

Comprehensive Program Review Report



Program Review - Counseling

Program Summary

2023-2024

Prepared by: Counseling Division

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

General counseling received one full-time, tenured track Mental Health Counselor and replaced one full-time tenure-track Transfer Counselor, one full-time tenure track EOPS Counselor and one full-time tenure track Work Experience Coordinator/Counselor for the 2023-24 academic year. This brings the division to a total of 28 full-time faculty including one full-time Instructor, one full-time Learning Specialist, one full-time Work Experience Coordinator/Counselor and two full-time Mental Health Counselors across all three campuses. Our full-time Learning Specialist will be retiring at the end of 23-24 academic year, so we are requesting a replacement position for the 24-25 academic year. Mental Health is continuing to see a rise in student need, so we are requesting another Mental Health Counselor as well.

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 to keep all counselors abreast of the most current information regarding majors, certificates, graduation, transfer requirements, etc. All counselors have been trained in the process of requesting course equivalency in TES to streamline the pass along process. 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. Many of counselors that wish to teach online have also attended OCTP training. Since 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 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 could navigate the daily scheduling needs rather than relying on classified staff to make the changes if access was restored to do so.

COUN/HDEV courses are taught in multiple modalities, online, hybrid, and face-to-face format, so we have continued to encourage all COUN/HDEV instructors to get OTCP Certified and the overwhelming majority have the OTCP certification. Additionally, instructors were encouraged to attend additional trainings in 2022-2023 to support instructional design and delivery through conferences, webinars, division workshops, 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 Instructional Newsletters and attend Dialogue Days. Additionally, three of our instructors were trained for the Regular Substantive Interaction (RSI) Team and are now leads for the college. In the spring of 2022, a division workshop was provided overviewing the elements of RSI and importance. All online/hybrid instructors were encouraged to participate in having their course reviewed by the RSI Team.

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.

4. Services

Because of COVID, our department implemented electronic processes, improved forms, discussed best practices and adjusted schedules to meet student needs. The result was an increase in the accessibility of our appointments, efficiency in our

appointment delivery and the removal of equity barriers. 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 30,245 student appointments in 2022-2023, which includes face-to-face as well as online modalities. This number also 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 2,159 students from 2020-2021 student appointment data and an increase of 399 from 21-22.

For the departments that were trackable, of the 30,245 appointments, 3291 students were seen in an online capacity in 22-23. Using the average number seen versus appointments available, we estimate that approximately another 2855 students were served online in departments where attended appointments could not be tracked. This is a total number of 6146 served in an online capacity. The division attributes this increase of appointments to the accessibility of our counseling services via online appointments. We do not have accurate data for the past years for online appointments.

The counseling division answered 836 online email questions via our online counseling email system for the 2022-2023 academic year, which is an increase of 173 from 2021-2022. 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. An extra SEP icon has been added to MyGiant so it is more accessible to students. 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 updated the videos in fall 2022 to include Degree Works planner. We also continuously update the website with current information regarding our department services.

The division has instituted a Processes Task Force to review our current processes for efficiency and effectiveness and take recommendations back to the division.

Mental Health: Services offered through the health centers included crisis triage, ongoing counseling, mental health assessments, depression screening and presentations to staff and students. Two Licensed Marriage and Family Therapists provided direct service to students in Visalia, Hanford and Tulare. A supervised a team of interns also delivered psychological services in Visalia. An additional counselor at Hanford and Visalia campuses was available through the DRAW program. In-person mental health counseling and teletherapy visits totaled 480 (400-Vis, 57-Han, 23-Tul). The DRAW program had an additional 57 counseling visits in Visalia. New intakes totaled 163 (133-Vis, 20-Han, 10-Tul). 912 students utilized Mind Wise, our online mental health screening tool. The weekly Zoom "Health" Room presented various mental health topics to 66 students. Live classroom presentations on mental health topics were completed for 317 students.

5. Courses

A. The counseling division offered 55 sections of COUN 10, COUN 25 & HDEV 221 collectively over the 2022-2023 academic year, up five sections from the previous academic year. The Program Review Data Metric, provided by the Research Office, indicated that the COUN Courses had an overall success rate of 77.2% success rate in 2022-2023 up from 2021-2022 that had dipped to 71.9% so it appears we are starting to see some rebound from the impact and barriers associated with COVID.

HDEV 221 had an overall success rate of 77.7% in 2022-2023 up slightly from the 77.1% in 2021-2022. Again, it appears we are continuing to see a slight rise from the impact and barriers associated with COVID. Additionally, this course was redesigned from a 100 level to 200 level course so we may also be seeing perhaps better placement in courses. Success rates are up from 2017-2018 which held at 75.8%. We have seen an overall decline in enrollment of HDEV 221 with the option for both COUN 010 and 025, with CSU/UC transferability and CSU-GE, Area E awarding. We are down at 24.30 FTES in 2022-2023 from 2017-2018 when it was at 61.91 FTES. However, there was an uptick from 20.70 FTES in 2021-2022 to 24.30 FTES in 2022-2023. In reviewing enrollment this appears to be largely due to Dual Enrollment numbers. We also will have LS 315, Transition to College, offered by teaching faculty from the Access and Ability Center as of fall 2023 as alternative option to support students in their successful acclimation to college so we will monitor HDEV 221 to see if there is any impact.

B. Our division has seen an increase in enrollment for the 2022-2023 academic year as we offered 5 more sections overall. This is now 13 additional sections over the last two years. 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 (CaGETC) and the changes to Title V, local general education criteria, and financial aid awarding (CPos), 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. We have seen an increase in the overall success rate of our COUN courses from last year to this year. This may be in turn due to the rebounding effects from the pandemic, along with working to make sure all counselors are aware of the updates in curriculum, course levels and needed preparation for success as these courses are now CSU-GE, plus CSU/UC transferable and contain more rigor. COUN

100 was approved 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. We are continuing to monitor success rates in HDEV 221 as it is up just slightly in 2022-2023 and appears to be better meeting student needs and division expectations. However, it seems this course has been declining in enrollment overall and may need to be either revised or discontinued in future years. During our division's Dialogue Days in fall 2022 a workgroup was created to review the course and viability. It was decided to maintain it at that time. Additionally, it should be noted that although enrollment is down overall in HDEV 221, it has been sustained through the requests by Dual Enrollment, which has seen a dramatic rise. For our COUN/HDEV courses we had 7 Dual Enrollment sections in 2017-2018, but as of 2022-2023, we had 18 sections. Therefore, we will continue to stay connected with our Director of Early College Partnerships and high school, feeder schools. We will also continue to monitor enrollment patterns each year.

Additionally, the STSV Course Menu flyer continues to be updated with recommendations and resources for both COS and HS Feeder School Counselors in supporting students' correct course selection. Additionally, we continue to have Canvas Instructor Resources to highlight course materials and resources for instructor use with a sample, initial Canvas shell for instructional design. We also have occasional Drop-In Instructional Support Hours for faculty within the division, along with Dialogue Days meetings, and trainings. Instructors participated in numerous trainings and professional development for 2022-2023. We have a large majority of instructors who have completed the OTCP.

C. The use of quality, free and low-cost textbooks continues to be a focus within the COUN/HDEV courses in order to remove barriers and provide access for students. At least one, free, Open Educational Resource (OER) textbook option has been identified for use in each of our COUN/HDEV courses. Several instructors utilize free, OER-Zero Textbook Cost (ZTC) options. For the 2022-2023 academic year, 41 of the 55 sections in the Class Search were identified as ZTC, which puts us at nearly 75% using ZTC. The ZTC_LTC Definition, ZTC-LTC LibGuide and Video Demo for Identifying ZTC Classes in BannerWeb have been shared with faculty via email and in meetings, along with opportunities for collaboration with the STSV Instructor/Coordinator and our Librarian Liaison. The division has access to the revised, ZTC College of the Sequoias' (COS) COUN 010 Career and Life Planning textbook, specifically designed for COS's COUN 010 course. The textbook continues to be 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.

The division recently voted to begin the approval process of three new certificates, CSUGE, IGETC and CALGETC. CSUGE and IGETC will be effective Fall 2024 and CALGETC will begin Fall 2025.

Data was pulled regarding the degrees and a survey was conducted regarding the decision to assume responsibility and assess the program level outcomes. In addition to those degrees, the division agreed to create a new degree called Liberal Arts, Pathways to Health Science to support pre-Nursing and pre-Allied Health students and goals. It was approved and effective for fall 2023. This past year, the Health Science pathway was divided into "concentrations" in Degreeworks to make the audit and advising clearer for the student. This did not change the degree logistics in BannerWeb. It was only changed at the Degreeworks level for student understanding. In addition to creating a new degree, the department updated the program outlines and titles of the degrees, effective fall 2022.

As of 2023-2024, the division now assumes responsibility for the following degrees and Certificates:

- 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: Pathway to Health Science – effective fall 2023

A Student Services (STSV) Workgroup was created to determine a model to assess the program learning outcomes (PLOs). The workgroup worked directly with Evaluations and Research to gather all graduation data and survey graduates during 2022-2023. A process is now in place and will be repeated during each cycle and then entered in the following fall semester and shared out in Dialogue Days.

PLO Assessment Cycles:

Spring 2023:

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

Spring 2024:

- AA Liberal Arts: Pathway to Educ. Opp.

Spring 2025:

- AA Pathways in Health Science

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 legislation, CPOS and implementation plans as that could impact our future course enrollment trends. Finally, we are also experiencing a downward trend in enrollment in HDEV 221 as FTES went from 61.91 in 2017-2018 to 24.30 FTES in 2022-2023, largely based on the increased section requests/needs for COUN 010 and 025. However, there was an uptick from 20.70 FTES in 2021-2022 to 24.30 FTES in 2022-2023. In reviewing enrollment patterns this appears to be largely due to Dual Enrollment participation numbers. We also will have LS 315, Transition to College, offered by teaching faculty from the Access and Ability Center as of fall 2023 as an alternative option to support students in their successful acclimation to college so we will monitor HDEV 221 to see if there is any impact or need for changes.

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 as an ongoing need for updates as needed.

IT has informed the division that new docking station systems will be installed for all counseling faculty soon. There were wiring challenges in Sequoia 103 when docking systems were installed in the past. The new systems may require some electrical upgrades to function properly.

SARS has been a challenge in keeping accurate data on appointments. It does not link to Banner, Degreeworks or Canvas. Our division would like to explore other options that would be more user friendly and provide complete and accurate data.

COUN/HDEV courses rely on several online programs and websites that support the curriculum, such as, MBTI-Elevate, Eureka, Career Coach, Big Interview, and What Can I Do With This Major. Continued access and site licenses will be important moving forward. 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 was recommended (e.g. CandidCareer or similar platforms (<https://www.candidcareer.com/samplevideos.php#v>)).

In order to ensure the continued implementation of the MBTI assessment tool and interpretation for COUN 010 and Career Counseling Appts., in collaboration with the COS Transfer & Career Center, 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. Currently, there is a commitment through 2023-2024 to support these costs, but we will need coverage for 2024-2025. This will be reviewed in the 5 year review of COUN 010's curriculum in spring 2024.

C. Dual Enrollment

We are experiencing an ongoing increase in requests for Dual Enrollment courses at our High School Feeder Schools. For our COUN/HDEV courses we had 7 Dual Enrollment sections in 2017-2018, then moved to 10 Dual enrollment sections in 2020-2021, but as of 2022-2023, we had 18 Dual Enrollment sections. Therefore, we will continue to stay connected with our Director of Early College Partnerships and high school, feeder schools. We will also continue to monitor enrollment patterns each year. There is an ongoing need to improve processes within the Dual Enrollment system. Our division has the second largest amount of dual enrollment course offerings of all the COS divisions. Since we offer so many courses the processes by which we function in the high schools impacts us greatly. Instructors are confused on who to contact for logistical, physical and technology issues at their school sites. There is a need for liaisons at each high school to assist in these issues. Also, a COS Dual Enrollment Counselor could be an asset in the future.

D. MBTI Support

In order to ensure the continued implementation of the MBTI assessment tool and interpretation for COUN 010 and Career Counseling Appts., in collaboration with the COS Transfer & Career Center, 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. Currently, there is a commitment through 2023-2024 to support these costs, but we will need coverage for 2024-2025. This will be reviewed in the 5 year review of COUN 010's curriculum in spring 2024.

2. Services and resource improvement needs:

A. In 22-23, the counseling department has scaled back on the online appointment offerings to a maximum of 20% and eliminated phone appointments for students, per administration. This is to match the 20% maximum online course mandate, although the Mother Lode Survey data shows that 42% of students prefer the online counseling modality. As a result of the limited number of online appointments, they are booked faster and farther out in advance than the face-to-face appointments, giving the understanding that it is a student equity need. The online availability provides working adults and those with transportation and family issues the ability to be served by the counseling department. Online, zoom appointments are as or more effective than face-to-face since students can be hands on with the technology they utilize during the appointment. Online availability should be increased to reflect the student demand so that access is provided for all students.

B. Though a full-time counselor was hired this year, the Mental Health Services on campus continue to grow dramatically and the college still 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 Counselors or our adjunct. Facilities are also an issue as they do have enough confidential spaces to meet with students in their current location.

C. Counseling and financial aid have been collaborating since the implementation of the automated awarding system. Therefore, counselors will continue to need extensive training on the processes for auditing student awarding. Processes are continuing to be developed to triage student's issues with their awarding so that their aid isn't delayed.

D. With online appointments and the desire to meet the college's goal of going paperless, there is a need for students to sign documents electronically. 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.

E. There is a great need to expand the base budget line for summer counseling salaries. The current budget line only allows for approximately 2 weeks of counseling in the summer. In the past, administration has had to gather funds from categoricals and any other funding sources they can find. There are several issues with this process. The first issue being that if the categoricals have no money to share, there is no money to serve students in the summer. Second, this process delays the ability to follow the contract in equitable scheduling of full-time and adjunct counseling since we do not know until very late, how many hours may be available to divide up with the faculty. Lastly, money becomes available at the end of the fiscal year and because of the lateness, we cannot get faculty to fill that time since they have personal schedules planned. A sufficient budget in place, would allow scheduling to happen earlier so the summer appointments can be available to students earlier and the contract for scheduling faculty can be followed appropriately. This would provide a seamless transition of counseling services to students.

F. There is a need to increase the base budget line item for hourly counseling. This budget is overspent every year for adjunct and full-time overload counseling. These services are necessary to provide equitable access to all students. This budget funds pre-semester and evening counseling as well as adjuncts during high demand times so that students may see a counselor in a timely manner and at a time that works with their work, school and family commitments. The funding has been insufficient for many years and money has had to be moved from other areas to meet this need.

Describe any external opportunities or challenges.: The Counseling Department continues to struggle with a practice that has been an issue for years. For various reasons given, most counseling faculty do not have access to make student appointments or

adjust their SARS grid as needed by professional development. This is an area that has caused frustration and some contention between faculty and student services administration. COVID exacerbated this issue because the counselors experienced the freedom to assist students and when COVID ended, SARS was restricted once again. Though this has been a consistent challenge for the department as a whole, we would like to find a resolution that would make all parties satisfied with the results. 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.

SARS itself is a challenge in that the report and data collection processes are cumbersome and often, we cannot retrieve the data we desire. The department would also like to explore other scheduling software; however, the current software affects more than just our department. A taskforce will need to be created to find a more suitable, compatible and functional system.

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 2023 Mother Lode Survey compared to those of spring 2021 show an increase in awareness of DegreeWorks, face-to-face and summer counseling but a decrease in awareness of online counseling options. Satisfaction in all areas stayed roughly the same. In 2021, 12% of students were unaware of Degree Works compared to only 8% in 2023. Face-to-face appointments changes from 11% being unaware in 2021 to only 3% in 2023. Summer counseling awareness dropped from 31% unaware in 2021 to 29% unaware in 2023. With the decrease in online counseling services, the student awareness of the services we still offer has decreased as well from 3% being unaware in 2021 to a large increase of 12% being unaware in 2023. The division believes that awareness of our services is a direct result of a change in service delivery. While 42% of our students surveyed in 2023 preferred online counseling appointments, we are being held to the academic course offering requirement of no more than 20% online. 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. Both online and face-to-face appointments have their strengths and weaknesses; however, the past three years have shown that both are highly effective ways of meeting student's needs. If this were not the case, our satisfaction numbers would have begun to drop, yet they remain high at 94%. Online counseling satisfaction even sits a percentage higher (94%) than face-to-face (93%). 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 2025 related to accessibility of counseling services. Since online and phone appointments have been greatly decreased, we would expect an increase in online appointment unawareness and a decrease in satisfaction with available services.

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 2025.

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

PLOs:

Spring 2023:

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

Spring 2024:

- AA Liberal Arts: Pathway to Educ. Opp.

Spring 2025:

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

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

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

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.

Work Experience Counselor Coordinator was hired in Fall 2023

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024

09/12/2023

Status: Action Completed

A work experience counselor/Coordinator was hired in Fall 2023.

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

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

Program Review - Counseling

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, 2023-2024 Improve Instructional Support

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

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

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

Person(s) Responsible (Name and Position): Counseling Chair, Kristine Hodges, Counseling Dean

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: 2023 - 2024

09/12/2023

Status: Continue Action Next Year

We would like continue working towards docking stations for all counselors that request. We also need upgraded wi-fi in Sequoia 103 since this is a hindrance to docking station capabilities in some of the offices.

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

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.

Program Review - Counseling

(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: Completed-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

Leave Blank:

Leave Blank:

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

Program Review - Counseling

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, 2023-2024 Increase accessibility to the Student Services Courses

Hire two full time Instructors to teach the courses within the Student Services Division - update one hired - one still needed

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

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.

One full-time instructor was hired. We are continuing this action until we know the full impact of CALGETC and COSGE updates.

Priority: Low

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):

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](#)

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.
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, 2023-2024 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, 2023 - 2024

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 oversight 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: Completed - 2022-2023, 2023-2024 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:

Update on Action
<p><i>Updates</i></p> <p>Update Year: 2023 - 2024 09/12/2023</p> <p>Status: Continue Action Next Year Meetings have been held but CPOS and CVC are still new and in implementation form. Increased communication is still required for student success.</p> <p>Impact on District Objectives/Unit Outcomes (Not Required):</p>

Resources Description

<p>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)</p> <p>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.</p>
--

Program Review - Counseling

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

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.

Action: Completed 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

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.
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: Completed - 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.

Full-time mental health counselor hired Fall 2023.

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.

Program Review - Counseling

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

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.
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: 2023-2024 Augment baseline budget for summer counseling

Increase the Student Services Summer Counseling Salary line item by \$160,000

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Chair, Counseling Dean, VP of Student Services

Rationale (With supporting data): Full-time counselor are currently on a 10-month contract. To provide services during the summer months, budget needs to be allocated to pay for the counselor salaries. The current budget line is approximately \$40,000. This low budget number has required the department to pull from categorical programs that may or may not have money from year to year. When there is money from those programs, the money comes in slowly causing issues with the equitable scheduling process of faculty. In 2022, summer salaries totaled \$215,445 and in summer 2023, they totaled \$222,289. These figures substantiate the need for a permanent increase in this budget. The approval will allow the department to provide a summer schedule in a timely and equitable manner to faculty and students as well as guarantee the needed amount of services to students during this time.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Increase the current summer counseling budget by \$160,000 (Active)
Why is this resource required for this action?: This resource is essential in maintaining continuous counseling services needed during the summer months.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 160000

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 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 2.2 - 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.

Action: 2023-2024 Augment baseline budget for Hourly Counseling

Increase the Hourly Counseling budget line by \$50,000

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Counseling Division Chair, Counseling Dean, VP of Student Services

Rationale (With supporting data): The Hourly Counseling line item currently funds adjunct counselors as well as full-time counselors completing overload. This full-time overload is most often in the form of pre-semester counseling and evening counseling for students. Adjunct counseling funds help in many areas, including Hanford, Tulare, Transfer/Career and General Counseling. In 2022-2023, the budget line was 108,704, however, \$164,731 was spent. As we continue to grow, the need for counseling appointments continues to grow as well, requiring an increase in budget.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Increase Hourly Counseling budget line by \$50,000 (Active)

Why is this resource required for this action?: This budget line is overspent every year and will continue to be overspent as the population of students increase, requiring more counseling services.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 50000

Link Actions to District Objectives

Program Review - Counseling

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

Action: Replacement of Learning Specialist/AAC Counselor

By June 30, 2024, hire a full-time Learning Specialist/AAC Counselor to provide a myriad of services such as electronic Student Educational Plans, course selection/registration, Academic Accommodations Plan (AAP), open new files for students, review medical verification and code students to the program, advocacy and disability accommodations. This will be in addition to completing learning assessments and providing study skill-building.

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Director Access & Ability, VP of Student Services

Rationale (With supporting data): To replace the position going vacant in May 2024, rather than hiring a full-time Learning Specialist, we want to replace it with another Learning Specialist AAC Counselor who has split duties who will be able to perform the duties of a Learning Specialist to complete learning assessments as well as Counseling duties. AAC won't be able to meet the student demands with only 1.5 full-time counselors, 1 part-time counselor, and 0.5 Learning Specialist. Last year, there were 755 assessment appointments that enabled 60 students to complete learning assessments qualifying them as either having a learning or intellectual disability, and another 75 students who were assisted to identify alternate verification in lieu of assessment to open their files so they could obtain services. Therefore, 5.8% (135) of our 2342 active AAC students in AY23 were served because of a Learning Specialist, which cannot be accomplished with only our remaining 0.5 Learning Specialist after the other's retirement. Furthermore, there were 800 Intakes completed by faculty in AY23, which was an increase of 40.9% from the previous academic year. In the first month of Fall 2023, we have completed 89 Intakes, completed 1 learning assessment and have 14 more currently in progress. This is a huge influx of new students probably due to our recent relocation into a more integrated setting in the library, which demand will need to be met. When a Learning Specialist is also a Counselor, s/he can meet students' requests for counseling appointments (for example, AAC conducted 2620 counseling appointments last year).

Salary (Step 1, Column 1 to Step 5, Column 5) \$73,758.04-\$107,531.59

STRS (22.6708%) \$16721.54-\$24378.27

Benefits \$19,739.40

Total Cost \$110218.99-\$151649.26

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - By June 30, 2024, hire a full-time Learning Specialist/AAC Counselor to provide a myriad of services such as electronic Student Educational Plans, course selection/registration, Academic Accommodations Plan (AAP), open new files for students, review medical verification and code students to the program, advocacy and disability accommodations. This will be in addition to completing learning assessments and providing study skill-building. (Active)

Why is this resource required for this action?: The goal of the AAC office is to facilitate student success in education by providing specialized services, high quality of counseling, and advocacy necessary for equal access to higher education. Also, many students will need to undergo a learning assessment to be eligible for AAC services, which only can be administered by a Learning Specialist certified to completed the LDESM process as determined by the CCCC.

Notes (optional): Initial placement with Master's degree ranges from \$73,758.04-\$107,531.59 plus about \$44,118 in

Program Review - Counseling

benefit package

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

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 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

Action: 2023-2024 Increase Mental Health Counseling by 5%

Hire a Full-Time Mental Health Provider

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Jill Maze, VP Student Services, SS Division Chair

Rationale (With supporting data): The number of students seeking mental health care and health services is increasing. Students seeking mental health counseling often have to be wait-listed, 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. A full time mental health provider (faculty position) would increase the capacity to see more students for counseling. General funds would be needed to cover cost.

Approximate cost:

2022-2023

Salary (III/6) \$90978

Benefit% 1.231595

H&W + LI \$19,138.00

Total Cost \$131,186.05

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.

Program Review - Counseling

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.):

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 2.1 - 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.

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.