

Comprehensive Program Review Report



Program Review - Counseling

Program Summary

2022-2023

Prepared by: Counseling Division

What are the strengths of your area?: 1. Personnel

General counseling received one full-time, tenured track AAC counselor and one full-time instructor for the 2021-22 academic year. This brings the division to a total of 27 full-time faculty including one full-time Instructor, one full time Learning Specialist, one full-time Work Experience Coordinator/Counselor and one full-time Mental Health Counselor across all three campuses. Our Faculty Work Experience Instructor/Coordinator/Counselor will be retiring December 2022, so we are requesting a replacement position for the 23-24 academic year. In addition to that request, the division will be requesting an additional Mental Health Counselor to serve the growing number of students in need of mental health services.

2. Trainings

All counselors receive ongoing training via professional development conferences such as the CSU, UC, and ETS counselor conferences to name a few. In addition, the counselors meet twice a month on Thursdays for training/discussions in order to keep all counselors abreast of the most current information regarding majors, certificates, graduation, transfer requirements, etc. In addition to trainings on counseling specifics, we have received and will continue to receive training on equity, access, mental health training and discrimination in education.

Due to COVID, the counseling faculty and staff have engaged in extensive training on delivering services via online. This entailed trainings on how to use zoom, adobe acrobat, degree works, intranet and the various Microsoft features. Suffice to say, all of the counselors are fully proficient in delivering counseling services online as well as accommodating other various processes, such as forms processing, via electronic means. In addition to online delivery, counselors have a better understanding of our scheduling software SARS and are able to navigate the daily scheduling needs rather than relying on classified staff to make the changes. Lastly, because of the change in student needs and counseling delivery, counselors have become better at accommodating telephone appointments which many students tend to prefer according to the SARS data.

Per all COUN/HDEV courses in a 50/50 online vs. face-to-face format for fall 2021 and 40/60 for spring 2022, we continued to encourage all COUN/HDEV instructors to get OTCF Certified and the vast majority have the OTCF certification with only a few having just the Emergency Certification. Additionally, instructors were encouraged to attend additional trainings in 2021-2022 to support instructional design and delivery through conferences, FLEX workshops, and Distance Education workshops. Additionally, Instructors were able to meet 1v1 with our Instructor/Counselor for support, use Drop-In Instructor Support Hours, utilize our Canvas shells for courses and resources, review STSV Division Newsletters and attend Dialogue Days.

3. Facility

The counseling division occupies multiple facilities including, Transfer/Career Center, AAC, EOPS, SSP, Next-Up, Puente and Veterans Center and the Health Center. Likewise, our division has faculty in Tulare and Hanford. We also have priority use of San Joaquin 2 for our courses and received a laptop computer cart within that room to support the curriculum of our courses. All of our COUN/HDEV courses have an approved Distance Learning Addendum and we now have all of our COUN/HDEV courses available in the online/hybrid format which tend to fill the quickest and be the most requested.

4. Services

When COVID happened, our department did not hesitate to migrate to fully online services. We worked together as a team to implement electronic processes, improve forms, discuss best practices and adjust schedules to meet student needs. Because of this, an increase in accessibility of our appointments, efficiency in our appointment delivery and the removal of equity barriers ensued. Likewise, best practices for retention resulted with actions such as rebooking follow up appointments, calling our no-

show appointments, offering telephone appointments, texting and emailing students prior to appointments and booking students across departments depending on need.

The counseling faculty served 29,846 student appointments in 2021-2022, which includes all divisions with academic counselors as well evening and summer appointments. This number reflects all appointments attended and many are duplicated attendees. This is a significant increase of 1,760 students from 2020-2021 student appointment data. Likewise, this is commendable increase considering overall enrollment decreased from 16,451 in 2020-2021 to 16,279 from 2021-2022. The division attributes this increase of appointments to the accessibility of our counseling services via online appointments.

The counseling division only answered 663 online email questions via our online counseling email system for the 2021-2022 academic year, which is down dramatically from 3,021 in the 2020-21. This is a decrease of 2,358 in email requests, which could be due to the increase accessibility of counseling appointments via online. This number does not account for the back and forth correspondence counselors engage in with each student submitting questions.

In addition to counseling questions and appointments, we have an increase of usage and knowledge of our degree works auditing system. Again, due to being fully online, more students were made aware of all of the COS student support resources within their MyGiant portal. There are also a number of "how to" videos explaining how to access counselors on zoom, book through our online system and how to utilize degree works. We have updated the videos this fall to include the new Degree Works planner. We also continuously update the website with current information regarding our department services.

Our Mental Health Services met with 707 students in 2021-2022. However, they did 912 mental health screenings. Our Mental Health services conduct intake appointments for new students, provide one on one therapy session in person or via telehealth and provide DRAW Sessions

5. Courses

A. The counseling division offered 50 sections of COUN 25, COUN 10 (100), & HDEV 221 collectively over the 2021-2022 academic year, up eight sections from the previous academic year. The 2021-2022 Program Review Data Metric, provided by the Research Office, indicated that the COUN Courses had an overall success rate of 71.9% in 2021-2022 down from 81.8% in 2020-2021. However, EW's criteria returned to prior reasoning and documentation pre-COVID which made this option less accessible to students. However, many students were still experiencing COVID barriers.

HDEV 221 had an overall success rate of 77.1% in 2021-2022 down from 80.6% in 2020-2021. Again, EW's criteria returned to prior reasoning and documentation pre-COVID which made this option less accessible to students, but many were still experiencing COVID barriers.

Enrollment shows that we could use at least one or two more full time instructors. However, given the current legislation related to one transfer general education pattern and the changes to Title V, local general education criteria and financial aid awarding, there may or may not be an impact to our course offerings and demand. We will continue to monitor the legislation and the impact on our counseling courses.

B. Our division has seen an increase in enrollment for the 2021-2022 academic year as we offered 8 more sections. We have seen a slight decrease in the overall success rate of our COUN courses but this may be a result of the increased rigor to meet CSU G.E. requirements as both courses were awarded CSU G.E. approval starting fall 2020 based on updated curriculum. This, or possibly the effects of the pandemic, and the changes in access for students to utilize the EW option without documentation. We have discussed with counselors the updates in curriculum, course levels and needed preparation for success. A flyer was also created with recommendations and resources for both COS and HS Feeder School Counselors in supporting students' correct course selection with also now having the HDEV 221 option. Additionally, we continue to have Canvas Instructor Resources to highlight course materials and resources for instructor use with now the addition of a sample Canvas shell for instructional design. We have also added in Drop-In Instructional Support Hours for faculty within the division. The 2020-2021 academic year included the request for submission of COUN 100 for UC Transferability per the updated curriculum and alignment with other community college courses. This request was granted for the 2022-2023 academic year, making the course numbering now COUN 10. Instructors participated in numerous trainings and professional development and for 2021-2022 all instructors were either OTCP or Emergency DE Certified. We will continue to monitor success rates in HDEV 221 the upcoming year to ensure the course is meeting student needs and division expectations. However, it seems this course has been declining in enrollment need and may need to be either revised or discontinued. Discussions will take place during our division's Dialogue Days this fall 2022.

C. The use of quality, free and low-cost textbooks continue to be a focus within the COUN/HDEV courses to remove barriers for students. At least one, free, OER textbook option has been identified for use in each of our courses. Several instructors utilized the free, OER revised College of the Sequoias' COUN 100 Career and Life Planning textbook. As of summer 2022, another edit

was completed per numerous changes in links due to the onset of the pandemic and updated websites, resources, and tools. The textbook is now housed in the LRC in both hardcopy form and online in the OneSearch and OER Libguides.

6. Student Service's Degrees

The Student Services Division has agreed to assume responsibility over the University Studies and Liberal Arts degrees, with exception to the Liberal Arts, Health and Physical Science degree, for which the Physical Education division will assume responsibility.

Data was pulled regarding the degrees and a survey was conducted regarding the decision to assume responsibility and assess the program level outcomes. The data showed that two degrees in particular were often awarded as an additional degree rather than a primary degree. Therefore, to lessen the PLO assessment load, the division agreed to delete the Liberal Arts degree in Arts and Humanities as well as the Liberal Arts degree in Communication, effective fall 2022.

In addition to those degrees, the discussion surrounded our pre-nursing students and the lack of a pre-allied health degree. Most of those students were receiving the Liberal Arts degree in Natural Science or the University Studies in Math and Science prior to applying to allied health programs. The division agreed to create a new degree called Liberal Arts, Pathways to Health Science and we will delete the Liberal Arts in Natural Science for Fall 2023. In addition to creating a new degree, the department updated the program outlines and titles of the degrees, effective fall 2022.

As of 2022- 2023, the division now assumes responsibility for the following degrees:

- AA Lib. Arts: Pathway to Social Behavioral Science
- AA Lib. Arts Pathway to Educational Occupations
- AA Univ. Studies: Pathway to Math & Science
- AA Lib. Arts with Area of Emphasis in Nat Science – deleted effective fall 2023
- AA. Lib. Arts: Pathway to Health Science – effective fall 2023

PLO Assessment Cycles:

Spring 2025:

- AA Univ. Studies: Math & Science
- AA Lib. Arts: Pathway to Social & Behavioral Science

Spring 2026:

- AA Liberal Arts: Pathway to Educ. Opp.
- AA Pathways in Health Science (if approved)

What improvements are needed?: 1. Course Improvement needs:

A. FTES/FTEF/Enrollment Trends

As mentioned in our successes, we are experiencing increased section requests/needs in COUN 010 and COUN 025 for our local and concurrent/dual enrollment students. With the full time STSV instructor for fall 2021, this has helped to provide stability, representation, and focused instructional support for our division courses. We will continue to monitor the possible need for another full-time instructor depending on our FTES and FTES/FTEF ratios. Currently, we only have one full-time instructor whose entire load is committed to teaching, all other full-time faculty included in our FTEFs have multiple roles, including counseling, coordination, and teaching. Additionally, we are also closely monitoring the AB 928 legislation and implementation plans as that could impact our CSU GE awarding for Area E, in addition to Financial Aid, and thus impact future course enrollments/trends. Subsequently, we are also experiencing a downward trend in enrollment in HDEV 221 as FTES went from 44 to 19 with the increased section requests/needs for COUN 010 and 025. As a result, and given the five-year curriculum review in spring 2023, this trend will need to be reviewed in light of the course curriculum update and future plans for the course.

B. Technology/Software/Materials

Per the survey from fall 2021 regarding instructional support and technology needs, one laptop was purchased for the new, full-time instructor, but updated workstations (e.g. laptop/monitor/docking station-stand/speaker) for all instructional faculty is requested. Additionally, in conjunction with the COS Transfer & Career Center, a site license for Virtual Informational Interview Videos on Careers to support COUN 010, CTE programs, and all COS students (e.g. CandidCareer or similar platforms (<https://www.candidcareer.com/samplevideos.php#v>) was recommended.

In order to ensure the continued implementation of the MBTI assessment tool and interpretation for COUN 010 (100) and Career Counseling Appts., the Elevate site will need to be maintained and covered, along with the purchases of the MBTI Career Reports for COUN 010. The Elevate site is \$195 yearly and the MBTI Career Reports for COUN 010 are as follows: Faculty Club Rate (course rate only) \$15.96 each. Research has been conducted and paperwork submitted in curriculum for adding in a materials fee to the course with discussion on a potential process to help offset the cost. However, at this time, there is a

commitment through 2023-2024 to support these costs through the COS T&CC, so it will be important to revisit this option late spring 2023 or early fall 2023 to see evaluate and consider any needed improvement/updates to be activated for fall 2024.

C. Dual Enrollment

We are experiencing an increase in requests for Dual Enrollment courses at our High School Feeder Schools. In 2020-2021, we had 10 COUN/HDEV courses designated as Dual Enrollment. For 2021-2022, we had 18 sections. Therefore, there is an ongoing need to continue collaboration with our high school counterparts. For some schools, onboarding and acclimation with COS platforms has been cumbersome, as well as. technology issues between the two schools/systems which has impacted pacing within courses. Given recent changes with COUN 010, we have updated our detailed handout for our Dual Enrollment high schools/counselors with key course information and recommendations that need to be factored in when determining the best COUN/HDEV course selection for students. This was also distributed to all COS Counselors for support of student course selection. Also, given onboarding was particularly challenging for some Dual Enrollment high schools, we are continuing to collaborate with the Welcome Center and will attend the High School Partners Luncheon to share counseling topics, including our courses and success tips. This should improve student course selection and course/college acclimation.

E. MBTI Support

In order to support the use of the MBTI assessment tool and interpretation for COUN 10 and Career Counseling Appts., the Elevate site is used to house and support administration of the assessment tools. The Elevate site is \$195 yearly and the MBTI Career Reports are as follows: Faculty Club Rate (course rate) \$15.96 each. Research has been conducted on adding in a materials fee to the course and a potential process. However, at this time, there is a commitment through 2023-2024, so it will be important to revisit this option late spring 2023 or early fall 2023 to see if changes need to be made to the curriculum and process for implementation in fall 2024.

2. Services and resource improvement needs:

A. The counseling department has recently scaled back on the online appointment offerings and eliminated phone appointments for students, per administration's demand. However, the online modality is preferred by students and allows for greater accessibility to our services. Everything we do with students is online, therefore, it makes sense to walk students through the counseling appointment and software resources virtually rather than pointing to our screens while they watch. Likewise, many of our students are on financial aid, live in rural communities, work at least 20 hours a week and have family obligations. Therefore, a decrease in our online availability is increasing the equity gap for most of our students. We need to allow students to choose the counseling modality that works best for them rather than forcing them to come to campus for a half hour appointment. In addition to the decrease in online availability, the SARS access has been revoked for many counselors so we can no longer book appointments for students which is necessary for our online students. This will most likely result in a decrease in counseling appointments and overall student satisfaction of our services.

B. The Mental Health Services on campus have grown dramatically and the college does not have enough the mental health providers to serve the growing demand. Currently students seeking services are placed on a waiting list for 2-3 weeks before they are able to see either our full time Mental Health Counselor or our adjunct.

C. Counseling and financial aid will have a greater need to collaborate once the automated system for financial aid awarding is implemented. Therefore, counselors will need extensive training on the processes for auditing student awarding and processes will need to be developed to triage students issues with their awarding so that their aid isn't delayed. An additional Financial Aid Specialist to support Counseling offices specifically will help increase collaboration and decrease the errors in student funding.

D. The general counseling office has a need for an additional half-time counseling technician to help during our busy times. Therefore, our department will request a half-time counseling technician or clerical support to help out our front desk staff throughout the year.

E. With an increase of online appointments and the need for students to sign documents, we have requested electronic signature pads and would like to prioritize digitizing our forms so that they are completely electronic, and mobile-friendly. Eliminating a paper-based system increases our productivity and efficiency, saves the district money, and decreases environmental waste (paper, ink, toners, printers, etc.). We also avoid documents being lost, and inaccurate handwritten interpretations.

Programs such as SoftDocs by Ellucian can help streamline how content is captured, stored and distributed and is compatible with many of the programs we currently utilize such as Banner.

Describe any external opportunities or challenges.: The 2022-2023 academic year has begun with an internal struggle related to our professional services and academic freedom. The accessibility of our online counseling appointments was dramatically

reduced, phone appointments were eliminated as an option and the counselor's ability to book students for follow up appointments was revoked. All of these external challenges will contribute to a decrease in retention and in increase in inequitable services for services. Likewise, the morale of the department has been low because we no longer have the ability to provide or deliver a service according to our professional assessment of the student's needs. The department would like to consider surveying students so that the college has a better understanding of what is best for students relating to counseling and mental health services.

Overall SLO Achievement: The student learning outcomes assessments for COUN 25 were assessed in the spring of 2021 and will be assessed again in Spring 2024.

The student learning outcomes for COUN 10 were assessed in fall 2020 and will be assessed again in Fall 2023.

The student learning outcomes assessments for HDEV 221 were assessed in the spring of 2021 and will be assessed again in Spring 2024.

Changes Based on SLO Achievement: No updates or changes at this time.

Overall SAO Achievement: The results for spring 2021 Mother Lode Survey compared to those of spring 2019 show an increase in awareness and satisfaction. There was an overall increase in satisfaction of counseling services of 8%, up from 88% in 2019 to 94% in 2021. Likewise, there was an increase in awareness and satisfaction of counseling resources such as online counseling and degree works. In 2019, 40% of students were unaware of Degree Works compared to only 12% in 2021. The division believes that overall satisfaction and awareness of our services is a direct result of a change in service delivery. Due to COVID, we were required to move all of our counseling appointments online and/or phone appointments. Online/phone counseling appointments are often more accommodating for students due to a variety of reasons, including but not limited to, child care, employment, parking, and overall time management. The growth of our online services has made meeting with a counselor a lot more convenient and cost/time effective. In addition to convenience, meeting with students online or over the phone allows counselors to direct students to the resources and websites by walking them through it alongside us in the appointment. Face to face appointments do not allow for this unless the student brings in a computer. Therefore, the majority of the face to face appointments are spent with counselors pointing to their screens and then expecting students to remember the URL and resources at a later date upon leaving our office. Online and phone counseling appointments for students have made our services more satisfactory, accessible, accommodating and valuable to students.

The division will assess one of our SAO's again in spring 2023 related to accessibility of counseling services. However, since administration decreased the availability of online counseling appointments and eliminated telephone appointments, the division expects to see a decline in both appointments and satisfaction since equitable access to our services has been dramatically reduced. The other two SAO's were discontinued so the division will need to work with the research office to create a new SAO for the next year.

Changes Based on SAO Achievement: The following items will be analyzed according to the differences in results from the Motherlode Survey of 2021 and 2023:

1. The Division will assess equity and access pertaining to our counseling services and resources when reviewing the survey results from spring 2023.

2. The division will need to create new SAO's to be assessed in the Motherlode Survey in Spring 2023.

Outcome cycle evaluation: COUN 10 will be assessed Fall 2023

HDEV 221 will be assessed in Spring 2024

COUN 25 will be assessed Spring 2024

Related Documents:

[COUN FTEF Detail 2021-22.pdf](#)

[COUNSELING NUMBERS FOR PROGRAM REVIEW - 2021-2022.xlsx](#)

[FTES and Headcount.pdf](#)

[FW_ Work Study Awards - Student Worker Costs.pdf](#)

[Health Center Month End Stats Report CURRENT.xlsx](#)

[Liberal Arts Natural Science Deletion - Survey Results.pdf](#)

[STVS Degree Recommendations 2020-2021 \(curriculum update\).docx](#)

[Survey on Creating the Allied Health Degree.pdf](#)

[Survey Results for Program Ownership.pdf](#)

Action: 2022-2023 - Hire a Work Experience Counselor/Coordinator

Program Review - Counseling

Hire a Work Experience Counselor Coordinator to replace our current position.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Division, Jesse Wilcoxson, Jenny Saechao, Jessica Morrison, Jennifer LaSerna

Rationale (With supporting data): Our current Work Experience Coordinator/Counselor will be retiring in December 2022 and will need to be replaced. Work experience is a robust program that helps support students in their journey towards discovering a career. Per the minimum qualifications for community colleges, this person will need to have a Masters degree to instruct the courses and per the COSTA MA duties listed in 8.2.7.3., this person will need to have a Masters degree in a counseling related field for vocational counseling.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - Faculty position: 2022-2023

Salary (III/6)	\$90978
Benefit%	1.231595
H&W + LI	\$19,138.00
Total Cost	\$131,186.05 (Active)

Why is this resource required for this action?: Personnel request

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 131186.05

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: Continued -2021-2022, 2022-2023 Improve Instructional

Program Review - Counseling

Support

Improve instructional support with updated technology and funding for instructor trainings.

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023

Leave Blank:

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Identify related course/program outcomes: District Goal 2.1 and 2.2

Person(s) Responsible (Name and Position): Adrienne Duarte, Kristine Hodges, Jenny Saechao

Rationale (With supporting data): The Division has added a new full-time instructor, has recently received approval for CSU G.E. Area E, and has increased enrollment. Therefore, the instructors need more instructional supplies and updated technology to increase effectiveness and efficiency with their instructional delivery. Many of our instructors need new laptop/laptop cases/docking station-stands/monitors/speaker/webcam, etc.

Likewise, ongoing instructional training in student success and career readiness directly benefits the students.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/29/2022

Status: Continue Action Next Year

Two of our instructors received laptops and docking stations, however, we would like to extend this resource to all of our instructors.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - Improve instruction for teaching faculty with updated laptops and laptop docking stations. (Active)

Why is this resource required for this action?: Instructional Support funding for either the repair or replacement of instructional equipment and library materials.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 55604

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: Continued-2021-2022, 2022-2023 Create Stability for General Counseling Student Appointment Booking

Hire a part-time clerical staff to support Visalia General Counseling front desk staff.

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023

Program Review - Counseling

Leave Blank:

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Chair, Counseling Dean, General Counseling Specialists

Rationale (With supporting data): During our busiest times, we don't have the manpower to answer all phone calls and address student needs at the front desk. Support during these times is often filled by students but with the increases in financial aid have limited the amount of student workers available. Likewise, it is constant training, rather than being able to rely on a consistent, competent staff member.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/09/2022

Status: Continue Action Next Year

Additional clerical staff were not hired, however, this action will continue due to the need for consistency at the front desk of general counseling.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Classified/Confidential - Half-time Clerical Assistant or Counseling Technician (Active)

Why is this resource required for this action?: To provide support and consistency for students seeking counseling appointments.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 34653

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: Continued 2020-2021, 2021-2022, 2022-2023 Increase accessibility to the Student Services Courses

Hire two full time Instructors to teach the courses within the Student Services Division

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022, 2022 - 2023

Leave Blank:

Leave Blank:

Program Review - Counseling

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Division Chair, Instructor Coordinator, Administration

Rationale (With supporting data): With the increase in enrollment in Student Services courses and the approval for two of the courses to be listed in the CSU G.E., we expect to continue to see a demand for our courses. We currently only have adjunct instructors so hiring two full time instructors will help with scheduling and consistency of content delivery.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/15/2022

Status: Continue Action Next Year

Enrollment shows that we could use at least one or two more full time instructors. However, given the current legislation related to one transfer general education pattern and the changes to Title V, local general education criteria, there may or may not be an impact to our course offerings and demand. Therefore, we would like to continue this action into next year.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2021-2022

09/13/2021

Status: Continue Action Next Year

One Full Time instructor was hired for fall 2021. The division will use the 2021-2022 year to observe enrollment patterns to determine if another instructor is needed. Enrollment has decreased due to COVID so it is difficult to determine the need for another instructor at this time; however, we will keep this as a current action.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - Hire two full time Student Services Instructors (Active)

Why is this resource required for this action?: Increase in demand for the COUN courses and the division currently only employs adjunct instructors for our courses.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 228504.48

Related Documents:

[Faculty Salary Amount 2020-2021.pdf](#)

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Program Review - Counseling

Action: Completed 2021-2022 MBTI Certification Training

Train and certify 10 more Instructors and Counselors on the Myers Brigg Type Indicator Assessment to increase the efficiency of the MBTI assessments for students in the COUN 100 courses.

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022

Leave Blank:

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Identify related course/program outcomes: SLO # 1- Conduct a self-analysis of personality type, interests, skills, and values and apply this analysis to major/career choices.

Person(s) Responsible (Name and Position): Counseling Division Chair, Instructor Coordinator, Transfer Career Center

Rationale (With supporting data): The MBTI assessment and interpretation is a objective within the COUN 100 course curriculum. It is a seamless process when the instructors are MBTI certified and when there are plenty of other certified counselors to help interpret student results. Currently we have 11 COUN 100 fully enrolled sections and believe that more students will demand this course because of the CSU G.E. approval and as well as dual enrollment courses.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/09/2022

Status: Action Completed

An additional five instructor/counselors were trained this past summer 2022. COUN 10 instructors that are now trained will be able to better facilitate the assessment in their courses.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2021-2022

09/14/2021

Status: Continue Action Next Year

Due to COVID, we were unable to train additional counselors/instructors. However, we have 14 certified MBTI Counselors which has provided a stable foundation for the MBTI delivery for the Counseling 100 courses. We would like to continue this action so that we can get a few more instructors trained on MBTI that teach our COUN 100 courses regularly.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - Train and certify our newest full-time faculty, un-certified counselors and any Counseling 100 instructors in MBTI Certification in order to support our Counseling 100 curriculum. (Active)

Why is this resource required for this action?: Onsite or online certification training costing about \$25,450 for 10 people. Additional funding requested for facilities and food.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 28000

Related Documents:

[MBTI Certification Virtual_College of the Sequoias.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Program Review - Counseling

Action: Completed 2021-2022 Increase Efficiency in Advising with Updated Technology

Increase and improve the use of Counselor software and hardware by updating counselor workstations with the technological needs of the new programs that directly serve the students.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: SAO - Students can access counseling services and resources and students that use counseling services will progress towards their goals.

Person(s) Responsible (Name and Position): Counseling Division, Jenny SaeChao

Rationale (With supporting data): The counseling division has increased their online services which has proved to increase access to our students. The latest Motherlode survey indicated a 6% increase in satisfaction with our services across campuses and we believe this is due to our online counseling component. A 6% increase is the largest percentage increase since the survey began and the only difference was the delivery of services was the change from being primarily face to face to primarily online. With this increase in online services came an increase in technological updates to our software and hardware. Students will directly benefit from updated software and hardware of counselor workstations due to ease of use, speed and efficiency.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/09/2022

Status: Action Completed

Action complete. New desktop computers, laptops, headphones, monitors and docking stations have been purchased for the entire counseling team.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - Update counselor's monitors to a larger monitor; update desktop computer for those workstations that are outdated, and update laptops for those that are also outdated. (Active)

Why is this resource required for this action?: To improve efficiency in our advising since all of our resources and many of our services are technological/online based.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 55604

Related Documents:

[quote cdwg, a. duarte, prog.review, desktops, monitors, laptops, MKSX469.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and

Program Review - Counseling

attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: Discontinued 2021-2022 Improve Employment Opportunities and tracking of our CTE Students

Hire a Full-Time, tenured track CTE counselor to perform the following duties:

In addition to our normal counseling responsibilities listed on all counselor flyers, such as student education planning and referring to resources, etc., I have listed some additional job responsibilities for a potential CTE Counseling.

- Develop, establish and maintain effective partnerships between CTE employers and COS CTE faculty and student services
- Coordinate employment opportunities with local CTE employers
- Create, coordinate and help facilitate the job developer's workshops on job preparedness
- Outreach to CTE students regarding job opportunities and workshops
- Create and monitor CTE pathway Student Education plans
- Collaborate with Work Experience Coordinator to refer students to CTE work experience courses and monitor performance for potential employment
- Maintain records on student progress and potential employment opportunities
- Attend partnership meetings
- Maintain and report on student employment upon completion of the CTE pathway

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Division. Jonna Schengel, Jenny Saechao, Jessica Morrison

Rationale (With supporting data): The CTE program has a need for a counselor to help track students as they move through the CTE programs. Many students are not tracked after employment and/or are possibly not hired at all. This counselor would prepare students to be employed within the CTE field they are working towards; collaborate with our community partners; assist with work experience placement; track employment; and help students apply for their certificates and degrees.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/09/2022

Status: Action Discontinued

Action discontinued. It was determined by administration that this position was unnecessary.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - Full-Time Counselor (Active)

Why is this resource required for this action?: • Outreach to CTE students regarding job opportunities and workshops

- Create and monitor CTE pathway Student Education plans
- Collaborate with Work Experience Coordinator to refer students to CTE work experience courses and monitor performance for potential employment

Program Review - Counseling

- Maintain records on student progress and potential employment opportunities
- Attend partnership meetings
- Maintain and report on student employment upon completion of the CTE pathway

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 121110.27

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: 2022-2023 Ensure MBTI Funding for the Counseling 10 Courses

Ensure funding to support the MBTI assessments for our COUN 10 courses is secured.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Division, SS Dean, SS VP

Rationale (With supporting data): The Counseling 10 course, Career and Life Planning, has the MBTI assessment embedded into the curriculum to help support our student's career exploration. In order to support the use of the MBTI assessment tool and interpretation for COUN 010 and Career Counseling Appts., the Elevate site is used to house and support administration of the assessment tools.

The Elevate site is \$195 yearly and the MBTI Career Reports are as follows: Faculty Club Rate (course rate) \$15.96 each.

Currently, the site and assessments are all housed and oversaw by the COS Transfer & Career Center (T&CC) to support COUN 010 courses and individual students in one-on-one career appointments.

Research has been conducted on adding in a materials fee to the course and a potential process to help offset this cost. At this time, there is a commitment through 2023-2024 to support these costs through the COS T&CC, so it will be important to revisit this option late spring 2023 or early fall 2023 to see if changes need to be made to the curriculum and process for implementation in fall 2024.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Technology - Funding for MBTI assessments and reports.

23 sections at roughly 32 students: 11746.56 + Elevate fee (195)=\$11,941.56 per year for 22-23 and 23-24 academic years (Active)

Why is this resource required for this action?: MBTI is built into the COUN 10 curriculum and students are required to assess and then have their reports read and given to them.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 24000

Program Review - Counseling

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

Action: 2022-2023 Strengthen Collaboration and Increase Communication Between Financial Aid and the Counseling Department

To strengthen collaboration and increase communication through trainings, report sharing and personnel.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Financial Aid Director, Counseling Faculty/Department Chair

Rationale (With supporting data): There will be an increased need for understanding on financial awarding and denials for the upcoming year, due to new automated audit system utilized to determine financial aid eligibility. Counselors and financial aid staff will need to work together to help students understand their eligibility. Likewise, counselors will need to be trained on screens in banner so they can help determine concerns with a student's awarding. In addition to the new auditing system, COS will be joining the CVC-OEI consortium and thus, students from outside our service area will be taking our online courses and receiving aid from our college.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Student Support Services Specialist - This position would be a financial aid, admissions, and registration technician utilized to support departments and students. (Active)

Why is this resource required for this action?: This person will work with in/with departments such as Counseling, AAC, and Athletics, etc. Ideally students could get questions answered and needs met in those areas.

A classified range 29 step 2 salary would be \$51,667 plus benefits at current rates 35.6295% \$18,408.69 plus health cost at current rates \$19,138.20.

Total cost for classified range 29 step 2 at current rates would be \$89,213.89.

Notes (optional): It follows a concept of moving support staff out of siloed offices and blending them into higher student traffic areas. Taking the service to the student vs making the student come to us

Cost of Request (Nothing will be funded over the amount listed.): 89213.89

Program Review - Counseling

Link Actions to District Objectives

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District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2022-2023 Improve and Strengthen Services to International Students

Per the Vice President of SS and Dean of SS it was requested to create a line item for services related to international students.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Vice President of SS, Dean of SS, International Coordinator

Rationale (With supporting data): There is currently no budget for international student services. This budget would help the program provide professional growth training to the International Student Coordinator as well as help provide services to students to promote networking amongst all international students. In addition, this budget line item will contribute to international student workers.

Priority: Low

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Line item for International Student Services (Active)
Why is this resource required for this action?: Allow for funding towards international student program services and professional growth and student worker.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 20000

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
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Program Review - Counseling

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District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2022-2023 Increase Mental Health Counseling by 5%

Hire a Full-Time Mental Health Provider

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Joan Daniels, Jill Maze, Jessica Morrison, Division Chair

Rationale (With supporting data): The number of students seeking mental health care and health services is increasing. Students seeking mental health counseling are often wait-listed 2-3 weeks, even with the additional mental health programs we are using. A mental health assistant(grant funded) reviews all intakes, contacts students, and schedules appointments which allows the mental health providers to focus on counseling. An additional full time mental health provider would increase the capacity to see more students for counseling. General funds would be needed to cover cost.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Without adequate mental health support for our students, students with untreated mental health concerns can pose a risk to themselves, other students and faculty and staff.

Resources Description

Personnel - Faculty - Increase Mental Health Services to students - Mental Health Counselor (Active)	
Why is this resource required for this action?: Counselor to meet with student seeking mental health services on campus.	
Notes (optional): Salary (III/6) \$90978	
Benefit%	1.231595
H&W + LI	\$19,138.00
Total Cost	\$131,186.05
Cost of Request (Nothing will be funded over the amount listed.): 131186.05	

Link Actions to District Objectives

Program Review - Counseling

District Objectives: 2021-2025
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