also trained about the various student support and academic service on campus making referrals if necessary if students had an issue. In addition to being an extension of the office, a connection with a person who works in counseling. The student now know someone on campus they have connected and engaged with. And Connection being one of the Six Success Factors to a student's success and a big part of the campus's initiative of Engage, Learn and Advance, the use of Master Students and interns are seen to support this push.

Other innovations include online orientation which began two years ago. Also SEP workshops were piloted with the Left Lane program during the fall 2013 term. Began the teaching students to use the electronic SEP during New Student Advising and SEP as of the summer, fall 2013 term. Indicated to students changes can be made to their SEPs via eAdvising.

● **Compliance with applicable mandates-** Student services is currently addressing aspects of the Student Success Act by requiring all new students complete the Orientation and Assessment process. Datatel has be set-up to effect the student's registration if they have not complete Orientation and Assessment. The next phase is requiring students to complete a Student Education Plan (SEP) which counseling is mandated to enforce fall 2014. At this point, SEP workshops are being piloted with the Left Lane program.

Other areas of the Student Success Act is addressing probation and Early Alert. At this point, probation workshops have been in place since 2011. However, we do not know the effectiveness of this process. Are students improving their grades as a result of these workshops? This semester we developed SLOs and will submit to the Office of Planning and Research with the hopes to administer during the summer 2014.

Early Alert is now in place but a training with the Instructional Faculty of the system needs to take place. Training would address how to use the technology, when an Instructor should use it, and other related areas. Professional Development activity can be used to have this training take place. Another idea is during College Hour, In-Service days, or, Flex days.

And the final aspect of the Student Success Act to be addressed is developing activities to assist students declare a focus of study during their first year. During the spring 2014, the new counselor who will have a career background will take a close look at how to meet this

mandate.

## 8. Vision and Mission

- a. Tell us your vision: Where would you like your program to be four years from now?
- b. **Rubric Item (Alignment):** Describe how your mission from question 1B and vision align with and contribute to the college's [mission and vision](#), as specified in the [CHC Educational Master Plan](#).)

### **8a. Tell us your vision: Where would you like your program to be four years from now?**

The vision I see in four years is all areas who have counselors and provide counseling services (Transfer, Career, Disabled Students, EOPS, STEM, etc...) be fully staffed and located in one central area on campus. Also, have in place a Counselor Director to coordinate counseling activities and manage staff. In four years, I like to see counselor liaisons assigned to all academic departments on campus to allow for two way communication of shared information. In four years, I like counselors and the Instruction side of the house to collaborate more on projects such as Left Lane, High School Visitation Day, and Learning Communities. In four years, I like to see the career component plugged into the high schools so when students get to college, they have a defined career, hence major. This would include counselors teaching career classes at the high school. In four years, I see all counseling services incorporating the six success factors to student success. And most important of all, in four year I like to see a mechanism in place to allow for a seamless gathering of data flowing between counseling and the Office of Research and Planning. This would allow counseling to have up to the date information giving way to a data-driven decision-making (D3M) environment.

### **8b. Vision**

The vision of Counseling is to contribute to the student's success by incorporating in all our services the campus's initiative of Engage, Advance and Learn while aligning with the RP groups six factors of student success.

## **Alignment**

### **Campus's mission**

*"The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment."*

Counseling's mission aligns with the Crafton Hills College's mission where both missions advances the student's goal to gain an education. Counseling provides the support and instruction necessary to help the student fulfill this goal.

### **Campus's VISION**

*"The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation."*

Counseling's vision aligns with the campus's vision in that one of the main services offered in the office is transfer preparation. And like the college, we seek to provide a premier experience which **engages** the student in the transfer process, providing services which allow the student to **learn** about this process, and in turn will **advance** them in their goals.

## **9. Progress on Prior Goals**

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:**

2

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2015

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2015

**Responsible Person:**

Kirsten Colvey, Dean of Student Services

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

Based on the information from CCCCO Data Mart\*\*\* there have been a slight increase in the number of Student Education Plans (SEP) between 2009-10 to 2010-11 and 2011-12 to 2012-13:

\*\*\*2009-10 # of SEPs.....8416

2010-11 # of SEPs.....8722

2011-12 # of SEPs.....7519



2012-13 # of SEPs.....8350

The Student Success Act of 2012, SB1456, requires all new students have a (SEP). With the official start of the SEP workshops during the Fall 2014 semester, an increased number of SEPs will be evident compared to previous years:

- **1.2 - Objective - Create a Counseling Chair position**

Establish a structure to provide coordination of counseling activities on campus.

**Priority Rank:**

1

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2014

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/01/2014

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **1.2.r1 - Counseling Chair**

**Description**

Create a Counseling Chair position

**Rationale**

There are 3 full time counselors and 7 adjunct counselors in student services. A department head would assist counseling in having an equivalent voice in campus wide decision making and provide a structure through which plans can be better executed.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

Yes

**Funding Source:**

General fund

**First Year Cost/Savings:**

\$5,000.00/\$0.00

**Second Year Cost/Savings:**

\$5,000.00/\$0.00

**Third Year Cost/Savings:**

\$5,000.00/\$0.00

- **1.2.r2 - Funding**

**Description**

**Rationale**

There are three full-time counselors and eight adjunct counselors in Student Services. A faculty chair would provide structure for executing plans and for representing counselors in for campus decisions.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$6,000.00/\$0.00

**Second Year Cost/Savings:**

\$6,000.00/\$0.00

**Third Year Cost/Savings:**

\$6,000.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Communicate need**

Communicate the need for a Counseling Chairs position to Dean of Student Services, other Administrators, Academic Senate, and the Union.

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services

**Status Code:**

Work is Completed

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.2.a2 - Meet with Dean of Student Services, Counseling and Matriculation**

Meet with the Dean of Student Services, Counseling and Matriculation to discuss Faculty Chair duties.

**Start Date:**

01/20/2013

**End Date:**

06/30/2013

**Responsible Person:**

Dean of Student Services, Counseling and Matriculation

**Status Code:**

Work is Completed

**Progress Description:**

**Measurements/Documentation of Progress:**

- o **1.3 - Objective - Investigate effectiveness of Probation process.**

The Counseling department will soon do research to determine if the Student Probation process (Workshops, units restrictions, developing a contract, etc....) is effective.

**Priority Rank:**

7

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2015

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **1.3.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:**

Personnel

**Funded:**

No

**Funding Source:**

**Actions/Activities:**

- **1.3.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:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Underway

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.3.a2 - Implementation**

Implement the measure(s) that will determine effectiveness.

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.3.a3 - Evaluate**

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

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.4 - Objective - Investigate hiring paraprofessionals**

**Priority Rank:**

8

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2014

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2014

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Actions/Activities:**

- **1.4.a1 - Review California guidelines for paraprofessionals**

Review guidelines to determine how paraprofessionals can contribute to the effectiveness of CHC Counseling.

**Start Date:**

01/20/2013

**End Date:**

06/30/2013

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Completed

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.4.a2 - Meet with Dean of Student Services, Counseling and Matriculation**

Unit Counselors and Dean will meet to discuss paraprofessional duties.

**Start Date:**

01/20/2013

**End Date:**

06/30/2013

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation and Counseling Faculty

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.5 - Objective - Develop online advising.**

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

**Priority Rank:**

6

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2021

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2021

**Responsible Person:**

Kirsten Colvey, Dean of Matriculation & Counseling

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **1.5.r1 - Planning**

**Description**

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

**Rationale**



It has taken hours and days to 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:**

Other

**Funded:**

No

**Funding Source:**

**Actions/Activities:**

- **1.5.a1 - Meetings**

Have continued meeting between Counseling Faculty and DCS personnel.

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services

**Status Code:**

Work is Completed

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.6 - Objective - Continue development of SLOs.**

**Priority Rank:**

5

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2014

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2014

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **1.6.r1 - Time**

**Description**

Time for all counselors, including adjunct, to meet.

**Rationale**

The three full-time counselors have piloted the new SLO. In order to have more accurate data, all general counselors need to meet to determine terms and processes.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

**Actions/Activities:**

- **1.6.a1 - Meet with Assessment Specialist and ORP**

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.7 - Objective - Interface SARS with e-Lumen**

**Priority Rank:**

16

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2014

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2014

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

- **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:**

2

**Objectives:**

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

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

**Priority Rank:**

14

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2015

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **2.1.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:**

Personnel

**Funded:**

No

**Funding Source:****Actions/Activities:**

- **2.1.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:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

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

Communicate with the web developer all Counseling web page requests.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Kirsten Colvey

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

○ **2.2 - Objective - Publicize Counseling Services**

The department will continue to advertise services.

**Priority Rank:**

11

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2015

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2015

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matricuation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **2.2.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:**

Personnel

**Funded:**

No

**Funding Source:**

**Actions/Activities:**

- **2.2.a1 - Meetings**

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

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services, Counseling and Matricuation

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.2.a2 - Implementation**

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

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.2.a3 - Evaluate**

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

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Office of Research

**Status Code:**

Work is Underway

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.3 - Objective - Strengthen communication and collaboration amongst CHC Counselors.**



**Priority Rank:**

13

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2015

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Actions/Activities:**

- **2.3.a1 - CHC Counselor Meetings**

Hold meetings for all CHC Counselors in addition to those that focus on transfer issues.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

Now have regular meetings with Counselors twice a month. This includes a general meeting and a training meeting facilitated by the Transfer Center.

**Measurements/Documentation of Progress:**

- **2.3.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.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

As mentioned, Counseling meets twice a month. However, we are looking for effective ways to share information which includes the use of Wiki. This is in the discussion stages at this point.

**Measurements/Documentation of Progress:**

- **2.4 - Objective - Develop Personal and Career Development (PCD) curricula.**

**Priority Rank:**

9

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2015

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Actions/Activities:**

- **2.4.a1 - Review current course outlines**

The CHC catalog lists two courses that are taught only by Counseling Faculty that could provide opportunities to teach students in a group setting.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling and Career Faculty

**Status Code:**

Work is Underway

**Progress Description:**

A counselor is currently working on the course outline. He plans to work with the new counselor with a career background to hammer out the details before submitting to Curriculum.

**Measurements/Documentation of Progress:**

- **2.4.a2 - Meetings**

Meet to discuss and decide on courses for which we will submit course outlines.

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Counseling and Career Faculty

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.4.a3 - Write Course Outlines**

Write course outlines for academic and career courses to submit to the Curriculum Committee.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling and Career Faculty

**Status Code:**

Work is Underway

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3 - Goal - Comprehensive Career Services for CHC student**

The Counseling office has seen an increase in number of students who have lost their job and/or need career assistance. It is the department's belief with the state of the economy, establishing a Career Center will benefit the student in the necessary skills to prepare for

the job market. This may include resume building, developing interview skills along with many other valuable skills needed to be hired in the job market. Currently, there is no dedicated staff or space for this function.

**Priority Rank:**

3

**Objectives:**

o **3.1 - Objective - Provide Career Services for CHC students**

Improve and increase career services to students at Crafton Hills College

**Priority Rank:**

3

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2021

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2021

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

▪ **3.1.r1 - Career Center Coordinator**

**Description**

Hire 1 FTE Career Center Coordinator Position

**Rationale**

A dedicated staff member is needed to plan and oversee a Career Center that can provide career exploration and job placement services.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$79,000.00/\$0.00

**Second Year Cost/Savings:**

\$81,000.00/\$0.00

**Third Year Cost/Savings:**

\$83,000.00/\$0.00

▪ **3.1.r2 - Career Center Facility**

**Description**

Identify a Career Center facility.

**Rationale**

A Career Center requires appropriate space to serve students and house resources and materials.

**Resource Type:**

One-time

**Expenditure Category:**

Facilities

**Funded:**

No

**Funding Source:**

- **3.1.r3 - Classified Personnel**

**Description**

Classified personnel to directly assist students and to perform clerical duties.

**Rationale**

Young and inexperienced students require information in such elementary tasks as searching for current available jobs, resume creation, cover letter writing, interviewing skills development, and job placement. These are the responsibility of well-trained classified employees with assistance from classified clerical staff. Currently, there is no dedicated staff for these functions.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$56,421.00/\$0.00

**Second Year Cost/Savings:**

\$58,244.00/\$0.00

**Third Year Cost/Savings:**

\$60,152.00/\$0.00

**Actions/Activities:**

- **3.1.a1 - Coordinate with the Transfer Center**

Coordinate activities and events with the Transfer Center. Establishing a career goal requires integration with the declaration of a corresponding major. This is far more comprehensive and deliberate. While there is a faculty member present to perform some of these duties, there is no mechanism for coordinating with the Transfer Center and faculty

assigned to Transfer Center activities and events such as informational interviewing, job-shadowing, company visitations, internships or service learning.

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Career Center Coordinator

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **4 - Goal - Increase Counseling integration in Learning Communities.**

Continue to increase integration of Counselors into the Learning Communities.

**Priority Rank:**

4

**Objectives:**

- **4.1 - Objective - Provide career, academic and personal counseling to every Learning Community student.**

Continue to provide career, academic and personal to students enrolled in the Learning Community courses.

**Priority Rank:**

10

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2017



**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2017

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **4.1.r1 - Time**

**Description**

Time for Counseling Faculty to meet with Learning Community students.

**Rationale**

Counselors currently make presentations in Learning Community courses and meet with students individually to develop complete SEPs. The reduced number of counselors makes it difficult to schedule sufficient time for Learning Community students without reducing time available to the general student population.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

**Actions/Activities:**

- **4.1.a1 - Scheduling SEP appointments**

Continue to schedule appointments with Learning Community students to create complete student educational plans.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **4.2 - Objective - Provide support to Learning Community classroom faculty.**

Continue to support Teaching Faculty involved in Learning Communities.

**Priority Rank:**

12

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2015

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2015

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **4.2.r1 - Time**

**Description**

Time to support Learning Community classroom faculty.

**Rationale**

Planning, scheduling and conducting presentations; meeting with students; and participating in Learning Community field trips will require time.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

**Actions/Activities:**

- **4.2.a1 - Meetings**

Continue to meet periodically with Teaching Faculty in Learning communities to discuss syllabus and students who may be having academic problems.

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Counselor

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **4.2.a2 - Presentations**

Continue to plan, schedule, and conduct presentations for Learning Community Classes.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **5 - Goal - International Diversity**

Expand the diversity of the student body and college community.

**Priority Rank:**

5

**Objectives:**

- **5.1 - Objective - Develop an International Student Program**

Increase the number of F-1 Visa students from other countries.

**Priority Rank:**

15

**Original Start Date:**

01/20/2013

**Original End Date:**

06/30/2016

**Revised Start Date:**

01/20/2013

**Revised End Date:**

06/30/2016

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Resource Requests:**

- **5.1.r1 - International Student Counselor**

**Description**

Hire 1 FTE International Student Counselor

**Rationale**

International students bring diversity and funding, and they require specialized counseling.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$79,000.00/\$0.00

**Second Year Cost/Savings:**

\$81,000.00/\$0.00

**Third Year Cost/Savings:**

\$83,000.00/\$0.00

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

**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. 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:**

06/30/2015

**Responsible Person:**

Kirsten Colvey, Dean of Student Services

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

o **1.2 - Objective - Investigate effectiveness of Probation process.**

The Counseling department will soon do research to determine if the Student Probation process (Workshops, units restrictions, developing a contract, etc....) is effective.

**Priority Rank:**

19

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

**Resource Requests:**

▪ **1.2.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:**

Personnel

**Actions/Activities:**

- **1.2.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:**

06/30/2015

**Responsible Person:**

Counseling Faculty

- **1.2.a2 - Implementation**

Implement the measure(s) that will determine effectiveness.

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

- **1.2.a3 - Evaluate**

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

**Start Date:**

01/20/2012

**End Date:**

06/30/2015



**Responsible Person:**

Counseling Faculty

- **1.3 - Objective - Investigate hiring paraprofessionals**

**Priority Rank:**

3

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

8. Effective Resource Use and Development

**Impact Type:**

Department

**Resource Requests:**

- **1.3.r1 - Time**

**Description**

Time will be needed to have these meetings.

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **1.3.a1 - Review California guidelines for paraprofessionals**

Review guidelines to determine how paraprofessionals can contribute to the effectiveness of CHC Counseling.

**Start Date:**

01/20/2013

**End Date:**

06/30/2013

**Responsible Person:**

Counseling Faculty

▪ **1.3.a2 - Meet with Dean of Student Services, Counseling and Matriculation**

Unit Counselors and Dean will meet to discuss paraprofessional duties.

**Start Date:**

01/20/2013

**End Date:**

06/30/2013

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation and Counseling Faculty

○ **1.4 - Objective - Develop online advising.**

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

**Priority Rank:**

5

**Start Date:**

01/20/2013

**End Date:**

06/30/2021

**Responsible Person:**

Kirsten Colvey, Dean of Matriculation & Counseling

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

**Resource Requests:**

- **1.4.r1 - Planning**

**Description**

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

**Rationale**

It has taken hours and days to 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:**

Other

- **1.4.r2 - Time**

**Description**

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

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **1.4.a1 - Meetings**

Have continued meeting between Counseling Faculty and DCS personnel.

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services

- **1.5 - Objective - Continue development of SLOs.**

**Priority Rank:**

18

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

**Resource Requests:**

- **1.5.r1 - Time**

**Description**

Time for all counselors, including adjunct, to meet.

**Rationale**

The three full-time counselors have piloted the new SLO. In order to have more accurate data, all general counselors need to meet to determine terms and processes.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **1.5.a1 - Meet with Assessment Specialist and ORP**

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Counseling Faculty

- **1.6 - Objective - Interface SARS with e-Lumen**

**Priority Rank:**

23

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

- **1.7 - Objective - Increase the number of counselors to year 2000 levels which is six full-time counselors and one part-time counselor.**

**Priority Rank:**

2

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Kirsten Colvey

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **1.7.r1 - Seek funding resource**

**Description**

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**First Year Cost/Savings:**

\$150,000.00/\$0.00

**Second Year Cost/Savings:**

\$156,000.00/\$0.00

**Actions/Activities:**

- **1.7.a1 - Communicate in Program Review**

Indicate the need for an increase in the number of counselors to year 2000 levels which is six full-time and one part-time counselor.

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Robert McAtee

▪ **1.7.a2 - Communicate need during campus meetings**

Communicate the need for more counselors during Chairs Counsel, Academic Senate, and Crafton Council.

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Robert McAtee

- **1.8 - Objective - Incorporate in all counseling activities, the six success factors to student success which is an expansion of the campus's initiative: Engage, Learn, and Advance. (See attached document titled, Six factors to student success.)**

**Priority Rank:**

14

**Start Date:**

01/01/2014

**End Date:**

06/30/2015

**Responsible Person:**

Robert McAtee

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

**Actions/Activities:**

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

Hold meetings with counselors to discuss how the six success factors can be incorporated into counseling related activities.

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Robert McAtee

○ **1.9 - Objective - Develop a Faculty Advisor program.**

**Priority Rank:**

15

**Start Date:**

09/01/2014

**End Date:**

01/01/2016

**Responsible Person:**

Robert McAtee

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

**Resource Requests:**

▪ **1.9.r1 - Seek funding resource**

**Description**



Determine if funding is available to help provide stipends to faculty who participate to be a faculty advisor. First year will be \$500 per semester starting with 10 faculty, \$10,000 total amount.

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Services

**First Year Cost/Savings:**

\$10,000.00/\$0.00

- **1.9.r2 - Time**

**Description**

Time will be required to discuss and implement program.

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **1.9.a1 - Meet with Academic Senate**

Meet with Academic Senate to create a ad hoc group to look more closely at the possibility of having Faculty advisors.

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Robert McAtee

- **1.9.a2 - Bring up idea at Chairs Council**

Toss out idea at the Chairs council meeting. Recruit a department from council to be a pilot for this program.

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Robert McAtee

- **1.10 - Objective - Establish a mobile counseling center.**

**Priority Rank:**

7

**Start Date:**

09/01/2014

**End Date:**

09/01/2017

**Responsible Person:**

Robert McAtee

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

- **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:**

2

**Objectives:**

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

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

**Priority Rank:**

9

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **2.1.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:**

Personnel

**Actions/Activities:**

▪ **2.1.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:**

06/30/2015

**Responsible Person:**

Counseling Faculty

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

Communicate with the web developer all Counseling web page requests.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Kirsten Colvey

○ **2.2 - Objective - Publicize Counseling Services**

The department will continue to advertise services.

**Priority Rank:**

10

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matricuation

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **2.2.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:**

Personnel

**Actions/Activities:**

- **2.2.a1 - Meetings**

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

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services, Counseling and Matricuation

- **2.2.a2 - Implementation**

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

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Dean of Student Services

- **2.2.a3 - Evaluate**

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

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Office of Research

- **2.3 - Objective - Strengthen communication and collaboration amongst CHC Counselors.**

**Priority Rank:**

6

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

2. Inclusiveness

**Impact Type:**

Department

**Resource Requests:**

- **2.3.r1 - Time**

**Description**

Time will be necessary to have meetings.

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **2.3.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:**

06/30/2015

**Responsible Person:**

Counseling Faculty

- **2.3.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:**

06/30/2015

**Responsible Person:**

Counseling Faculty

- **2.4 - Objective - Develop Personal and Career Development (PCD) curricula.**

**Priority Rank:**

16

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

**Actions/Activities:**

- **2.4.a1 - Review current course outlines**

The CHC catalog lists two courses that are taught only by Counseling Faculty that could provide opportunities to teach students in a group setting.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**



Counseling and Career Faculty

- **2.4.a2 - Meetings**

Meet to discuss and decide on courses for which we will submit course outlines.

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Counseling and Career Faculty

- **2.4.a3 - Write Course Outlines**

Write course outlines for academic and career courses to submit to the Curriculum Committee.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling and Career Faculty

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

**Priority Rank:**

11

**Start Date:**

01/01/2014

**End Date:**

09/30/2017

**Responsible Person:**

Robert McAtee

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Actions/Activities:**

▪ **2.5.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:**

Robert McAtee

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

**Priority Rank:**

12

**Start Date:**

01/01/2014

**End Date:**

09/30/2017

**Responsible Person:**

Robert McAtee

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **2.6.r1 - Seek funding resource**

**Description**

An increased number of counselors will need to be hired to serve as Liaisons at academic department meetings. Therefore, funding will need to be found to hire counselors.

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

- **2.6.r2 - Time**

**Description**

Time to attend meetings.

**Rationale**

**Resource Type:**

One-time

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **2.6.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:**

06/30/2017

**Responsible Person:**

Robert McAtee

- **2.6.a2 - Contact academic departments**

Contact departments to ask who would like to have a counseling Liaison.

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Robert McAtee

- **2.6.a3 - Seek funding resource**

**Start Date:**

01/01/2014

**End Date:**

06/30/2017

**Responsible Person:**

Robert McAtee

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

**Priority Rank:**

13

**Start Date:**

09/01/2014

**End Date:**

09/30/2017

**Responsible Person:**

Robert McAtee

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **2.7.r1 - Time**

**Description**

Time will be needed to have these meetings.

**Rationale**

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **2.7.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:**

06/30/2015

**Responsible Person:**

Dean of Counseling and Matriculation

- **3 - Goal - Comprehensive Career Services for CHC student**

The Counseling office has seen an increase in number of students who have lost there job and/or need career assistance. It is the departments belief with the state of the economy, establishing a Career Center will benefit the student in the necessary skills to prepare for

the job market. This may include resume building, developing interview skills along with many other valuable skills needed to be hired in the job market. Currently, there is no dedicated staff or space for this function.

**Priority Rank:**

3

**Objectives:**

- **3.1 - Objective - Provide Career Services for CHC students**

Improve and increase career services to students at Crafton Hills College

**Priority Rank:**

4

**Start Date:**

01/20/2013

**End Date:**

06/30/2021

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Institutional

**Resource Requests:**

- **3.1.r1 - Career Center Coordinator**

**Description**

Hire 1 FTE Career Center Coordinator Position

**Rationale**

A dedicated staff member is needed to plan and oversee a Career Center that can provide career exploration and job placement services.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**First Year Cost/Savings:**

\$79,000.00/\$0.00

**Second Year Cost/Savings:**

\$81,000.00/\$0.00

**Third Year Cost/Savings:**

\$83,000.00/\$0.00

- **3.1.r2 - Career Center Facility**

**Description**

Identify a Career Center facility.

**Rationale**

A Career Center requires appropriate space to serve students and house resources and materials.

**Resource Type:**

One-time

**Expenditure Category:**

Facilities

- **3.1.r3 - Classified Personnel**

**Description**

Classified personnel to directly assist students and to perform clerical duties.

**Rationale**

Young and inexperienced students require information in such elementary tasks as searching for current available jobs, resume creation, cover letter writing, interviewing skills development, and job placement. These are the responsibility of well-trained classified

employees with assistance from classified clerical staff. Currently, there is no dedicated staff for these functions.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**First Year Cost/Savings:**

\$56,421.00/\$0.00

**Second Year Cost/Savings:**

\$58,244.00/\$0.00

**Third Year Cost/Savings:**

\$60,152.00/\$0.00

**Actions/Activities:**

- **3.1.a1 - Coordinate with the Transfer Center**

Coordinate activities and events with the Transfer Center. Establishing a career goal requires integration with the declaration of a corresponding major. This is far more comprehensive and deliberate. While there is a faculty member present to perform some of these duties, there is no mechanism for coordinating with the Transfer Center and faculty assigned to Transfer Center activities and events such as informational interviewing, job-shadowing, company visitations, internships or service learning.

**Start Date:**

01/20/2013

**End Date:**

06/30/2014

**Responsible Person:**

Career Center Coordinator

- **4 - Goal - Increase Counseling integration in Learning Communities.**

Continue to increase integration of Counselors into the Learning Communities.



**Priority Rank:**

4

**Objectives:**

- **4.1 - Objective - Provide career, academic and personal counseling to every Learning Community student.**

Continue to provide career, academic and personal to students enrolled in the Learning Community courses.

**Priority Rank:**

20

**Start Date:**

01/20/2013

**End Date:**

06/30/2017

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

3. Best Practices for Teaching and Learning

**Impact Type:**

Institutional

**Resource Requests:**

- **4.1.r1 - Time**

**Description**

Time for Counseling Faculty to meet with Learning Community students.

**Rationale**

Counselors currently make presentations in Learning Community courses and meet with students individually to develop complete SEPs. The reduced number of counselors makes it difficult to schedule sufficient time for Learning Community students without reducing time available to the general student population.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **4.1.a1 - Scheduling SEP appointments**

Continue to schedule appointments with Learning Community students to create complete student educational plans.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

- **4.2 - Objective - Provide support to Learning Community classroom faculty.**

Continue to support Teaching Faculty involved in Learning Communities.

**Priority Rank:**

21

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

3. Best Practices for Teaching and Learning

**Impact Type:**

Institutional

**Resource Requests:**

- **4.2.r1 - Time**

**Description**

Time to support Learning Community classroom faculty.

**Rationale**

Planning, scheduling and conducting presentations; meeting with students; and participating in Learning Community field trips will require time.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Actions/Activities:**

- **4.2.a1 - Meetings**

Continue to meet periodically with Teaching Faculty in Learning communities to discuss syllabus and students who may be having academic problems.

**Start Date:**

01/20/2012

**End Date:**

06/30/2015

**Responsible Person:**

Counselor

- **4.2.a2 - Presentations**

Continue to plan, schedule, and conduct presentations for Learning Community Classes.

**Start Date:**

01/20/2013

**End Date:**

06/30/2015

**Responsible Person:**

Counseling Faculty

- **5 - Goal - International Diversity**

Expand the diversity of the student body and college community.

**Priority Rank:**

5

**Objectives:**

- **5.1 - Objective - Develop an International Student Program**

Increase the number of F-1 Visa students from other countries.

**Priority Rank:**

22

**Start Date:**

01/20/2013

**End Date:**

06/30/2016

**Responsible Person:**

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **5.1.r1 - International Student Counselor**

**Description**

Hire 1 FTE International Student Counselor

## **Rationale**

International students bring diversity and funding, and they require specialized counseling.

### **Resource Type:**

Ongoing

### **Expenditure Category:**

Personnel

### **First Year Cost/Savings:**

\$79,000.00/\$0.00

### **Second Year Cost/Savings:**

\$81,000.00/\$0.00

### **Third Year Cost/Savings:**

\$83,000.00/\$0.00

## **11. Comments**

Division and Area managers can make comments for this plan here.

**There are no comments for this plan.**

## **12. Supporting Documents**

- [Copy of Student Traffic.xlsx.xls](#)
- [RRN 691 CounselingSLO1 v2.doc](#)
- [2013 Aug NewStuAdvising.docx](#)
- [counseling\\_SLO\\_brief\\_2012\\_EG.pdf](#)
- [Six factors to student success.pdf](#)
- [StudentSatisfactionSP2012\(2\).pdf](#)
- [2013FA SEP Evals.pdf](#)