

# LMC Program Review Year 3 Update 2019-2020 Student Services Units COUNSELING SERVICES

## Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan (CCCD Strategic Plan)* adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

**GOAL #1** Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**GOAL #2** Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

**GOAL #3** Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

**GOAL #4** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

**GOAL #5** Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
<b>June-August</b>	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
<b>November 15</b>	First draft due. Engage in a peer review process with SSLT.
<b>December 15</b>	Second draft due to direct supervisors.
<b>January 15</b>	Finalize program review with direct supervisor.
<b>February 1</b>	Submit to VPSS
<b>February 13</b>	Final Submission to Planning Committee

## 1. Overview

- a. **Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

The Counseling/Student Services Department embodies a comprehensive, student-centered approach. We believe in fostering the strengths of our diverse student population and working collaboratively with all student services to empower students in their educational process. We believe in cultivating shared responsibility in navigating the educational system that results in positive student outcomes and personal growth.

We provide the following services for our students:

- Educational planning and advising
- Transfer/Graduation planning and advising
- Career exploration and assessment
- K-12 Outreach and Pathways planning
- Instruction of Counseling Courses (LMC and High School Partner sites)
- Wellness/Crisis Counseling

- b. **Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**

The Counseling Department has established a partnerships campus-wide to improve our student's success in their educational and personal pursuits while at LMC:

- Crisis Team – has developed a training manual that is used campus wide when dealing with a student experiencing a crisis while on campus

- John F. Kennedy University – developed an on-campus program for student experiencing mental health issues to receive support services at no cost to them throughout the academic year
- Leadership Guided Pathways – Counseling faculty have taken leadership roles in the implementation of Guided Pathways Initiative; FT Counselors have been assigned to each Pillar
- K-12 Outreach – Full-time Counselor designated to outreach to strengthen pipeline between K-12 and LMC community college transition
- On-boarding of High School seniors into LMC via Counseling 31 workshops and partnership with Outreach
- Counseling Instruction – provide counseling courses to assist incoming freshmen in their transition into the Community College system
- Non-Credit – developing a skills certificate for students (ESL, CTE) to allow students to take courses to build foundational skills without attributing cost to students (COUNS 30, 32, 34)
- Dual Enrollment (PHS, AHS Connect) – providing exposure to graduating High School seniors in local community to earn early college credit while in High School; part of the “Get Focused Stay Focused” Curriculum (GFSF)
- DSPS /Veterans – DSPS qualified counselors offer general counseling appointments for Veterans in the Veteran’s Resource Center
- Transfer & Career Center – work closely with department to create and develop workshops for students geared towards transfer and career exploration as well as teaching ACS courses

Need for further Collaboration:

- Admissions and Records and Outreach to create a smoother process for on-boarding of dual enrollment students
- K-12 Partners to identify other Counseling courses to offer to graduating seniors for the “GFSF” Curriculum at local high schools
- Welcome Center and Outreach regarding the development and implementation for the High School Counselors Conference to emphasize process for new students to enroll in Counseling 031 course and receive updates on new initiatives coming through counseling process

**c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.**

- AB705 – Assessment English/Math: we have begun to accelerate Math and English allowing students to move through pathways in a timely manner. Support services offered by Counseling to assist students with this transition who may not be adequately prepared for college level Math and English courses
- Guided Pathways: Counseling department has engaged in collaborative leadership to create “meta majors” that will provide clear and concrete pathways towards specified academic and career goals

- Vision for Success: this model will provide a foundation to create intentional and intrusive counseling models for all students to achieve academic and career goals; ensuring that the VFS goals are accomplished
- Student Centered Funding Formula (SCFF): with the updated funding formula, we will need to ensure that a student’s educational and career path are fully aligned. Continual review of student’s educational and career paths in counseling appointments to ensure accuracy will be required.
- Distance and Online Education – Counselors will trained and vetted to conduct online counseling appointments with individuals and groups, allowing counseling to mirror the online services with in-person services currently provided to students.
- Mental Health: LMC is innovative in their partnership with JFK University by offering Wellness appointments to students. The CCCSMHP advises that each CCC provides 1 MHC to every 500 students. On average, we have at least 3 Wellness Counselors year round (including summer and winter months) for our Pittsburg campus and 1 Wellness Counselor for our Brentwood campus.

**d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.**

We have a total of 17 full-time counselors with 23 adjunct counselors, many of which are dedicated to specific program areas:

- EOPS 1.5 (FT): 2 Adjunct Counselors
- CalWorks 0.5 (FT)
- DSPS 1.5 (FT): 3 Adjunct Counselors
- Student Success and Retention: 2 Counselors: 2 Adjunct Counselors
- Learning Communities: 1 Uomja, 1 Puente, 1 Transfer Academy, 1 Honors, 1 MESA, 1 Athletics, .5 ESL
- CTE/Workforce Development: 1 Counselor (FT): 1 Adjunct Counselor
- K-12 Pathways: 1 Counselor (FT): 7 Adjunct Counselors
- Generalist: 3 Counselors (FT): 8 Adjunct Counselors
- Career: 1 Adjunct Counselor

Needs:

The Counseling department is currently experiencing a shortage of front desk staffing. We have one part-time hourly person along with seven student ambassadors. We need more front desk staffing desperately. There is also a need for more general counseling. Currently, we have Counselors available to meet with students Monday – Thursday from 8:30am until 7:00pm and Friday 8:30am – 1:00pm. Students also have the

opportunity to make same day appointments (given availability) with Counselors who have openings. With this, general student populations are serviced by program specific Counselors and are exposed to program specific information.

During the Fall 2019 and Spring 2020 semesters we are offering First Steps Counseling (FSC) drop-in at the Counseling front desk in the Student Services Center (SSC) for students to ask quick questions, get assistance with filling out forms, and class recommendations. Counselors are also conducting out-of-office appointments at designated areas (Kinesiology Athletic Complex, MESA Center, Umoja Village, Honors Center, K-12 High School Sites, CTE Classrooms, and ESL Classrooms).

**e. How does your department ensure that students are aware of learning support outcomes?**

Our Student Learning Outcomes are listed on our Counseling webpage, as well as the LMC College Catalog. In addition, the outcomes are also listed in our syllabi for our Counseling courses.

## **2. Engagement**

**a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.**

The Counseling Department is active on campus and is often asked to join committees as Counseling Department faculty often provide a unique perspective being both within instruction and student services. Counselors serve as committee members and/or leads for the following shared governance committees, programs and services, and college and statewide initiatives.

- Academic Senate
- Curriculum Committee
- Guided Pathways and associated Guided Pathways Pillar subgroups
- Strategic Enrollment Management
- Accreditation Committee
- Student Equity and Achievement Committee
- Student Learning Outcomes
- Teaching and Learning Committee
- Starfish Retention and Degree Planning Statewide
- Safety Committee
- United Faculty
- Distance Education and Online Education Initiative

- Learning Communities and Student Program Planning Teams and Advisory Boards (i.e. Puente, Umoja Scholars, MESA, Honors, Transfer Academy, EOPS, CalWORKs, DSPS, ESL, Veterans, CTE)
- Career Technical Education Committee
- Asian Pacific Islander Committee

Counselors have also facilitated various professional development workshops during flex week and throughout the semester on campus and at conferences, helped in coordinating and facilitating campus activities, facilitated student ambassador trainings, and presented in classrooms to students on variety of topics, such as wellness resources, crisis management, retention strategies, disability awareness, universal design learning, and community issues. Members of the Counseling Department have attended conferences to increase our effectiveness in working with students in increasing student success, retention and persistence:

- *Guided Pathways Retreat facilitated by The Career Ladders Project (CLP):* From this retreat, the Counseling Department was able to discuss and plan for counseling projects relate to Guided Pathway, and develop monthly to continue the discussion about the planning and future implementation of these projects. The areas of focus currently are development of Meta-Majors (Clarifying the Path), First Year Experience (FYE) (Entering the Path), and building Success Teams (Staying on the Path).
- *Counseling in the Era of Equity: Critical Competencies for Student Success facilitated by the Skyline College Equity Institute:* From this conference we focused on creating an environment for our students within the Counseling Department that is intentional about moving from transactional counseling practices to transformative counseling practices. We also explored different counseling pedagogies to create a more centered approach towards student success.
- *Ensuring Transfer Success (ETS) Conference:* Counselors and the Transfer Services Team attend the annual conference to learn about updates related to transfer requirements, admissions process, and available resources at the UC system. Attendees were able to learn about the updated ASSIST website, discuss various admissions criteria for students, learn about transfer support services and financial aid available at the UC, and network with UC representatives to learn more about each of their respective universities.
- *National Behavioral Intervention Team Association (NaBITA) Conference (Spring 2019):* Attendance at this conference has led to the development of a more effective method for assessing student needs for mental health and wellness services. A growing number of student requests for appointments with Student Wellness Program (SWP) therapists has resulted in an expanding waitlist. (Considering Fall 2019 and Spring 2020 FTES (3,879 and 3462, respectively), with 4 SWP therapists working the equivalent of 1.1 full-time counselors, the SWP therapist-to-students is 918:1.) By employing a case management model, a designated number of counselors are released to assess students-at-risk, refer them to the appropriate service provider, and confer weekly to ensure that all students are properly served and surveyed, and that a confidential record is made for all services provided. Where a full-time case manager would provide the most effective coordination, delegating existing counselors to serve as case managers draws on their graduate school training in

crisis response, which enables the Department to identify students who are better serviced with a personal counseling appointment (non-therapeutic), than with a SWP appointment (therapeutic).

- *EOPS Conference:* EOPS Counselors attended a workshop that demoed the Q-Less software app. This tool helps eliminate physical lines for students. It would be extremely useful in tracking the number of students that visit our student services division. Unfortunately LMC is not capturing a full headcount of students requesting assistance. In addition, this interactive tool would allow the institution to virtually connect with students who are in-line for a service. Students would be notified of wait times for drop-in needs. Next steps have been to briefly discuss this with the Vice President of Student Services (who has experience with this tool), asking all student services managers if this is something they would be interested in. Once a discussion has taken place and a need has been presented, the next step is to locate a funding source. EOPS Counselors also attended a workshop dedicated to E-Files by using Canvas within the EOPS Program. We found this to be fascinating for our EOPS program for we could be doing so much more by embracing the digital world. Canvas is a tool that LMC is already, using however only within the Instruction Division. Educating the Students Services unit about this available tool and how this could be helpful for their programs.

**b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

- Dedicated Career Technical Education Counselors that work closely with CTE programs and departments, industry partners, and local community organizations.
- Dedicated Counselor that works directly with our local high school partners and meeting on-site with incoming high school students to assist students with education planning and navigating the overall LMC matriculation process.
- Eleven Counseling Courses (COUNS-032 and COUNS-034) are offered to high school students in both Fall and Spring semesters, which cover career exploration and college success. Eight courses are held on-site at the local high schools and three courses are held on-campus at LMC as part of the College Connect programs with Pittsburg and Antioch High Schools.
- Collaboration with Adult Education partners and providing information and assistance to students about LMC programs and resources
- Coordination and participation in Black History Month Elementary School Reading annual event at Foothill Elementary School
- Collaboration with counseling interns from JFK University to provide wellness services to students on campus (currently have four wellness counselors available)
- Collaboration with local graduate school counseling programs to have interns gain hands-on experience working closely with LMC Counseling Department
- Participation in the programming of the annual Cesar Chavez event



**c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.**

- Counseling Trainings are held on a monthly basis to keep counselors stay up to date on academic programs and local community resources. Guest speakers from various campus departments, student services, and local community organizations are often invited to present about their specific programs and resources.
- Flex Workshops and Trainings are provided for counselors on a variety of topics related to the education planning updates and counseling operations
- All newly hired Counselors are required to attend a two-day training and orientation to get acclimated to the counseling position and learn about the department and overall college resources, services, processes, and protocols. New Counselors are also encouraged to shadow full-time counselors as part of their training process.
- Counselors have attended and participated in conferences (ie. Skyline College Equity Conference)
- Counselors have assisted in coordinating, planning, and facilitating Mental Health Awareness Outreach and Workshops, developing the Crisis Manual Handbook, and trainings with student ambassadors and campus staff

**d. IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N/A

### 3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

- **Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.**
- **Goal #2: Develop and implement counseling-related initiatives related to Guided Pathways.**
- **Goal #3: Increase course success rates in Counseling courses.**

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	<b>Goal #3: Increase course success rates in Counseling courses.</b>	Empowering Student Services Professionals, Student Engagement & Success, Equity & Inclusion	Will measure the success rates in our Counseling classes for the current and future semesters	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> <b>New Goal</b>	Similar to all faculty on campus, Counselors will be going through the required training for all instructors teaching online.	Spring 2020 on forward	Counseling Faculty Instructors of Counseling Courses
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or	<b>Goal #1: Students will be able to clarify their educational goal and develop an education plan</b>	Student Engagement & Success	Will gather data regarding students’ feedback and learning from surveys provided to	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> <b>New Goal</b>	Develop pre-surveys and post-surveys for students to complete during counseling drop-ins and	Spring 2020 on forward	All Counselors

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specific skill sets that prepare them for an in-demand job.	<b>after meeting with a counselor.</b>		students after meeting with a counselor.		appointments. Counseling outreach efforts through tabling on campus to encourage students to schedule counseling meetings.		
VFS2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.	<b>Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.</b>	Student Engagement & Success	Will gather data regarding students' feedback and learning from surveys provided to students after meeting with a counselor.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> <b>New Goal</b>	Develop pre-surveys and post-surveys for students to complete during counseling drop-ins and appointments. Counseling outreach efforts through tabling on campus to encourage students to schedule counseling meetings.	Spring 2020 on forward	All Counselors
VSF3: Decrease the average number of	<b>Goal #1: Students will</b>	Student Engagement	Will gather data	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress	Develop pre-surveys and	Spring 2020 on forward	All Counselors

<p>units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>	<p><b>be able to clarify their educational goal and develop an education plan after meeting with a counselor.</b></p>	<p>&amp; Success, Commitment to Innovation and Creativity</p>	<p>regarding students’ feedback and learning from surveys provided to students after meeting with a counselor.</p>	<p><input type="checkbox"/> Completed  <input checked="" type="checkbox"/> <b>New Goal</b></p>	<p>post-surveys for students to complete during counseling drop-ins and appointments. Outreach to students who have excess units to schedule an appointment to meet to discuss education plan.</p>		
<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on</p>	<p><b>Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.</b></p>	<p>Student Engagement &amp; Success, Empowering Student Services Professionals</p>	<p>Will gather data regarding students’ feedback and learning from surveys provided to students after meeting with a counselor.</p>	<p><input type="checkbox"/> Abandoned  <input type="checkbox"/> In Progress  <input type="checkbox"/> Completed  <input checked="" type="checkbox"/> <b>New Goal</b></p>	<p>Continue providing monthly trainings and professional development opportunities to all Counselors to learn about updates related to CTE programs and LMC Career Services.</p>	<p>Spring 2020 on forward</p>	<p>All Counselors, LMC CTE Departments, LMC Career Services</p>

<p>this measure in the most recent administration of the CTE Outcomes Survey.</p>							
<p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>	<p><b>Goal #2: Develop and implement Counseling initiatives related to Guided Pathways.</b></p>	<p>Equity &amp; Inclusion, Student Engagement &amp; Success, Commitment to Innovation &amp; Creativity</p>	<p>Form task groups that will focus on specific Counseling projects related to Guided Pathways (and its related Pillars).</p>	<p> <input type="checkbox"/> Abandoned  <input checked="" type="checkbox"/> In Progress  <input type="checkbox"/> Completed  <input type="checkbox"/> New Goal                 </p>	<p>Monthly meetings are currently scheduled this Spring 2020 semester that are primarily focused on discussing and planning for Counseling projects related to Guided Pathways.</p>	<p>Spring 2020 on forward</p>	<p>Counseling Department</p>

## 4. Assessment Update and Effectiveness

### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

LEARNING SUPPORT OUTCOMES UPDATE					
<b>LEARNING SUPPORT OUTCOME</b>	New LMC students who attend the COUNS-031 (Educational Planning) course will be able to develop an abbreviated education plan prior to starting at LMC.	Students who meet with a counselor will be able to select and update their “Primary Major” information on their Insite account.	Counselors will be trained to provide online counseling services to better serve students in the distance education environment.		<b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	Will gather data related to student enrollment, completion of education plans, and survey data.	Will verify major during counseling appointment.	Will assess Counseling faculty feedback after completing online counseling training and begin providing online appointments.		<b>Example:</b> Will gather the following data:  # of students completed and

					submitted FAFSA for each workshop and the # of students successfully received financial aid.
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>					
<b>NEXT STEPS</b>	Pre-surveys and post-surveys are provided to all students attending the class to ensure learning has taken place.	During counseling meetings with students, Counselors will first verify major on file on student's Insite account is accurate. If changes are to be made to update a student's major, Counselors will assist student with updating their major through Insite or the Change of Major Form.	Nine Counselors have been selected and are currently registered to take an in-depth training class, facilitated by Cranium Cafe, to learn about the utilization, functions, and operations of the online program to provide counseling services to distance students.		<b>Example:</b> Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.

<b>RESPONSIBLE PARTIES</b>	Counseling Faculty teaching COUNS-031 class	All Counselors and Front Desk Staff	Selected Counseling faculty participating in online training		<b>Example:</b> <i>Jennifer Ma, Financial Aid Office</i>
<b>ALIGNED STUDENT SERVICES THEME</b>	Student Engagement & Success	Student Engagement & Success	Empowering Student Services Professionals, Commitment to Innovation & Creativity		<b>Example:</b> <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Goal #1, Goal #2	Goal #1, Goal #2	Goal #1, Goal #2, Goal #3		<b>Example:</b> <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

## 5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.



## 6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Counseling		Counseling Department - Program Coordinator (Or Program Assistant) – 2 Positions	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			
With a current staff of 45+ Counselors (Full-Time, Part-Time, Wellness Counselors), Student Ambassadors, and services provided at various delivery sites (Brentwood, Pittsburg, Local High Schools, Learning Communities, Support Programs, etc.), the Department has faced a huge ongoing need for increased administrative support for the department to facilitate processing workflows, front desk protocols, and overseeing daily office operations and logistics. Duties and responsibilities of this position includes scheduling and filling of shifts, appointment scheduling and maintenance of SARS, building schedules and making adjustments accordingly, processing of all related office paperwork (timecards, verifications, leave requests, schedule change requests, expense claims, maintenance of office supplies, etc.), outreach events and processing, student ambassador hiring and training, and facilitating student concerns and circumstances related to crisis and wellness. The Counseling Department currently does not have any professional classified support available at our front desk and/or for office operations, and has been dependent on assistance from primarily student ambassadors and the Administrative Assistant to the Dean of Counseling. It has been an ongoing challenge for the department to efficiently and effectively carry out its daily operations and serve students' needs without having a full-time professional available for support and assistance.			

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies

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	<input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software
	<input type="checkbox"/> Other
<b>General Description</b>	<b>Est. Expense</b>
<b>Justification:</b>	