

Unit Plan

Program/Pathway: Counseling Division

2015-16 (December 17, 2014) Joy Fisher

Mission Statement: “Los Angeles Harbor College promotes access and student success through associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction. Our educational programs and support services meet the needs of diverse communities as measured by campus institutional learning outcomes.”

Narrative

The Counseling Division plays a leadership role campus-wide in the coordination, training, and delivery of counseling services to students.

Counselors are currently located on campus in the following departments: General Counseling, the Career & Transfer Center, in the EOPS/CalWORKs/CARE areas, in Articulation, in the Special Programs (SPS Office), in the Life Skills Center, International Student Office, HTPA, in the YouthSource Center, PUENTE, Athletics (CHAMP), Nursing, Title V/STEM, and in the Assessment Center.

Counseling meetings bring together counselors from across the campus, one to two times per month. Communication, training, and coordination of the various counselors' locations are through the general counseling department.

Counselors develop abbreviated (A-SEP) and comprehensive (C-SEP) student educational plans with students, which are saved electronically. Counselors input student contacts on the DEC S255 and S251 screens, and counseling notes in the SARS system.

Students are assisted from their first contacts with the college, all the way through to the achievement of their individual goals.

To meet the mandates of SB 1456 – the Student Success & Support Program, comprehensive services are in place for students. Students are assessed in English and math, participate in the New Student Orientation (NSO), and then Abbreviated Ed Plans are developed by two adjunct counselors in the Assessment Center. Personal Development (Counseling) classes are offered to all students.

Upon completion of 15 degree-applicable units “project undeclared” reaches out to students with career services, including career workshops, career counseling appointments, an annual Career Fair, and career planning classes.

Comprehensive retention efforts and services to students on probation are offered. Students identified as on academic or progress probation are notified via email, and are referred to Probation Workshops. Students placed on Financial Aid probation and disqualification are required to attend financial aid workshops led jointly by financial aid and counseling. A process exists for students subject to dismissal requiring a contract, dismissal workshop attendance, and SEP, and grade report follow-up each semester until the student is no longer subject to dismissal.

Students experiencing personal crises are served in the Life Skills Center. Workshops are offered each semester, students are assisted on an appointment and walk-in basis, and interns are trained by the Counselor/Clinical Psychologist/Life Skills Center Director, who is working in a part time, non-tenure track position.

The International Student population has doubled over the course of the last 2 years. A dedicated counselor is needed for student support, the stability of the program, and monitoring of enrollments/government regulations.

The First Year Experience (FYE) program became known as Harbor Advantage in Spring 2014. Harbor Advantage is a comprehensive first year program including a bus trip to campus, assessment and orientation, and abbreviated Ed Plans for the first semester. Harbor Advantage students a guaranteed an English class, a math class, a success class (like Personal Development), and a class in their majors’ pathway. All of the services are coordinated cooperatively on campus by Academic Affairs, Admissions, Counseling, and the Assessment Center.

“Project Transfer” reaches out to students who have earned 30 units, to be sure that they are aware of timelines for applications, scholarships, transfer admission guarantees, field trips, university representative visits, etc. The Transfer Center has a separate Unit Plan.

Counseling reports to the Vice President of Student Services, and receives an array of funds for every person, project, and program. Some funding sources are general college funds (Program 100), the SSSP funds, Federal College Work-Study funding of student workers, CTE, Title V/STEM, Student Equity, and Basic Skills Initiative.

Through the training of graduate-level CGCAs, adjunct counselors, and full time counselors across the campus, counseling is a dynamic department aiming to meet the academic, career, and personal needs of students.

Full time and adjunct counselors are involved in shared governance activities campus-wide. Counselors participate in district, and regional groups such as the Transfer Center Directors Association, the Transfer Alliance Program, PUENTE, Career Development, etc. bringing best practices to the division.

The Counseling website provides comprehensive information, accessible 24/7. Specialized webpages link students to special-interest areas such as Honors, Career & Transfer, Retention, Articulation, etc.

1. Assessment of Program Review: The Counseling Division plans to continue helping students in the development of their Student Educational Plans, scheduling counseling appointments for the career, personal, and academic success of students, affecting student retention efforts positively, serving the campus in the delivery of success classes and workshops (Personal Development classes, student success workshops), etc. Challenging our attainment of these goals is the division of counselors' times for special assignments. While to outsiders it may appear that Counseling is well-staffed, portions of nearly every counselor are for a separate duty.
2. Activities to address program needs:
Counselors believed students were having difficulty with the method of scheduling counseling appointments. Students routinely expressed to counselors their desires to have one-on-one time with a counselor. To give students more access to counselors, beyond the traditional drop in counseling most hours of the day, a new initiative was begun in October 2014, called Walk-In Wednesdays. This initiative was hugely successful, enabling over 100 students per day to see a counselor for whatever their needs were. Planned for the period of time leading up to spring 2015 online registration, Walk-In Wednesdays were slated to end in late-November. Due to their popularity, they were extended to December 17, 2014. When counseling division meetings resume in January, Walk-In Wednesdays will be discussed, and a decision will be made about continuing the initiative, or not.

Student surveys are gathered during the Transfer Fair each fall semester and at the Career Fair each spring semester. Data is gathered which lets us know what students and attendees are gaining from the events.

The ability to provide food for visiting representatives for the annual Transfer Fair, Career Fair, and Transfer Recognition Event, must be addressed. The representatives are here on campus for several hours, and we want to provide a hospitable environment for them (food, water, shade, etc.)

Undecided students need to have career test instruments available for use by the Career Counselor. Proposed is the use of the Strong Inventory.

How are your program improvements associated with your SLO/SAOs?

Counselors aim to help students when they know, and when they do not yet know, that they need counseling help. Immediately following assessment, students develop an abbreviated student educational plan (A-SEP) with a counselor. Upon completion of 15 degree-applicable units, those same students need a comprehensive student educational plan (C-SEP). Harbor Advantage (first-year) students are brought into counseling for the development of C-SEPs. A new counseling initiative, "Project Undeclared" reached out to students who identified themselves as undeclared majors, by utilizing data from the Office of Institutional Research. Students were contacted via email and telephone, and 'change of major' forms were completed and given to the Admissions and Records Office. Harbor Advantage students who identified themselves as having 'undecided' majors in the beginning of the school year, were referred to Career Planning classes for the fall 2014. To increase our retention efforts, workshops were offered for students on probation, and those subject to dismissal. "Project Transfer," similar to "Project Undecided," made contact with students once they earned 30 transferable units, again accessing data from the Office of Institutional Research. Transfer students were made aware of the early university application deadlines, Transfer Admission Guarantee (TAG) programs, how to finance their university educations, application workshops, campus tours, and the availability of campus representatives here on campus to meet with, etc. With the financial support of the Student Equity Program, a Student Services Specialist is needed in the Career & Transfer Center to provide targeted retention, motivational and personal connection services for the campus' at-risk students. An International Student Counselor is needed to

provide comprehensive services for our growing international student population. To address the mental health needs of students, a director/counselor of the Life Skills Center needs to be hired.

3. Staffing Requirements: As mentioned above, counseling time is divided between programs and counseling. Additional counselors are needed both as full time counselors, and as adjuncts. A General Counselor was requested through the FHPC committee fall 2014. Adjunct counselors are hired through the SSSP funds to offer SEP development, academic advise, prerequisite clearances, change of major processing, etc. One full time Secretary works the day shift in counseling; however, there is no classified support in the evenings. CGCAs have been hired to work in the Career & Transfer Center, and cover one night per week (or more) to have a post-baccalaureate presence at the Info Desk/Counseling area. College Work-Study students answer the phones, check-in students for their appointments, monitor the drop-in counseling list, pull records for appointments, etc.
4. Technology requirements: Annual renew, support, and upgrades of SARS are essential for the counseling operation. College Source/TES are vital to counselors' abilities to file course petitions for equivalency and graduation. A networked printer/copy machine is need in the Career & Transfer Center. Counselors' computers need to be upgraded, or new ones bought, since counselors are increasingly using their computers for data input, class searches, etc. in order to meet student needs.
5. Facilities requirements: A computer lab, to accommodate 40 students is needed for workshops. More confidential office space is needed as the department grows with adjunct and permanent counselors.

Implementation Plan:

A request for a new printer/copy machine in the Career & Transfer Center has been made. A General Counselor was requested fall 2014 through the FHPC committee to meet student needs. A "B" shift secretary (or a "B" shift shared position) is needed for professional service to students and the public, as well as for student worker supervision. With the financial support of the Student Equity Program, a **Student Services Specialist** is needed in the Career & Transfer Center to provide targeted retention, motivational and personal connection services for our campus' at-risk students. (See: Transfer Center

Unit Plan.) An **International Student Counselor** is needed to provide comprehensive services for our growing international student population. To address the mental health needs of students, a director/counselor of the Life Skills Center needs to be hired.



ACADEMIC YR:
2015-2016

DIVISION/AREA:
Counseling

DIVISION CHAIR/DIRECTOR
Joy Fisher

UNIT PLAN "PART B"
Core Personnel/List of Permanent Staff

Unit: Counseling Date: February 2015

Example

| Assigned Time | Responsibility | Estimated Cost | Funding Source |
|----------------------|------------------------------|-----------------------|-----------------------|
| .8 | <i>Counseling Div. Chair</i> | \$76,692 | <i>Program 100</i> |
| .5/.5 | <i>Coun/Articulation</i> | \$54,659/\$54,659 | <i>Program 100</i> |
| 1.0 (times three) | <i>General Counselors</i> | \$279,565 | <i>Program 100</i> |
| .3 | <i>Counselor/Honors</i> | \$26,440 | <i>Program 100</i> |
| .5 | <i>Counselor/Retention</i> | \$42,174 | <i>Program 100</i> |
| 1.0 | <i>Counselor/Career</i> | \$68,222 | <i>Program 100</i> |

| | | | |
|-------|---|-------------------|--------------------|
| .4/.6 | <i>Counselor/Transfer Center Director</i> | \$28,129/\$42,194 | <i>Program 100</i> |
| 1.0 | Secretary | \$42,000 | Program 100 |
| | | | |
| | | | |
| | | | |

1. Total FTEP:

2. Total Hours taught:

3. **Total Hours of release time:**
4. **Total Cost for Instructors:**
5. **Total Cost for Administrators:**
6. **Total Cost of Classified Staff:**
7. **Total cost FTEP = Full Time Equivalent Personnel:**

Please attach copy of your current Op Plan.

Page 8 "PART B"

Page 7 "PART D"

UNIT PLAN "PART C" Core Expenses

Unit: Counseling

1. All legally required responsibilities: *Required for health and Safety*
2. *Required by board / State/ Federal/ Accreditation standards(list the minimum requirements here)*
3. *Required by licensing agreement*

| Description of activity | Estimated Cost | Justification | Code |
|-------------------------|----------------|--|------|
| Counselors | \$672,731 | Ed Planning, Career Planning, assistance with personal issues related to college, etc. services for students. | |
| Classified Staff | \$42,000 | Day-to-day area operations management, filing, supervision of student workers, clerical, and technical duties. | |

| Description of activity | Estimated Cost | Justification | Code |
|-------------------------|----------------|---------------|------|
| | | | |
| | | | |
| | | | |
| | | | |

Narrative justification: List statutes which require this expenditure.

Total cost:

UNIT PLAN "PART D" Essential Activities

Unit: Counseling

Prioritized list of unit needs required for program continuance or improvement

Description Est. Cost

e.g.

1. *Databases for Library*
2. *Full time Faculty*
3. *Instructional Assistant*
4. *Supplies for classroom*
5. *Capital investment*

Only place expendable request in this field.

| Division Prioritization | Description of activity | Estimated Cost | Proposed Funding Source | Justification | Code |
|------------------------------------|--|---------------------------|------------------------------------|---|-------------|
| FT Faculty | Counseling Faculty | \$672,734 | Program 100, SSSP, CTE, etc. | Meets mandates of Student Success & Support Act | |
| Classified Staff | All clerical/technical needs of the Division | \$42,000 | | | |
| Supplies, Materials | Paper, computer supplies, maintenance, advertising, brochures, major-prep sheets, pens, etc. | \$7,000 | | | |
| Tech Support | Flash drives, laptops, I-PADS, updated computers, printers, projectors, etc. | \$7,000 | | | |
| Adjunct Counselors | Evening, weekend, high- demand registration | \$20,000- 30,000 | | | |

| | | | | | |
|--|---|--|--|--|--|
| | period assistance, Harbor Advantage support, etc. | | | | |
| | | | | | |

| Division Prioritization | Description of activity | Estimated Cost | Proposed Funding Source | Justification | Code |
|--------------------------------|--------------------------------|-----------------------|--------------------------------|--|-------------|
| CGCAs | CGCAs | \$40,000 | | | |
| Student Workers | Student Workers | \$57,000 | Federal College Work-Study | Assist students & the public at the Info Desk from 8:00am – 7:00pm M-Th, and 8-4:00pm on Fridays | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Justification Narrative: How does your activity support the college Educational Master Plan?

UNIT PLAN “PART E” Non-cost Essential Activities

Unit: Counseling

List **Non-cost** activities here

| Priority | Description of activity | Justification | Code |
|----------|--|---|------|
| | On-going training & professional development | To provide “best practice” services to students. | |
| | Increasing communication among counselors, and the campus at large | To provide “best practice” services we all need to be following the same rules, procedures, etc. Issues need to be shared with the campus at-large. | |
| | Shared Governance Participation | To participate & stay informed. | |
| | | | |
| | | | |
| | | | |

| Priority | Description of activity | Justification | Code |
|----------|-------------------------|---------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Justification: How does your activity support the college Educational Master Plan?

The services and activities proposed in the Counseling Division Unit Plan, support student retention, completion and success. Counseling serves the entire student body, including low income students, first-generation students, transfers students, students who are undecided about their major & their potential for academic success, English-language learners, etc. All students are welcome, and are assisted with college processes. The Counseling Division prides itself on meeting each student “where they are,” and helping them to achieve their dreams.

