

## Counseling/ Student Support Development School Plan 2011-12

<p>1. Mission</p>	<p>The mission of the Counseling and Student Support division is to provide and foster a nurturing and supportive environment that empowers students to persist in developing and achieving their full and unique academic, career, personal, and education life goals. The Counseling and Student Support Services division provides programs and activities to address the support needs of students in reaching their educational goals.</p>
<p>2. Alignment to college-wide goal</p>	<p>The mission is aligned in the followed areas:          (1) Improve student success          (2) Improve the student experience</p>
<p>3. How does School support Dept/ Program goals?</p>	<p>It is the responsibility of the Dean's office to support departmental and program goals. This is evidenced through advocacy for requested capital outlay funds, faculty positions, and support for curricular changes.</p>
<p>4. Summary of Access, Efficiency and Effectiveness</p>	<p>The summary of effectiveness, efficiency, and enrollment patterns are detailed in the document tab. The school does not have degree or certificate programs, rather, the courses offered help support students in their overall student success, career and life planning.          In terms of effectiveness, summer and fall have the highest rates, whereas there is decrease in the spring semester.          The department produced the following results (averaged for fall, spring and summer of 2010-11):          (1) Success Rate = 78.3%          (2) Retention Rate = 90%          (3) Completion Rate = 81.7%</p>
<p>5. Summary of Enrollment Management Efforts, Issues, Strategies</p>	<p>Several changes have been implemented to meet the growing needs of the students in courses and services.          1. Augmented budget from Academic Affairs to increase the number of faculty teaching on overload rather than as part of their load. This allowed for more counseling hours to be preserved for appointments.          2. Utilizing an open appointment system for student counseling appointments during peak registration times.          3. Scheduling courses in alignment with classroom availability. The high demand for classroom space has resulted in many courses being offered in once a week and in 9 week sessions.</p>
<p>6. Evidence of Academic Quality</p>	<p>At this time, academic quality will be captured at the course level. In addition to course level information, there are processes and practices in all the programs and services that support academic quality. In looking at these programs and services, a common focus is on providing assessment, orientation, holistic counseling and follow-up that support the student in their academic endeavors.          These include:</p> <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Career Services</li> <li>• Transfer Center</li> <li>• Matriculation</li> <li>• Disabled Students Programs and Services (DSPS)</li> <li>• Project Launch (TRIO Grant)</li> <li>• GO Project (TRIO Grant)</li> </ul>

	<ul style="list-style-type: none"> <li>• Upward Bound</li> <li>• Extended Opportunities Programs and Services (EOPS)</li> </ul> <p>Learning communities no longer report to this area; however we continue to provide counseling support and instruction to:</p> <ul style="list-style-type: none"> <li>• Sankofa (Learning Community)</li> <li>• STAR (Learning Community)</li> <li>• Puente (Learning Community)</li> </ul> <p>Students who participate in these programs and services (i.e. assessment, orientation, and counseling) have higher persistence rates and success rates than those who do not complete these activities.</p>
<p>7. Identify programs/ activities requiring attention</p>	<p>Counseling is a common thread throughout all of the programs and services identified above. This includes direct student contact hours, program coordination and other responsibilities. Due to the budget situation and the multiple roles counseling faculty play, there has been a significant loss of counseling hours over the last three years. The categorical programs have been most impacted by the current budget situation which has resulted in reductions in hours, services and support staff. One area of concern is the ability to provide timely accommodations for students with disabilities (e.g. interpreters). Additionally, the ability to provide comparable programs and services at LAC and PCC remains an issue. As an example, there is no dedicated computer lab at PCC for testing. Currently students start the test in one room and have to move during the test to finish the computerized portion.</p>
<p>8. Curriculum &amp; Instruction: Emerging needs</p>	<p>The needs of the student population inform curricular development and modification. The services provided by Matriculation impact the courses offered throughout the college. Assessments are provided in English, Reading, Math, and ESL and can help in the planning of course offerings and in prerequisite planning. The division currently has 3 core courses offered throughout the year. These courses provide students with orientation information, study skills, career planning and academic and career success. However, these courses are not able to address all student needs and to that end, various workshops have been instituted that address other issues that students face (i.e. probation, stress management, transfer, etc.). Campus trends that impact the development of workshops in particular include the increased number of judicial cases, lack of academic and social preparedness for college, and the distance learner. Counseling courses and services have moved online; however the demand exceeds the supply.</p>
<p>9. Issues and Concerns regarding Curriculum and Instruction</p>	<p>Several issues exist that need to be addressed:</p> <ul style="list-style-type: none"> <li>• Determining a mechanism for capturing FTES for workshops, services, programs</li> <li>• Determining what should be mandatory in terms of courses, programs and services.</li> <li>• Moving undeclared students to a major in a timely fashion in an intentional manner.</li> <li>• Determining the balance between counseling service and instruction. Currently counseling faculty provides all counseling services and instruction.</li> <li>• Integrating new grant requirements such as financial literacy or any other requirement into the existing framework for federal grants.</li> <li>• Exploring curriculum/areas of emphasis in other counseling programs.</li> <li>• There is a strong need for more basic skills courses to be offered at LBCC. The placement results of new students need to be used in</li> </ul>

	the planning process for courses.
10. Full-time faculty staffing priorities	Given there have been several leaves (involuntary and voluntary), the many needs of the area (i.e. DSPS, Matriculation, Counseling, Transfer, etc.) and the initiatives of the college, additional full-time counselors are needed.
11. Part-time faculty staffing (FTEF) trends	Many of our programs that have a counseling component rely on adjunct faculty to meet this need. The department has not hired additional adjunct faculty for counseling or instruction due to the budget situation. Over 8000 counseling hours have been lost with the cuts made to the adjunct counseling budget and categorical programs. We currently have two part-time faculty providing the primary counseling support in two important programs on campus (e.g. Honors and Puente). This trend is very disturbing and in many instances has hindered both the quality of instruction and service within the counseling department program. The inability to obtain full-time counseling positions through the hiring priorities process has caused the Counseling and Student Support services division to do more with less. This is of great concern to the department.
12. Classified hiring needs/priorities	Categorical programs within the division reduced and/or laid-off classified staff due to the state budget crisis in 2009-10. They have now functioned for two years with reduced staffing levels. The following classified hiring needs exist within the Counseling and Student Support Services division. (1) Support staff in DSPS such as a Technical Assistant (2) Support staff in EOPS (3) Support staff for Career Center (LAC) (4) Support staff in Matriculation
13. Professional Development/ Training Activities needed	Potential professional development activities include: <ul style="list-style-type: none"> <li>• Working with different/special student populations</li> <li>• Regional meetings with neighboring community colleges</li> <li>• Universal design and learning</li> <li>• Cross-training for classified staff</li> </ul>
14. Budget account adjustments needed	(1) Additional funding to support the technology needs of the division (e.g Kurzweil licenses, SARS suite, etc). (2) Instruction budget needs to be increased by \$50,000 to allow for more counseling courses to cover overload and/or hourly salaries. (3) Backfill for categorical programs including Matriculation, DSPS and EOPS.
15. Infrastructure/facilities issues	There is no dedicated lab at PCC for testing. Currently students start the test in one room and have to move during the test to finish the computerized portion. All services (excluding the Career Center at LAC) are currently in swing space. We are preparing for construction moves at PCC. Lastly, there is not a dedicated space to offer workshops, classes etc.
16. Access (ADA-compliance) issues?	The following ADA access compliance issues currently exist: Library Bldg L 1. Due to frequent break downs, difficulty of operation, and potential safety issues, the mechanical lift from the Mezzanine level to the third floor is an ineffective and therefore a non-compliant ADA access feature. Access to the elevator providing access to the third floor is a circuitous and barrier laden path of travel. 2. The primary exterior entrance to one of the most heavily travelled buildings on campus, lacks a ?hands-free? door opening device/automatic

	<p>door/electric eye opener. Although this feature is beyond the minimum requirements of the code, it denies equal access to Library, Learning Center, and Success Center facilities and services for many students with a disability.</p> <p>Library Bldg LL</p> <p>3. The primary exterior entrance to one of the most heavily travelled buildings on campus, lacks a ?hands-free? door opening device/automatic door/electric eye opener. Similarly, the extraordinary number of interior doors in the building also present significant challenges to students with disabilities. Although these features are beyond the minimum requirements of the code, it denies equal access to Library, Basic Adult Education, Learning Center, and Success Center facilities and services for many students with a disability.</p>
17. Describe outreach efforts and results	<p>Counseling faculty have developed extensive relationships with local feeder high schools; however due to budget and staffing constraints they have decreased the number of visits. Counseling and Student Support Services does work with the Outreach and Recruitment staff. The institution has entered into several partnerships (i.e. Long Beach Promise) and transfer agreements (i.e. CSUDH) which will require resources. DSPS staff administered assessment tests, coordinated admissions, specialized counseling, registration, and DSPS service requests.</p> <p>Outreach to new students (DSPS Summer Bridge, Welcome days, letters and email to target at-risk freshman) international students (Orientation, ALCI), students with disabilities (GO project), students returning from active military service (Veterans Affairs), faculty referrals, The Early Bird Program for LBUSD students is the major outreach effort for matriculation. The program is held on Saturdays and served 1,123 high school students in 2008-09 and 963 in 2010-11.</p>
18. Describe grants initiated	<p>The following grants were awarded during the 2010-2011 fiscal year.</p> <ol style="list-style-type: none"> <li>(1) ASB Grant</li> <li>(2) LBCC Auxiliary Grant</li> <li>(3) Foundation Grant</li> <li>(4) EAP Pilot College Program</li> <li>(5) VTEA grant</li> </ol>
19. Describe economic development activities	NA
20. Describe internal and external partnerships	<p>Project Rise Grant with Child Development department.</p> <p>Faculty Professional Development for faculty training programs on disability awareness, universal design in learning; services for returning veterans, etc.</p> <p>External-Disabled Resources Center; Harbor Regional Center</p>
21. Describe opportunities in the internal and external communities	
22. List major accomplishments	<ol style="list-style-type: none"> <li>1. High school outreach program and institution of small group new student orientation programs have facilitated enrollment processes and access to DSPS support services.</li> <li>2. Implementation of open testing at LAC.</li> <li>3. Acceptance of EAP reduced number of assessment tests administered.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Transfer workshops in local high schools for Early Bird students.</li> <li>5. Implementation of group counseling sessions during Summer 2011 to address increase in student demand.</li> </ol>
23. Areas in need of improvement	<ol style="list-style-type: none"> <li>1. General marketing of counseling services.</li> <li>2. Determining the core functions of the department and how best to meet those needs (i.e. teaching versus counseling).</li> <li>3. Developing new methods that will increase student contact (i.e. group counseling, workshops, etc).</li> <li>4. Expand transfer services and designate the appropriate resources.</li> <li>5. Services for veterans, mental health issues, access to higher education for students with intellectual disabilities; alternate media production; status of sign language interpreter classification in order to maintain continuity of communication and quality of services and workforce.</li> <li>6. Clarifying classifications for categorical programs and adjusting programs to meet needs given budget constraints.</li> <li>7. Increase collaboration across programs and services.</li> </ol>
24. Additional comments.	
25. Names & titles workgroup members	<p>Kaneesha Tarrant, Dean, Counseling and Student Support Services  DeWayne Shaeffer, LAC Department Head  Jannie MacKay, Matriculation Coordinator  Jeri Florence, PCC Department Head  Margaret Antonio, Project Launch Director  Mark Matsui, DSPS Coordinator  Ruben Page, Transfer Coordinator</p>

**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 1**

**Goal: The Counseling and Student Support Services division will play an integral role in the the LBCC Student Success Initiative.**

**Supported Department Goals:**

**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 2**

**Goal: Provide timely and effective services to students in all programs and services within Counseling and Student Support Services.**

**Supported Department Goals:**

**Type of Resource Requested: Personnel**

**Resources Requested: Interpreters and Captionists**

**Estimated Cost: 350,000**

**Year: 2011-12**

**Suggested Funding Source:**

**Comments:**

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**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 3**

**Goal: Secure and maintain current equipment, software and technology for all Counseling and Student Support Services programs.**

**Supported Department Goals:**

**Type of Resource Requested: Software**

**Resources Requested: Assistive technology software (DSPS)**

**Estimated Cost: 6500.0000**

**Year: 2011-12**

**Suggested Funding Source: General Fund**

**Comments: Assistive technology software is needed to assist students with educational coursework. As new labs are being added on campus, this software needs to be added.**

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**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 4**

**Goal: Increase the number of students who are assessed, oriented and counseled as part of the matriculation process by 30%.**

**Supported Department Goals:**

**Type of Resource Requested: Software**

**Resources Requested: Accuplacer exams**

**Estimated Cost: 50000.00**

**Year:** 2011-12  
**Suggested Funding Source:** General Fund  
**Comments:** Tests are used for LBCC students and for the Early Bird Program which are LBUSD students. This supports the board goals and Promise Pathways.

**Type of Resource Requested:** Facilities  
**Resources Requested:** Dedicated computer labs at PCC.  
**Estimated Cost:**  
**Year:** 2011-12  
**Suggested Funding Source:**  
**Comments:** There is no dedicated lab at PCC for testing. Currently students start the test in one room and have to move to during the test to finish the computerized portion.

**Type of Resource Requested:** Personnel  
**Resources Requested:** Adjunct counseling hours.  
**Estimated Cost:** 50000.0000  
**Year:** 2010-2011  
**Suggested Funding Source:**  
**Comments:** With the current budget situation there has been a loss of over 4,000 hours of adjunct counseling. These hours are needed to provide adequate student educational planning.

**Type of Resource Requested:** Equipment  
**Resources Requested:** 50 desktop computers  
**Estimated Cost:** 50000.0000  
**Year:** 2010-2011  
**Suggested Funding Source:** Capital Outlay  
**Comments:**

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**Summary Unit:** Counseling/ Student Support Development

**Goal Priority:** 5

**Goal:** The Counseling Department will increase the number of student contacts during all peak enrollment periods by increasing both face-to-face and online counseling availability.

**Supported Department Goals:**

**Type of Resource Requested:** Personnel  
**Resources Requested:** Adjunct faculty  
**Estimated Cost:** 68,400  
**Year:** 2011-12  
**Suggested Funding Source:**

**Comments:** Faculty will be used during peak enrollment periods to increase face to face and online presence for LAC and PCC.

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**Summary Unit:** Counseling/ Student Support Development

**Goal Priority:** 6

**Goal:** The Counseling Department will increase campus awareness of counseling services.

**Supported Department Goals:**

**Type of Resource Requested:** Supplies

**Resources Requested:** Marketing materials

**Estimated Cost:** 1500

**Year:** 2011-12

**Suggested Funding Source:**

**Comments:**

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**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 7**

**Goal: The Counseling Department will decrease the no-show rate to counseling appointments by changing to an open appointment system.**

**Supported Department Goals:**

**Type of Resource Requested: Other**

**Resources Requested: Advertising - ads in the Viking**

**Estimated Cost: 1000.00**

**Year: 2011-12**

**Suggested Funding Source:**

**Comments:**

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**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 8**

**Goal: Increase Learning Disability testing of students per the Learning Disabilities Eligibility Model in DSPS.**

**Supported Department Goals:**

**Type of Resource Requested: Supplies**

**Resources Requested: WAIS IV test and WRAT 4 test kits.**

**Estimated Cost:**

**Year:**

**Suggested Funding Source:**

**Comments:**

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**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 9**

**Goal: Counseling and student support services programs and services will have an increased online presence for delivery of services and information sharing.**

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**Summary Unit: Counseling/ Student Support Development**

**Goal Priority: 10**

**Goal: The Transfer Center will increase the flow of transfer information to all LBCC students with the goal of university transfer.**

**Supported Department Goals:**

**Type of Resource Requested: Supplies**

**Resources Requested: Duplication of interest cards.**

**Estimated Cost:**

**Year:**

**Suggested Funding Source:**  
**Comments:**

**Type of Resource Requested:** Other

**Resources Requested:** Creation of transfer database that holds the following information:  
student interest in universities, major, year of transfer and events of interest.

**Estimated Cost:**

**Year:** 2010-2011

**Suggested Funding Source:**

**Comments:** Database will be used to disseminate information via email and text.

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