Department: Counseling and Student Support Development

Part 1: Review of Past 3 Years  [for Part 1, please limit your responses to one page for each numbered question (1 - 4).]

1. Service Unit Outcomes Assessment Results
The Counseling and Student Support Services Division consists of the following programs: Counseling, Career, Transfer, EOPS, DSPS, Matriculation, and three TRIO Programs: Upward Bound, Project Launch and GO Project. Each area identified SUOs and SLOs and highlights of these results are below.

A. Summary of Service Unit Outcomes assessment results -
Service Delivery:
- Baseline data was collected to determine whether the LAC Transfer Center was primarily servicing students with transfer. Data shows that a greater percentage of students were using the LAC Transfer Center for university transfer services. This will be fine-tuned to determine which transfer services were utilized the most and which services need to be marketed more effectively.
- Reduce application processing from 3-4 weeks to 1-2 weeks in EOPS. The assessment of Fall 2010 EOPS application processing provided baseline data with which to compare future processing efforts. Currently the results are inconclusive as the baseline data must be compared with Fall 2011 processing efforts.
- The number of new, non-exempt students who completed the matriculation process increased by 16%, which was 11% more than the 5% that was projected.
- Identify and notify students who meet or will meet EOPS eligibility limitation 1 semester to one year (2 semesters) in advance. This process was scheduled to be implemented in Fall 2011, however due to staff resource limitations; it has not been implemented and will be implemented in Spring 2012.
- TRIO Programs meet US Department of Education criteria - 75% of Upward Bound (at least 45) students selected met low income & first generation criteria. 85% of participants demonstrated skill level/knowledge of subject matter and 65% of Upward Bound graduates enrolled in a Postsecondary institution Project and GO project students met persistence, graduation/transfer and academic standing criteria.
- Counseling Student Information (CSI) sessions were implemented summer 2011 with the idea of assisting several students in a group setting in front of a computer. This would provide the opportunity for the student to enroll in courses after the information session. With CSI implemented, the counseling department was able to assist several more students than the summer before by 1,000 students.

Student Knowledge:
- The number of new students who show knowledge of the college programs, policies and procedures with a score of at least 70% correct on the test at the end of orientation is still being collected and analyzed.
- The number of probation students who show knowledge of satisfactory standards and what they need to do to get off of probation with a score of 70% on the test at the end of the probation workshop is still being collected.
- Data on University Tour SUO’s shows positive changes to the following after students attended university tours: knowledge of transfer requirements, familiarity with campus resources, interest in attending a university, motivation for attending a university, and seeing themselves at a university. SUO findings will be used to help obtain future funding for tours (e.g. grants).
- Project LAUNCH students preparing to transfer have mastered the use of online resources to apply for college admissions, have completed on-line financial literacy workshops and completed on-line career assessment surveys to clarify career goals.
- Upward Bound strives to Increase each student’s knowledge concerning the processes required to research colleges, apply college, and apply for financial aid through workshops and one to one advisement sessions.
B. If applicable, identify the data regularly collected and/or reported as part of program compliance, fulfillment of demand, efficiency or effectiveness.

- The numbers of students who complete the matriculation process are collected daily and uploaded into the Peoplesoft system. The test results of students at orientation and at the probation workshops are collected at each workshop.
- In effort to maintain program compliance, Project Launch and GO Project use Blumen data base to compile accurate student information needed to submit reports to the U.S. Department of Education.
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2. Situational Analysis (as it relates to progress in achieving department goals)

A. External Conditions –
   • State budget cuts have impacted all our programs with the biggest impaction seen by EOPS, DSPS and Matriculation. This has led to staffing and operation challenges including ancillary reductions in services such as daily days for counseling faculty and Early Intervention workshops to name a few. EOPS was able to decrease the number of students served to match program resources; however the same cannot be said for DSPS and Matriculation. The TRIO programs recently faced a 3.4% federal budget cut; however these programs must still provide services to a set number of students.
   • The fee hikes and changes in transfer requirements in the CSU and UC system have impacted our work as well. University transfer requirements continue to greatly fluctuate due to university enrollment management pressures triggered by the state budget. The Transfer Center increased marketing of transfer updates and services as well as created new transfer activities (e.g., transfer student panel, graduate student panel, and small group transfer workshops).

B. Internal Conditions –
   • The division was without a permanent Vice President until February 2011. Prior to this, an interim served as Vice President for almost a year and a half.
   • All programs previously located in the A building have been relocated to swing space in the M and N building as the A building undergoes renovations. The move allowed for some areas to refocus on their primary focus (e.g. Transfer Center). For other areas, the lack of dedicated space impacted the ability to innovate and provide alternate services. Additionally, the lack of physical proximity requires students to move between buildings to receive all services needed.
   • Staffing levels continue to be an issue, as both categorical and general fund programs have been unable to replace positions due to budget limitations. The area has also seen transition in the leadership positions in DSPS and the TRIO programs. The area has responded by working to identify core functions and focusing on these programs or services. Staff has taken on increased workload. Students have been impacted by increased wait time to meet with a counselor or new policy implementation that attempts to place parameters on when services will be provided (i.e. students must complete the assessment test prior to meeting with a counselor).
     o Counseling - There have been no new faculty hires in the counseling area in the last three years.
     o Transfer Center – one coordinator for both campuses and one full-time staff member based at LAC. PCC has not had permanent staff in the area since 2009.
     o DSPS – during budget cuts of 2009 the department eliminated 2.4 FTE staff members and reduced one staff member to 80%. Coordinator left January 2012 for new position and currently operating with a part-time director.
     o EOPS – during budget cuts of 2009 positions were cut in this area as well. This academic year, one full-time employee was relocated to LAC to assist with demand and to streamline processes.
     o Matriculation – currently have two vacant matriculation aide positions which cannot be filled due to lack of budget.
     o TRIO programs – each program (Upward Bound, GO Project and Project Launch) has had a change in the director position. Currently have 2 directors covering the three programs.
   • Until September 2011, there was no permanent assessment center at LAC. L252 is now the LAC Assessment Center. Currently there is no permanent assessment center at PCC, which makes testing and orientation difficult at PCC. Policy 5017 requires all new students to complete orientation and assessment and was implemented for the Spring 2012 semester. In order to deal with the demand for the services, open testing was implemented at LAC. Once a permanent facility is identified at PCC, open testing will be implemented.
   • Finally, providing a comparable level of services at PCC continues to be an area of focus and concern. Services and staffing is limited in DSPS, EOPS and Transfer as an example.
C. Collaboration –

- In general, collaboration across the division exists and includes other Student Support Services areas, academic programs, Learning Communities, CalWORKS, LBUSD and CSULB.
- The area has collaborated on events such as Welcome Day, Probation/Dismissal workshops, and Promise Pathways to name a few.
- Additional work can be done in this area to decrease duplication of effort and services (i.e. orientation).

D. Communication -

- Regular emails to full and part-time faculty and Student Service managers are sent from many areas. Many areas have increased the use of technology to improve communication to students. This includes websites, social media, Call SARS and print materials including brochures, flyers, Viking newspaper.
- Communication within the division and the institution are always being improved upon. Communicating outcomes and success rates continues to be an area for improvement.
- Additionally, communicating with our LBUSD and CSULB partners continues to be a priority.
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3. Primary Functions/ Primary Purpose/ Department Mission

A. Changes in department's primary functions –

- Though heavily impacted by budget cuts, the mission of our programs remains the same; however the deployment of services has changed based on the capacity to deliver services with our current staffing levels. As an example, DSPS is closed on Friday due to lack of staff. Prior to the move to swing space, the Transfer Center provided direct assistance to Admissions and Records due to the close proximity and funding for student assistants provided by Admissions and Records. Admissions and Records is not located in the N building, and thus less support can be provided by the Transfer Center and the funding for the student assistants could no longer be provided.
  - Counseling – implementation of additional counseling modalities to meet the needs of students (i.e. express counseling, group counseling)
  - Transfer Center – Transfer Academy has not grown in three years due to lack of staff and funds.
  - DSPS – primary focus on mandated accommodations
  - EOPS – primary focus on meeting Title V requirements; less focus on additional activities that support student success (i.e. EOPS tutoring)
  - Matriculation – primary focus on assessment testing, unable to focus on all components of matriculation (i.e. follow-up)
  - TRIO programs – 3% cut in federal funds impacted level of grant aid available to students.

B. Changes in how department directly or indirectly supports student learning -

- Though heavily impacted by budget cuts, the mission and fundamental services of our programs remains the same. Each area had to discuss and decide on the core functions they would provide. Many programs have needed to restructure the delivery of program services. Additionally, processes were implemented to try and provide services to those students with a serious intent to enroll in or maintain enrollment in Long Beach City College. As an example, the Counseling Department is no longer able to see all prospective students in a 30 minute appointment. Students are now required to take the LBCC Assessment test in order to meet with a counselor. As an example, in the Upward Bound program changes were made to the Saturday Sessions and residential program.
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4. Goal Progress

A. Summary of progress in achieving goals, including achievements as well as improvements needed -
- This area needs continued work and development. Some departments have baseline data, but have not had to change to determine conclusively their levels of achievement towards SUO or SLO achievement. Other areas are able to demonstrate goal attainment. As an example, the Matriculation program exceeded their goal of increasing the number of students that assessed and oriented. The TRIO programs are able to provide data regarding student outcomes as defined in their grants. As an example, 80% of Project Launch students persisted from Fall 2010 to Fall 2011. EOPS serves as a model in terms of SUO description and assessment and will be used as the model for other programs in the area.

B. Adequacy of resources to achieve goals –
- **Personnel:** The main areas of concern for many areas would be the reduction of personnel and/or the inability to replace and/or hire additional faculty and staff. Counseling positions must go through the Hiring Priorities process which includes instructional and non-instructional faculty positions. Hiring classified staff is equally challenging due to budget limitations. As an example, EOPS needs access to an IT professional able to design, test and implement improvements in the program’s use of technology to track student success. Adequate resources in this area would assist the program in reducing the time from application to receipt of EOPS services designed to increase student success. With additional staff, Matriculation would be able to provide more hours of testing and orientation and Counseling would provide additional group counseling sessions.

- **Facilities:** Due to the temporary location of the majority of the programs, a large emphasis has not been placed on facilities. GO Project and Matriculation were moved from trailers outside of the T building to office space on the north side of Carson. This brings these programs closer to the other Student Support Services offices they work closely with and an improvement over their previous location. The only program that has not moved during this cycle has been the Career Center; however the plan is to co-locate the Career Center with the Transfer Center in the newly remodeled A building. A permanent assessment lab at LAC identified, previously the department had to find lab space when it was not being utilized for instruction. This required constant changes to the website as space was identified and additional work on the staff to move materials from room to room. There is still a need for a permanent assessment lab at PCC. Upward Bound does not have sufficient office space at PCC. The director currently has to share an office with a staff member. Programs currently housed in swing space and awaiting the renovations on the A building. At PCC, discussion is underway regarding new GG building; however that project is several years down the line.

- **Technology:** The area does not consistently utilize existing technology available. The two primary tools used by the area are Call SARS and Datebook. Call SARS is used to communicate with students (i.e. reminders for counseling appointments) and has been minimally utilized throughout the division. Additionally, Datebook (e.g. the Counseling Bolt-on) could be used in all areas where counseling takes place for schedule management and counseling documentation. Implementation of these items requires training and staff time which is often a challenge.

- **Fiscal:** Funding remains an issue and concern as the majority of programs in the area (except for Counseling, Transfer and Career) are federally or categorically funded. Both funding sources are subject to cuts and reductions at the will of the state or federal government. Last year general fund programs were also cut along with other programs at the college.

C. Impact of resource allocations received –
- Additional resources have been allocated to the Matriculation office in order to support the board goal of mandatory assessment. This includes funding for Accuplacer and space allocation. With the addition of the permanent assessment center at LAC, Matriculation has been able to provide open (or on-demand) testing. For other areas, additional resources have not been applicable. DSPS receives assistance each year from the general...
fund to cover expenses for our Deaf and Hard of hearing population (i.e. interpreters). EOPS also receives a district contribution that covers some salaries and expenses.

- A business systems analyst has been identified to provide some assistance on IT improvements/projects for the division.
1. **Vision and Direction of Department/Area**

Based on the recently updated VP level priorities for the Student Support Services Division, each program’s direction needs to be aligned with the VP level priorities of focus on student success:

1. Increase Access through Technology
2. Increase Early Student Preparation
3. Enhance Internal Integration
4. Implement Early Intervention Strategies that Promote Persistence and Success

Increased integration and collaboration for TRIO grants and existing programs and services. We need to look at aligning programs and resources.

**B. Ways to better support higher level goals (required) –**

- A great deal can be done to achieve the vision - in many cases, the most that is needed is the enthusiasm of current staff to continue and increase collaborations. Encouraging faculty and staff to focus on resources available rather than what they don’t have. Additionally, more intentional conversations around core functions and how to decrease duplication of efforts could prove beneficial.

**C. Anticipated conditions or trends -**

- While not necessarily anticipated, budgetary impacts in terms of additional cuts could impact each program’s ability to continue to provide services at the current level as reductions have already occurred. However, this provides more opportunity to connect with, integrate and collaborate with other student support services department to reduce or eliminate duplication of services and to help students maximize all of the support offered to them or for which they are qualified. We do not anticipate the ability to hire any additional faculty or staff in the near future. The challenge will be meeting the college goals as articulated through the president and board and meeting the needs of students.

**D. Collaboration needed to make department more effective -**

- Student Support Services
- Academic programs
- Grants

**E. Challenges in communication that need improvement –**

- Communicating effectively with faculty and staff in a timely fashion.
- Maintaining a human touch/presence with students in a rapidly changing environment.
- Utilizing technology as a tool to increase the effectiveness and efficiency of programs and services.

**F. Feasibility of vision and direction, including resources/ support needed and challenges anticipated -**

- Maintaining existing staffing levels may prove challenging in this current economic climate.
- Keeping faculty and staff morale high will be a challenge as well.
- Identifying and securing dedicated lab space may require our programs and services (i.e. matriculation, TRIO grants, Counseling) to compete with other programs and services on campus.
- Meeting federal and state guidelines for programs and services mandated to do so.
Part 3: Evidence of Staff Participation in Program Review (Please limit your response to one page.)

1. Please describe how the department staff participated in the program review process (i.e., staff meetings, online collaboration such as Google Docs, department retreat, etc.). Please include specific dates for meetings held or activities conducted.

   - Coordinator’s meeting 2/14/11
   - Email communications
   - Each program/department also provided opportunities for faculty and staff to provide input.

2. Please list names and titles of all those who participated in this program review.

   - Kaneshea Tarrant
   - DeWayne Sheaffer
   - Jeri Florence
   - Saadia Porche
   - Ruben Page
   - Margaret Antonio-Palomares
   - Yvette Moss
   - Jannie Mackay
   - Corinne Magdaleno
**Additional Comments (optional; limit to one page)**

An important note regarding DSPS is that the DSPS coordinator accepted a position at Rio Hondo College in January 2012. We are currently in the process of hiring an interim director for the area.