ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: Riverside City College Counseling Department

Riverside City College
Contact Person: Mike Barnes, Counseling Department Chair
Due: May 16, 2011

Please send an electronic copy to Dr. Patrick Schwerdtfeger at:

Patrick.schwerdtfeger@rcc.edu

COUNSELING INSTRUCTIONAL UNIT PLAN UPDATE

RIVERSIDE CITY COLLEGE MISSION

Riverside City College provides a high-quality, affordable education, including comprehensive student services, student activities, and community programs, and empowers and supports a diverse community of learners as they work toward individual achievement and life-long learning. To help students achieve their goals, the College offers learning support services, pre-college and transferable courses, and career and technical programs leading to certificates or associate degrees. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.

RIVERSIDE CITY COLLEGE GOALS 2009-2014

I. **Student Access and Support**
II. **Responsiveness to Community**
III. **Culture of Innovation**
IV. **Resource Development**
V. **Organizational Effectiveness**

A. Trends and Relevant Data

1. *What is your unit's mission statement? How does your unit's mission statement align with the college's mission?*

    Riverside Student Services Mission: *To professionally and proactively dedicate ourselves to provide comprehensive student services that facilitate college entry and to increase student support, retention, success and educational goal attainment.*
    Riverside Counseling Mission: The mission of the Counseling Department at Riverside City College is to foster and promote the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, career, consultation, training and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and be successful. We support the academic goals of the college through consultation and collaboration with faculty, staff, and campus organizations. We seek to foster intercultural competence and promote awareness and empathy within a multicultural environment.

    Riverside City College Counseling Mission is in direct alignment with the college's mission. The counseling department provides comprehensive counseling services which empower and support our diverse community of learners at RCC. The counseling services provided enable students to take full advantage of their college experience while maintaining success. All programs and services throughout the counseling department are designed to help students achieve their goals. All counseling faculty and staff are committed to the students we serve, and many times we serve as the voice for students. Students are our number one priority.

    To accomplish our mission to provide the necessary support to students, we operate under a set of core functions through individual and group interactions including instruction. These functions are outlined in the Standards of Practice for California Community College Counseling

Programs adopted in 1997; revised and adopted Fall 2008 by the Academic Senate and are derived from "The California Education Code" and materials from the American Counseling Association.

1. Academic Counseling
2. Career Counseling
3. Personal Counseling
4. Crisis Intervention
5. Outreach
6. Participation and Advocacy
7. Program Review and Research
8. Training and Professional Development

Through Riverside Community College Counseling Discipline, standards of practice are designed to assist students in planning, selecting and achieving educational and career goals. The primary purpose of the counseling services is to enhance student success. Students are offered a variety of services to help them address their personal, social, academic and career needs. By providing support and guidance, students will be empowered to be successful at completing their educational and career goals. The standards of practice in general counseling typically include academic counseling, career counseling, personal counseling, crisis intervention, multicultural counseling, consultation, research and review, training and professional development including instruction. The counseling services are usually delivered in the form of individual and group counseling sessions.

2. *Has there been any change in the status of your unit? (if not, skip to #2)*

There is a shortage of counseling faculty due to vacated positions that have not been filled over the past seven years and an increase in enrollment. Currently we are minus 4 counselors who have not been replaced. In addition, we may lose more counselors for the 11-12 year due to the Golden Handshake.

In order to provide students with more accessibility and opportunities to meet with counselors to develop a SEP it is important to review counseling positions that were vacated due to district movement, retirements, and promotions and restore those positions in addition to the hiring of additional counseling faculty to meet peak *(Summer/Winter)* registration times with adequate staffing. In addition, there is a need to increase counseling office space in order to serve the students in a confidential workspace. We have four vacated positions that have not been filled since 2001. We did replace 2 of the three open positions due to 10-11 year retirements.

There is a need to hire additional counselors to provide quality counseling services and programs, especially with the vacated positions that were not filled over the past few years. Counseling faculty are involved in many programs throughout the campus and continue to be a key factor in promoting student success and retention. Additional counselors will contribute to enrollment growth; improve the quality of the student experience making counselors more available and accessible, increase term to term persistence as evidenced by statewide matriculation data. Currently counselors are involved in many programs which are designed to increase student successful course completion rate thus making progress towards their academic goals. Such collaborative efforts amongst programs include: Puente, CAP, Student Equity, Honors, Athletics,

and other grants with counseling components. The more involved counseling can be in the various efforts to increase student retention and success will result in improved transfer rates, certificate completion rates, and more students successfully work towards goal completion. We currently have the equivalent of 8 full time general counselors on the Riverside City Campus with enrollment at 19,841. We will be losing the two grant funded STEM counselors in Summer, 11 and those targeted students will return to general counseling. In addition, we are absorbing students due to cuts in other categorical programs. In order to provide quality counseling services and programs we must increase the number of full time counseling faculty.

   a.   Has your unit shifted departments? NO
   b.   Have new certificates or programs been created by your unit? NO
   c.   Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.

       The following programs have a direct impact on counseling and counseling services:
       STEM Students
       Basic Skills Initiative – Classroom Presentations
       Veterans – we lost one STEM counselor who helped with counseling veteran students
       SEP's for other programs: nursing, EOPS, Fin. Aid, International students, Guidance Courses, Veteran's, Career and Technical programs, Athletics, Puente, CAP, Student Equity
       Committee Involvement
       Annual and Comprehensive Unit Plan Reviews
       New Title V regulations for the AA/AS degree
       SB 1440, New Transfer Degrees
       Budget cuts – shortage of staff and faculty, decreased hours of operation,

3. *Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If so, please indicate those changes. If there are no significant changes in your unit's opinion, indicate "None" and skip to question #3.*

ENROLLMENT TRENDS IMPORTANT TO PLANNING/RESOURCES
   1. The region is experiencing ROBUST growth averaging over 4% annually in last 15 years. The number of high school graduated is increasing each year and is likely to continue to grow through at least 2016.
   2. The District's service area is HIGHLY DIVERSE in every sense including age, ethnicity, and household income.
   3. Most students arrive UPREPRARED for college level work: 4 out of every 5 students need remedial English Courses (1 in ESL), and 97% need pre-collegiate Math.
   4. The District's TRANSFER rate is comparable to other colleges in the state and second in the region.
   5. Approximately 75% of those who begin a vocational course complete it successfully, and those who complete certificates or degrees in vocational areas have potential job opportunities in the region.

6. The most significant cost students must consider when they choose to attend RCC is the cost of transportation in both time and gasoline.
   (Information obtained from: 2007 McIntire Environmental Scan Findings)

Census Enrollment at Riverside City College from Fall, 09 (63,734) to Fall, 10 (57,435) has shown a decline of a -9.8% (duplicated headcount) as indicated by RCCD Institutional Research statistics that are available online. In addition, enrollment for Spring, 10 (54,325) to Spring, 11 (55,160) has shown an increase of 1.6%. It is important to note that many of the student services/counseling services that are necessary to get the student enrolled occur on the front end. Logistically a large percentage of demand is during winter and summer when full time are available based on budget and availability. Even when there is a decline in enrollment, there tends to be an increase in the number of applications processed as indicated from Spring 09 at 23, 437 to Spring 11 at 25, 321. And Fall, 09 at 37,781 to Fall 10 at 42,611. Student Services are still providing Assessment, Orientation, and Counseling services to all students who submit an application.

COUNSELING SERVICES HIGHLY CORRELATED TO STUDENT SUCCESS
Counselors are fully integrated into almost every grant, program, and service including categorical programs such as DSPS, EOPS, Matriculation, Financial Aid, and CALWORKS.

Counseling plays a vital role to student success. RCCD Institutional Research conducted a study where two groups of students were involved: degree-seekers (the group used in the previous study) and unknowns. Adding the group did not change the results: Assessment and SEP were positively associated with persistence, but counseling and group membership were not.

In addition, the study consisted of evaluating the number of units completed successfully for students who persisted to Spring. Findings show degree-seeking students completing more units successfully than undecided students. In addition, students with an SEP successfully completed more units than students without an SEP. There was no significant interaction between the two variables.

Data shows Student Educational Plans (SEP's) are most highly correlated with student success measured by retention, persistence, and successful units completed.

It is a priority of counseling to be available and accessible to students; assisting in success of students, and to increase the number of students seen for academic advising. Data states there has been an increase of total students served in counseling at Riverside City College for the past few years with a decline this past year due to online orientation and one semester educational planning (winter, 10) due to SARS not capturing that data:
- 04- 05, 18,292 students were served
- 05- 06, 19,045 students were served
- 06-07, 23,156 students were served
- 07-08, 24,443 students were served
- 08-09, 28,264 students were served
- 09-10, 25,682 students were served

On the Riverside campus with all of the data that leans towards the importance of students having an SEP and how that one factor will have a huge impact on student success and retention there has been a concerted effort to get the students in to develop an SEP. We have worked

with Honors, Ujima, CAP/Basic Skills, and other groups to advertise the importance of students making an appointment in counseling to develop their SEP. We are pleased to say that our efforts are producing positive results. The following data indicates a positive increase in the number of SEP's completed from 3518 (06-07) to 4107 (07-08) to 5319 (08-09) and 4876 (09-10). That is an increase of 39% from 06-07 to 09-10. There was a decline during the 09-10 year due to fewer full time counselors in general counseling.

In addition, there have been numerous changes that have affected policies for students especially with the new associate degree requirements which have impacted the counseling department. The AOE's and increased courses needed to meet graduation requirements in English and Math have resulted in more students seeking counseling for clarification and updated educational plans. We anticipate additional inquiries and confusion with the new SB 1440 law which will take affect Fall, 11.

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Success and Retention Rates of Guidance Courses on Riverside Campus:
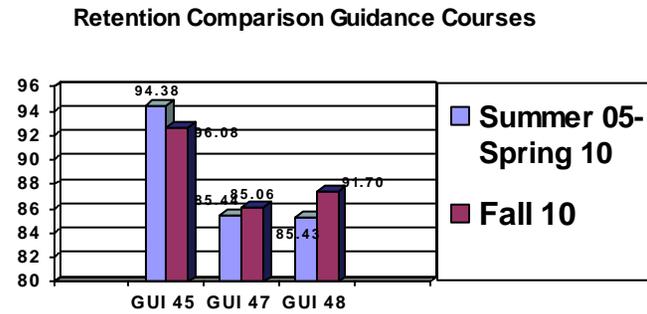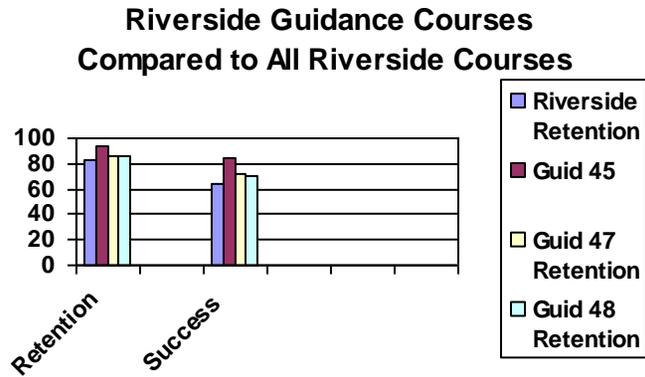</div>

Total retention rate for all courses Fall, 10 on the Riverside campus is 82.04% while total retention on Riverside campus for guidance courses is 89.52%. Riverside guidance classes show 7.48% higher rate in retention when compared to all sections of courses.

Total success rate for all courses Fall, 10 on the Riverside campus is 62.32% while the guidance courses on the riverside campus yield a 80% success rate which is a 17.68% higher success rate for guidance courses when compared to all courses.

When comparing Guidance Course success and retention rate on the Riverside Campus from Fall, 09 to Fall, 10 we indicated as part of our action plan that we would increase in each area by 1%. Data indicates that 09 to 10 there is an increase in success from 79.06% to 80% which is a 1% gain and from 09-10 there was a decrease in retention from 92.09% to 89.52% which is a 2.5% decrease. During the 10 -11 year we will work on strategies as outlined in our Improvement Plan to maintain a retention rate at or above 90% for our guidance classes.

RCC Guidance Courses Success/Retention rates 2005-2010.							
Total Retention for all Guidance 47 offerings on Riverside 05 Summer – 10 Spring	Total Success for all guidance 47 offerings on Riverside 05 Summer – 10 Spring	Comparison of Retention when compared to All Riverside Courses	Comparison Success when compared to All Riverside Courses	10 Fall Retention	10 Fall Success	Comparison for Retention Fall 10 when compared to 05-10 summaries for course	Comparison for Success Fall 10 when compared to 05-10 summaries for course
GUIDANCE 47 - Riverside							
85.48	71.68	+2.72%	+8.07%	86.08	75.95	+.6%	+4.27%
GUIDANCE 48 - Riverside							
85.3	70.8	+2.54%	+7.19%	87.39	74.47	+2.09%	+3.67%
GUIDANCE 45 - Riverside							
94.45	84.37	+11.69%	+20.76	92.68	86.59	-1.77%	+2.2%

No comparable data available for Guidance 46 due to limited offerings/enrollment.
05 Summer – 10 Spring Riverside Total Course Retention is 82.76% and Total Success is 63.61%

Riverside Guidance Courses
Compared to All Riverside Courses

Retention Comparison Guidance Courses

According to the chart above the Riverside Campus guidance courses are proving successful when reviewing retention and success rates. All Riverside Guidance courses show a gain of retention and success when compared to all other Riverside Campus course offerings.

When comparing Fall, 10 data to the cumulative 05 Summer through 10 Spring data of guidance course offerings on the Riverside campus the retention rate of the guidance 47 during Fall, 10 increased by 4.27%. In addition, there were increases in retention of Guidance 48 during Fall, 10 of +2.09%. Guidance 45 showed a slight decrease of -1.7 retention rate when compared to the cumulative 05 summer – Spring, 10 data. This may be a result of moving many of the guidance 45 classes that were offered at our feeder high schools back to the college offerings.

4. *In reviewing your unit's enrollment data, does your unit have plans to improve any aspects of enrollment management (ex: persistence, scheduling patterns, etc.)? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections.*

With the current budget crisis, it is imperative that counseling strive to develop the most efficient means of serving students. This past year the counseling department developed a Budget Reduction Plan in conjunction with all student service entities which addressed areas where we might serve students differently. We are still in the process of developing this plan and continuing the discussion on how to provide the most efficient and comprehensive services to students with limited resources. This is the second year that we have not offered guidance courses in summer/winter terms. We anticipate reduced Guidance course offerings during the 2011-12 year by 10%.

We continue working to improve accessibility to students including winter/summer terms with existing resources but we must recognize that limited counseling faculty and available office space continue to be a concern. With the current budget crisis, we are developing a plan to identify the necessary services that must be provided to students during winter/summer when counselors are not contracted to be on campus. With our limited resources of counseling faculty to serve our student population peak times are now year round. During the past year we have

implemented a newly updated AOC process which relies on help from educational advisors. In addition, we have developed a new process for dismissal students with an increased reliance on effective use of technology to serve students.

Research indicates that the development a full Student Educational Plan (SEP) is most highly correlated with student success. Yet, due to resource limitations, it is impossible to accommodate the 6000+ new students arriving each August with these services. With this in mind, counseling has implemented the following strategies to encourage students to return during the regular term to work with a counselor to develop a SEP:

- In conjunction with the matriculation office letters are sent to students who have more than 15 units and have not developed a SEP to make an appointment with a counselor
- Workshops are offered to all basic skill s classes encouraging students to make an appointment with a counselor to develop a SEP
- Follow-up through Basic Skills is provided to those students who do not take the initiative to make the appointment, further encouraging them to get into counseling
- Students in EOPS, Veteran's, DSPS, SSS, Athletics (after 1st term), and Puente are required to have a SEP
- SEP's are encouraged through Honors, Student Equity, Financial Aid, Basic Skills and Guidance courses and most grants – ie STEM
- Increased visibility of counseling faculty throughout campus through various forums including the establishment of counseling liaison, information booths, involvement with various committees, classroom presentation, an orientations, and active Department Chair serving on Senate, Curriculum, Academic Standards and APC.

As mentioned previously, counseling continues to refine services with an increased dependence on technology as an effective tool to deliver a variety of online services.

5. *If applicable, please report on the progress made on any of your 2010-2011 unit goals. What are your departmental/discipline goals for the 2011-2012 academic year? As you develop your goals, please ensure alignment with the College's Mission, Goals and Strategies found on pages 3-4. What activities will your department/discipline pursue to meet these goals? What support does your department/discipline need for goal attainment? If applicable, please include the needed support on the resource request forms along with the supporting rationale.*

2010 – 2011 REPORT OF FINDINGS - ACCOMPLISHMENTS

Student Access and Support
- Counseling continues to embrace technology as a tool to increase efficiency and service to students. Counseling has implemented a completely online AOC process within enrollment processes. Winter, 10 was first implementation with updates and refining occurring during Fall, 10. Currently the online AOC process is working efficiently for all first time college students.
- In order to provide equitable and comprehensive services the transfer center implemented a variety of outreach activities during the 10-11 year to increase awareness of services.
- Counseling faculty and staff continue to put students as the first priority and advocate on behalf of the student in many forums
- Counseling faculty continue to promote effective learning and teaching through ongoing committee work within the Guidance course offerings.

- It is a priority of counseling to be available and accessible to students; assisting in success of students, and to increase the number of students seen for academic advising. Data states there has been an increase of total students served in counseling at RCC for the past few years with a decline this past year due to online orientation and one semester educational planning due to SARS not capturing that data:
  - ➢ 04- 05, 18,292 students were served
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  - ➢ 07-08, 24,443 students were served
  - ➢ 08-09, 28,264 students were served
  - ➢ 09-10, 25,682 students were served
- Counselors continue to be involved in many programs on campus: Basic Skills Initiative, Puente, Student Equity, Honors, Financial Aid, Workforce Prep, STEM, Teacher Prep, EOPS, DSPS, Veterans, SSS, and Career and Technical Education
- Counseling faculty are continuously seeking strategies and programs to provide more access to students such as the development of: Online Probation, Online Dismissal Workshops, Online Counseling, Streamlined student overload process, and Online AOC services, and the revamping of the Dismissal process to utilize technology to increase efficiency.
- Increased Counseling services and more efficient procedures for Veterans – ie shared drive for more expedient counseling services, Veteran's Center.
- The counseling discipline has been involved in developing Student Learning Outcomes (SLO) and Service Area Outcomes (SAO's) for the past five years. There is an ongoing commitment to improve teaching and learning within the counseling discipline and to deliver quality student services.
- Riverside Guidance courses show 7.48% higher rate in retention when compared to all courses offered on Riverside during Fall, 10.
- Riverside Guidance courses show a 17.68% higher success rate when compared to all courses offered on Riverside during Fall, 10.
- Even when there is a decline in enrollment, there tends to be an increase in the number of applications processed as indicated from Spring 09 at 23, 437 to Spring 11 at 25, 321. And Fall, 09 at 37,781 to Fall 10 at 42,611. Student Services are still providing Assessment, Orientation, and Counseling services to all students who submit an application.
- The driving force behind the counseling discipline will always be to remain student-centered and serve as advocates for students.

Responsiveness to Community
- STEM counselors have developed a series of community events that have formed partnerships with feeder high schools, veteran-related organizations, and underrepresented populations throughout 2010-11. Some of the past events include Women in Science, Veteran's Service Fair, Summer STEM camp for HS, and a Veteran's Memorial 5k run/walk.
- The Puente counselors continue to collaborate and work with community members through various events throughout the year
- Currently we have articulation agreements with the following segments: 23 CSU campuses, 10 UC Campuses, and 35 universities

Culture of Innovation
- Counseling faculty and staff continue to seek professional development activities in order to maintain professional competence by engaging in continuing education activities. Some of the activities attended include: Career Café, Adjunct Counseling Training, CSU Conference, Ensuring Transfer Success, Puente Training, on site professional development activities, etc.

- During Fall, 07 Guidance 47 was submitted and approved by UC as a transferable course. It is one of the few guidance courses approved system-wide by the UC system due to the rigorous standards to meet UC approval.
- Through ongoing communication, meetings and retreats, the counseling discipline works collaboratively to sustain quality counseling programs and services throughout the district.
- Increased collaboration with faculty with more presence on committees, more visibility on campus, more recognition as a discipline throughout the district.
- AOC process

Resource Development
- In accordance with Student Access and Leadership Strategic Planning Council all student service groups developed a budget reduction plan. Counseling was able to identify areas where collaborative efforts and the continual use of effective technologies would add to the efficiency and effective provision of counseling services.
- Membership of counseling faculty and staff throughout the strategic planning councils.

Organizational Effectiveness
- Counseling faculty and staff continue to update and improve internet/web page services for students and increased online opportunities with the continual development of online services. Students are able to schedule counseling appointments and online counseling appointments via the web. Students are also able to view assessment results via webadvisor.
- Seamless Online AOC Process
- Implemented Online Dismissal Process – will conduct research to validate effectiveness of change in process

RIVERSIDE CITY COLLEGE COUNSELING IMPROVEMENT PLAN IN ALIGNMENT WITH STRATEGIC PLANNING 2011-2012

A. STUDENT ACCESS AND SUPPORT
Our College is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs.

Counseling Goal: Counseling will search various strategies to reduce barriers to services and programs.

Strategies	Planned Activities:	Responsible Leads:	Timeline	Documentation/ Performance Indicators	Resources Needed:	Outcome Reports:
Explore alternative enrollment processes.	Develop subcommittee from SASLC to look at AOC and make recommendations for more efficient AOC practices which will include multiple measures. Advocate for students and student success in regards to placement.	AOC Comm. Ed Bush Counselors	2011-12	Minutes/agendas – change in practice based on research data.	IR help	
	Advocate for enrollment priority for 1st time freshman in English, Math, and Reading Courses as a result of data indicating that our students are not being successful and they are not enrolling in the courses they have placed into.	AOC Comm. Ed Bush Counselors	2011-12	Minutes/agendas – change in practice based on research data.	IR help	
	Research potential development of ILA 800 course for student services and present recommendation to counseling faculty – ie Values, Personality, Test Taking Strategies.	Nicole Abbate Karyn Magno	Fall, 11	Counseling Minutes/agenda of presentation of recommendation		
Ensure comprehensive and equitable services exist and are part of institutional planning	Expand services in Transfer Center and increase outreach activities to increase awareness of services offered.	Monica Delgadillo-Flores	11-12	Yearly Disaggregated data on student access, success, retention and progression		

a. Learning support services for all students b. Expand services in learning support and transfer centers c. Promote outreach to K-12 schools	Transfer Center to provide support and workshops for "undecided" student populations. Develop survey for undecided students to gather information so that we can better serve this group	Delgadillo-Flores	11-12	- number of students utilizing support services - number of transfer ready students - College going rate - capture rate		
	Develop a plan and research development of Guidance 45 for athletes in summer/winter to meet new legislation of all athletes having SEP.	Mike Barnes, Bill Brown, Karyn Magno, Ellen Drink	11-12	All athletes have education plan on file through athletic records.		
Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address inequities for student access, success, retention and progression	Counseling will demonstrate that first time college students with a SEP will persist and be more successful with the number of units successfully completed than those who do not have a SEP.	Mike Barnes, IR Research, Gary Jimenez		IR Matriculation Study of first time college students.	IR	
	1st time readmit student identified in Summer, 10 who have a readmit contract will increase overall GPA by end of Fall, 10.	IR Research Ellen Drink		IR Dismissal Study	IR	
	To increase the show rate of online counseling appointments during the Fall, 11 term. Show rate for online appointments from 9/13/10 – 12/17/10 is 43% while regular "in person" show rate is 80%. We will increase show rate to 60% for online counseling appointments. Also, research ways to better serve students in the online environment.	Ellen, Jackie, Rafal, Kelly		Show rate data collected through ESARS		
Develop clear college-wide criteria for student pathways from basic skills to goal attainment	Continue efforts to be recognized and valued as a department at RCC	Mike Barnes, Counselors	Ongoing	Involvement on college committees, community events, leadership roles, and meeting involvement	Agenda /mins.	
Develop Student Engagement Centers						
Promoting learning and effective teaching through ongoing identification of and assessment of student learning outcomes	Guidance Course Committees will meet throughout 2011-12 to enhance teaching learning through ongoing assessment and review of SLO's.	Brautigam, Avila, Barnes, Yglecias	Ongoing	SLO assessment in all Guidance Courses reported in Annual Unit Plan.		

	Retention and Success of Guidance Courses will exceed retention/success of total Riverside course offerings during 11-12 and show 80% or above with success and 90% or above with retention.	Counseling Faculty	Unit Plan Review	Guidance courses on Riverside will yield a 80% or higher success rate while retention will yield a 90% or higher during Fall, 11.		

B. RESPONSIVENESS TO COMMUNITY

Riverside City College is deeply committed to its role as a community resource and to meeting community expectations. The college actively pursues partnerships between our educational and business partners. We also play an important role in promoting community service and civic responsibilities.

Counseling Goal: Counseling will play an important role in promoting community service and civic responsibilities through our various programs (STEM, Puente, CAP, Honors, etc).

Strategies	Planned Activities:	Responsible Leads:	Timeline	Documentation/ Performance Indicators	Resources Needed:	Outcome Reports:
Maintain and Strengthen ties with community-based organizations	There will be community events that form partnerships with feeder high schools, veteran-related organizations, and underrepresented populations throughout 11-12. Events may include: • Women in Science • Veteran's Service Fair • Puente Mentor Receptions/Events • Puente Club/Halloween Event	Patricia Avila	2011-12			

C. CULTURE OF INNOVATION

RCC is committed to being an innovative institution working to improve teaching and learning, and student support services through the effective delivery and use of technology and by expansion and modernization of our learning environments.

Counseling Goal: Counseling will improve teaching and learning and student support services through the effective delivery and use of technology and by expansion and modernization of our learning environments.

Strategies	Planned Activities:	Responsible Leads:	Timeline	Performance Indicators	Resources Needed:	Outcome Reports:
Develop a comprehensive professional development plan a. provide training for faculty in multiple modalities of teaching inclusive of the use of technology b. Enhance development opportunities for all employees	Counseling Staff Development Plans from 11-12 unit plan address the following needs: • Career Development • On Course Training • Adjunct Counselor Training • Development and ongoing collaboration of common assessments for all Guidance Courses • Technology process changes in delivery of counseling services • CSU/UC Conferences	Mike Barnes Yglecias	2011-12	Unit Plan Review 2011-12	Yes – funding	
	Develop Professional Development Plan for Classified staff in counseling for the 2011-12 year. Including Business etiquette, culture sensitivity, and professionalism.	Ellen, Judith, Melinda, Counter staff	2011-12	Staff and faculty survey to indicate improvement in office professionalism.	Yes - time	
	Invite Institutional Research to counseling meetings to provide training and data to analyze and use in unit plan reviews to drive development of action plans	Barnes/ Martinez	2011-12	Counseling Agenda/minutes		
	Increase Professional Work Environment. Develop efficiency workload survey, counseling satisfaction surveys and analyze data.	Rosa Ramos	Surveys and analysis in Fall,11. Activities to address needs Spring, 12.	Counseling Agendas/minutes		
Implement Facilities Master Plan a. Refine the Facilities Master Plan to improve the overall physical performance and efficiencies of the campus b. Incorporate sustainability in architectural and landscape	Provide welcoming and inviting student services space for students. Restructure counseling admissions lobby area, new chairs and configuration. Need space for counselors, design welcome center near front of campus.	Ed Bush, Shelagh Comach	Ongoing	Progress report on implementation of Facilities Master Plan	Yes – funding	

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design						
Refine and implement a technology plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services and Administration.	Dismissal Process implemented fall, 10 with better use of technology to follow-up with students and register online. Study to compare results. Counseling developed a cycle to update computers for counseling facility. Computers need updated to provide essential and efficient counseling services	Mike Barnes	2011-12 Yearly Cycle to replace old equipment	Seamless process for 1st time and continuing dismissal students, less impact on admissions Annual Unit Plan Documentation	 Funding	

D.   RESOURCE DEVELOPMENT
As a learning organization we recognize the importance of seeking new and alternative funding to advance the college and to add value to what we do, while improving our cost effectiveness.

Counseling Goal: Counseling will increase operational effectiveness in a collaborative approach through student service areas.

Strategies	Planned Activities:	Responsible Leads:	Timeline	Performance Indicators	Resources Needed:	Outcome Reports:
Maximize the resources of the college and seek alternative funds to support a comprehensive learning environment by developing a revolving five year mid-range financial plan inclusive of new fiscal, human and physical resources from grants, public and private sector giving and state funding	Continue efforts to base budgetary and staffing decisions on sound research and data. Continue to staff adjunct according to needs and funding. Evaluate course offerings. Evaluation of sustaining special programs with limited counselors Develop Plan to coordinate counseling services. Through budget reduction plan identify services and areas to collaborate to provide counseling services in most efficient and effective manner. Enhance collaboration across student service program areas (STEM, Puente, Honors, CAP, Transfer Center, etc.)	Mike Barnes Ed Bush, Mike Barnes Avila, Degadillo-Flores, Sell, Barnes	Ongoing	Agendas/minutes, SARS grid Program areas Unit Plans and Grant Reports		

| | | Increase communication and ties with administration. Seek advocacy opportunities at all levels | Barnes, Avila | Ongoing | Participation on various committees, including APC, CTA, Senate, and Strategic Planning with strong advocacy for counseling | | |

Effective organizations employ effective practices. We are a learning organization and are committed to continuous improvement by acquitting and retaining a diverse workforce.

Counseling Goal: Counseling will seek effective practices and continue to improve services available while acquiring and retaining a diverse workforce.

Strategies	Planned Activities:	Responsible Leads:	Timeline	Performance Indicators	Resources Needed:	Outcome Reports:
Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven: integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plan; and effectively prioritize new and ongoing resource needs	Hire 3 additional counselors to close the gap of the faculty we have lost due to district movement and retirements. Develop Counseling Policies and Procedures Handbook for staff and faculty.	APC/Barnes Rosa Ramos, Mike Barnes, Rafal Helszer	2011-12 Fall, 2011	Hiring of faculty. Handbook presented to faculty and staff - agenda/minutes		
Examine the College's home page and related web pages 1. Maintain currency of information 2. Identify and implement technology to enhance processes and services	Redesign and Update Counseling web page as needed to keep information current and correct. Establish more efficient means of delivery of counseling information to all counselors – implement shared drive for counseling information for faculty and staff Continue to search more efficient means of providing information to students. • Refine online AOC process • Refine Online Dismissal Process • Develop Online SEP's	Helszer, Brautigam, Ramos Rafal Helszer Ellen Drink Counseling Faculty	Ongoing 2011-12 Ongoing	Redesigned website and user survey results Better use of technology for information necessary to counseling. More availability of online resources and services for students		

I. Course Student Learning Outcome (SLO) Assessment

GUIDANCE COURSE ASSESSMENT UPDATES

For the past few years, the discipline has met together a couple times per year for a one day retreat dedicated to program review. At this point, the counseling department has set up committees to work on each of our guidance courses and the charge was to identify the assessment tool and methods for disseminating information to all faculty teaching, and to discuss results.   It is so important for this dialogue to occur throughout the discipline with counseling faculty. The collaboration and sharing of teaching strategies has had an impact of teaching.

GUIDANCE 45: INTRODUCTION TO COLLEGE
Assessment Status: Guidance 45 is at stage 5 where we have completed the assessment cycle and provide ongoing assessment and dialogue to improve teaching and learning.

Spring 11, Assessment Practice: Spring, 11 we did not do an assessment for Guidance 45. We met to design our assessment for Fall, 11 during the spring term.

Future Plans for Assessment in Fall, 11 and Spring, 12: We will meet near the end of the Fall 11 term to compare our results and make any changes for Spring, 12.

Overview of Assessment Activities: Rosa Ramos, Nicole Abbate and I (for Arturo Dassow) submitted the results of our pre/post test done during the Fall, 2010 term to survey monkey. During the Spring, 2011 term we met to discuss the pre/post used in the fall. We reworked it and we talked about which areas the students were not getting. One question was about federal work study and since this confused students even after learning about financial aid, we got rid of that question. Guidance 45 Facilitator will send pre/post test to all full time and part time faculty teaching the course in Fall, 2011.

GUIDANCE 46: INTRODUCTION TO THE TRANSFER PROCESS
SLO/RCC Gen Ed SLO:
Assessment Status: Guidance 46 is at stage 5 where we have completed the assessment cycle and provide ongoing assessment and dialogue to improve teaching and learning.

Spring 11, Assessment Practice: A pre/post test – given the first day of class and again at the last class meeting to identify student's basic knowledge of transfer and what they have learned throughout the term of the course.

Future Plans for Assessment in Fall, 11 and Spring, 12: Continue with same assessment plan and continue to analyze results to inform teaching and learning.

Overview of Assessment Activities: *The pre/post test for Guidance 46 is a great measurement to indicate improvement of knowledge acquired in the subject matter. This Pre/post test has been a great indicator of students learning much of the material in class and about the transfer process. We have been using this pre/post test for the past few years and continue to develop and refine as necessary. No changes made to assessment tool during the 2010-11 year.*

GUIDANCE 47: CAREER EXPLORATION AND LIFE PLANNING

Assessment Status: *Guidance 47 is at stage 4 where we are meeting and using the data to improve instruction and learning. However, we have had a few breaks in the cycle and plan to improve with ongoing meetings during the 2011-12 year.*

Spring 11, Assessment Practice: *Currently, two out of the three of the counseling faculty teaching Guidance 47 agreed to use a common assessment consisting of a pre/post test. Results will be compiled and tabulated for discussion at a meeting during Spring, 11 Finals week.*

Future Plans for Assessment in Fall, 11 and Spring, 12: *Faculty teaching Guidance 47 will follow the recommendations made as a group during our Spring, 2011meeting. Our goal is to determine whether or not the assessment we chose for Spring, 2011 is appropriate for continued use or to develop a new tool to utilize for 2011-12.*

Overview of Assessment Activities: *Counseling Faculty formed committees for each Guidance course taught in discipline to review assessment tools and choose a common assessment (if possible) for Spring, 2011. Committees set a timeline and reported out at department meeting to present proposed assessment tools. Individual committees will meet throughout semester to monitor how assessment is working and once data is compiled will meet again to review findings. This committee has been involved in assessment practices and meeting to use the information to drive instruction and teaching. We did a values pre/post for a few terms and then made the decision to seek other assessment tools due to the fact that we had made some changes in our practices and wanted to more to another SLO to assess within the curriculum. We will continue the assessment cycle as we move to improve teaching and learning for Guidance 47. It is so important for us to meet as a group to take Guidance 47 learning outcomes and produce common assessments to utilize on a regular basis to drive instruction. The group plans on meeting regularly (once a month) to develop a common assessment that is both quantitative and qualitative. We would also like to use these meetings as a vehicle to begin to dialogue about course content, revisit learning outcomes and learning objectives and in turn use the findings to evaluate and adapt pedagogical approaches. We need to meet regularly to share ideas and best practices to cover the area of values and more specifically, possible careers that match individual values, there is still work that can be done to teach the material and address the multiple learning styles and temperaments of the students.*

There was discussion about the importance of incorporating both qualitative and quantitative assessment instruments to get a more holistic understanding of the student learning outcomes. The group decided to meet regularly for further discussion and to meet to share assessments that are currently utilized in all classes. The intent will be to develop a more comprehensive common assessment to be used. We need to continue assessing, evaluating, and making modification to teaching and learning. As a counseling department we need to get better in the process which will directly improve teaching and learning. The continuous cycle is so hard to close with hectic schedules and no down time for counseling. We have students waiting to see us year round and it is hard to have regularly scheduled times to meet. This assessment, dialogue, reassessment was advantageous to the group administering the assessment. The faculty shared ideas, results, and activities. Through the assessment the faculty members were able to identify an area with values related to careers where the students were not getting it. One whole meeting was designed for the

faculty to bring their best teaching strategies on that topic. The strategies were shared and instruction was adjusted. New activities and assignments were included in classes.

We know that we can always improve what we are doing. This process allows for that time to look and evaluate and make modifications. We want to continue the process and get better at making it a priority for the dialogue and learning to occur. We recognize the need to have help from others in the area of assessment and setting benchmarks. We need to reconvene our committee and make some progress in this area.

GUIDANCE 48: COLLEGE SUCCESS STRATEGIES

Assessment Status: *Guidance 48 is at stage 4 where we are meeting and using the data to improve instruction and learning. However, we have had a few breaks in the cycle and plan to improve with ongoing meetings during the 2011-12 year.*

Spring 11, Assessment Practice: *We met with assessment coordinator and decided to use the Discovery Wheel exercise as a pre/post assessment.*

Future Plans for Assessment in Fall, 11 and Spring, 12: *The individuals teaching Guidance 48 will use the Discovery Wheel exercise to self assess their knowledge at the beginning of the semester and the same exercise will be completed at the end of the course to see if their knowledge base has changed.*

Overview of Assessment Activities: *We have not assessed this past year because the course was being taught with more special populations of our students and not the general population. In the past, we focused on the "Locus of Control" as an instrument to measure the response of students in determining their perception of and understanding of what factors were influencing their level of college success. We didn't find the instrument to be much of a benefit due to the fact that a lot of our College Success courses are being taught as a part of a learning community. For example, Puente, CAP, STEM programs all have Guidance 48 as a part of their program and they each have a different focus.*

Going forward, we decided to select another instrument/method to assess Guidance 48, because the course will continue to be a part of many different programs at RCC. We have decided on the assessment and plan to utilize in Fall, 11.

Guidance Courses 2010-2011

	Guidance Courses	Assessment Status	Not Offered	Offered Summer	Offered Fall	Offered Winter	Offered Spring
45	Intro to College	**5**			x	x	x
46	Intro to the Transfer Process	5			x		x
47	Career Exploration and Life	4			x	x	x
48	College Success Strategies	4			x		x

1. *Please describe your discipline's dialogue on assessment results. Where would one find evidence of this dialogue?*
   The counseling department has been active this spring 11 semester. Each course committee met and is either doing an assessment for spring 11 or is getting prepared for fall 11. We discussed best practice as well as what assessment instrument should be used. Data was entered into survey monkey for at least 4 sections during the 2010-2011 year and this will increase next year. There is evidence on our SARS grid (appointments/meeting program) of meetings, our discipline meeting agenda during the required flex day in February as well as monthly department meetings.

2. *Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline?*
   I think this is the area that we need to improve on the most. We need to take the data that we collect and talk about what it means in terms of student learning. During spring 11, we were going to hold a 3 hour meeting about assessment but had to cancel it due to faculty being out and we were in the process of hiring 2 new faculty members. We will meet as a department and as committees for each course during the 2011-2012 year. We would like to have more information about assessments and how we can use the data to improve our instruction. We will ask Jim Elton and Susan Mills to come to a meeting and provide us with more ideas about assessment.

3. *To what extent, and how, do your assessment results support your resource requests?*
   Our assessment results indicate that our students would benefit from counselors with more training in the area of career development since so many of our Guidance students are seeking answers to "what career would be best for me?" We need more counselors so we can offer services to our students who seek our help in our courses and in our offices. We would love to offer the training, On Course with Skip Downing so we can be more successful teaching our courses.

4. *What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)?*
   It is our plan that before the fall 11 semester starts, we will send out emails to all full and part time instructors with the assessment for that course and the instructions for how to submit the data. There will be a follow up meeting near the end of the semester to look at the results and see how we can improve our instruction. Our department has only 4 courses so we are able to assess each one. The most important part is that we are having dialog about the data and making any necessary changes. After attending the RAC committee meeting on May 13, 2011 I realized that we need to make sure we have a "meaningful" assessment instead of getting it done each semester so we can say we are assessing. I think having some more training and scheduling meetings to discuss the results will help our department to gain the important knowledge from the assessment loop.

II. Program Learning Outcome (PLO) Assessment

Counseling faculty continue to be involved in a variety of Service Area Outcomes to increase student success and access. These activities are outlines in our Improvement Plan on pages 10 -16 of this document.

5. *Please explain what steps your program has taken to map and align your PLOs with your course SLOs.*
   The common factor is student success, retention, and persistence. Every program in counseling is designed to enhance student success throughout RCC. We have research data to show the significant impact a full student educational plan plays upon student success. We have a dismissal process in place where students must meet with a counselor to develop a readmit contract their first term of being on dismissal status. Results indicate students with the contract persist and increase their GPA in the subsequent term of meeting with a counselor. The guidance courses are designed to improve student success, retention, and persistence and therefore they go hand in hand with programs and services offered through the counseling department.

6. *How have you shared and discussed assessment results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)?*
   These program and service assessment results are shared at counseling meetings, strategic planning committees, state-wide matriculation meetings and in any forum where student success is being discussed. Counseling is a huge factor in student success as indicated from a variety of studies locally and regionally.

7. *To what extent, and how, do your assessment results support your resource requests?*
   Resource requests are based upon findings in assessment results or programs and services. The need for more counselors is in direct correlation with the findings indicating that the student educational plan is key towards student success. Through surveys and analysis of data we have found there is a dire need in counseling to provide ongoing internal staff development to our front counter staff – that need is being addressed in our action plan. There is a cycle of assessment, analysis, improvement where we are able to correlate data analysis to improvement plan.

8. *What are your plans for further program based assessment in the upcoming academic year (i.e. additional program or reassessment)?*

   We plan to continue to develop programs, services, and initiatives to better meet the needs of our student population and increase their success. We would like to include more research and data in an ongoing manner throughout our counseling meetings for the 2011-12 year as indicated by our improvement plan. A few major areas of focus for the upcoming year include ongoing staff development for our front counter staff, improving online counseling show rate, and reassessing our dismissal students. Future improvement plans for 2011-12 are outlined in our Improvement Plan.

Instructional Unit Plan Update

C. Human Resource Status

Complete the Faculty and Staff Employment Grid below based on the 2010-2011 academic year. Please list full and part-time faculty numbers in separate rows, and classified full and part-time staff separately.

2010-2011 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Counseling Faculty *(4 teach)*	8	3-5 summer/winter
Transfer/Career 50/50	1	
Puente 40%/Counseling 40%/CTA 20%	1	
2010-2011 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Educational Advisors (Transfer/Career)	2	
Counseling IDS	1	
Counseling Clerks	*4	5 student workers

*Excessive absences for medical reasons for 2 of the 4

Complete the Faculty and Staff Employment Grid below based on any anticipated changes for the 2011-2012 academic year (i.e. retirements, one-year temps). If information is exactly the same, move on to the next page.

2011-2012 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Counseling Faculty *(5 teach)*	9	3-4 Winter/Summer
Transfer 50%	1	
Puente 40%	1	
2011-2012 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Educational Advisors – Transfer Center	1	
Counseling IDS	1	
Counseling Clerks	*4	Student Workers - 5

*Excessive absences for medical reasons for 2 of the 4

1. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)[1]

Rank	List Faculty or Staff Positions Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each faculty or staff request based on rubric criteria. (See APC Ranking Rubric for faculty positions.)	Indicate (N) = New or (R) = Replacement	Annual TCP*
1.	**Tenure Track General Counselor – Replacement** <u>Reason</u>: The department has developed a list of retirees and movements within the department for the past ten years. There are currently three positions that have not been replaced. The last counselor hired was in 2001. There was a retirement in 2003 and 2009 and a transfer to MoVal in 2005 with no replacements.	R	97,668.94
2.	**Tenure Track General Counselor – Replacement** <u>Reason</u>: The department has developed a list of retirees and movements within the department for the past ten years. There are currently two positions that have not been replaced. The last counselor hired was in 2001. There was a retirement in 2003 and 2009 and a transfer to MoVal in 2005 with no replacements.	R	97,668.94
3.	**Tenure Track General Counselor – Replacement** <u>Reason</u>: The department has developed a list of retirees and movements within the department for the past ten years. There are currently two positions that have not been replaced. The last counselor hired was in 2001. There was a retirement in 2003 and 2009 and a transfer to MoVal in 2005 – with no replacements.	R	97,668.94
4.	**Tenure Track Veteran's Counselor - New** <u>Reason</u>: To be designated to work with returning Veterans. Will assist with Veteran's procedures and help Veteran's have a seamless transition to college. Will assist with advisement, support and monitoring, and counseling services to promote retention and success towards educational goals.	N	97,668.94
5.	**Support Hourly Staff** <u>Reason</u>: We are inundated with students and do not have the manpower or coverage to meet the need. We need staff to cover counter and assist students. We need bilingual support staff to meet needs of student population.	N	
6.	**Educational Advisor – Career Center** <u>Reason</u>: We lost our Ed Advisor to the Career Center with the budget cuts. RCC students need career services offered through our center. RCC serves a large number of undecided students and it is imperative that they have these services available to them.	R	84,622

[1]* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. **For costs associated to faculty or staff positions, please contact Michelle Davila with Business Services at (951) 222-8400.** New positions (not replacement positions) also require space and equipment. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff <u>must</u> be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

2. Equipment (excluding technology) Needs <u>Not</u> Covered by Current Budget[2]

Rank	List Equipment or Equipment Repair Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each equipment request based on rubric criteria.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
1.	**Chairs/Furniture/Desks** Rationale: To improve environment – move to a more welcoming and friendly student services environment. The chairs and furniture throughout counseling offices are mix-matched and outdated.	N			$10,000
2.	Rationale:				
3.	Rationale:				
4.	Rationale:				

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[2] *** Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).**
Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
** TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Henry Bravo at (951) 222-8513 for a list of approved vendors and to request quotes.** If equipment needs are linked to a position please indicate.

3.   Technology (Computers and equipment attached to them)++ Needs <u>Not</u> Covered by Current Budget: [3]

NOTE: Technology: excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	New (N) or Replacement (R)?	Program: New (N) or Continuing (C) ?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
1.	Computer/Monitor – Replacement of 04/06 computers – rotation cycle for counseling offices. Computers are used in counseling offices on a daily basis to serve a multitude of students. The computers need to be current and running smoothly for all student interactions.	R	C	Coun front counter and offices	Y	1	N	1200	6	7200
2.	Network Printer for Counseling Front Counter. All front counter printers are 2000-06 and are beginning to have problems. We are requesting one network printer for all counter staff to utilize with scanning ability to scan documents from online counseling appointments and email to student. Heavy usage for all student contact, appointment reminders, scheduling, and office communications.	N but to replace old individual printers	C	Counsel Front Counter	Y	15		2000	1	2000
3.	LogiTech HD Pro WebCam C910 for using Adobe Pro and Skype for online appointments.	N	C	Offices	Y	6	N	100.00	6	600.00

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[3]   TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Shirley McGraw at (951) 222-8397 for a list of approved vendors and to request quotes.**
If equipment needs are linked to a position please indicate.

++**Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.**

Counseling Computer Equipment List

Location	Computer	Serial Number	Model Year	Screen	Serial Number	Model Year	Printer	Serial Number	Model Year
Monica – 106	Dell OptiPlex 780	042964	2011	Dell	042979	2011	HP 1320N	031731	2006
Judith – 107	Gateway E-6610D	033926	2007	Gateway	031564	2006	HP1320N	031730	2006
Kelly – 115	Dell OptiPlex 780	042967	2011	Dell	042975	2011	HP1320N	031706	2006
Avila – 118	Dell OptiPlex 780	042963	2011	Dell	042977	2011	HP2605Dn	033076	2007
Nicole – 119	Gateway E-6610D	033988	2007	Gateway HD	033068	2007	HP Laser 2300	26006	2004
Ellen – 120	Dell OptiPlex 780	038755	2009	Dell	038754	2009	HP1320N	031707	2006
Ramos – 121	Dell OptiPlex 780	042968	2011	Dell	042974	2011	HP1302N	031709	2006
Barnes – 122	Gateway	025395	2005	Gateway FPD1730	025732	2005	HP1320N	031703	2006
123	Gateway	031608	2006	Gateway FPD 1730	025671	2005	HP1320N	031705	2006
124	Gateway E-6610D	033989	2007						
Brown – 125	Dell OptiPlex 780	042966	2011	Dell	042978	2011	HP6P	008867	2096
Magno – 126	Gateway E-Series	023760	2004	Gateway	032872	2005	HP1320N	031621	2005
Yglecias – 127	Dell OptiPlex 780	042965	2011	Dell	042976	2011	HP1320N	031620	2006
Jimenez – 130	Gateway	025271	2005	Gateway	033986	2007	HP1320N	031618	2006
Jackie	Gateway E-Series	025274	2005	Gateway	031614	2006	HP1320N	031624	2006
Stefanie	Gateway E-Series	025509	2005	Gateway	031610	2006		041640	2006
Lily	Gateway E-Series	033925	2007	Gateway	031611	2006	HP1320N	031622	2005
Rafal	Gateway E-Series	031609	2006	Gateway	031613	2006	HP1320N	031704	2006
Student 1	Gateway Profile 5.5	No RCC ID		Gateway	041623	2006	HP1320N	031708	2005
Student 2	Gateway Profile 5.5			Gateway	031602	2006	HP1320N	015576	2000
Student 3	Gateway Profile 5.5			Gateway	031603	2006	HP1320N	031617	2006

4. Facilities Needs <u>Not</u> Covered by Current Building or Remodeling Projects*[4]

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
1.	**Restructure Lobby Area for Counseling/Admissions** Reason: Counseling/Admissions for many students is their first stop on campus – we need a welcoming and inviting environment. The current space is not conducive to providing students with that inviting atmosphere and ambience. It is cold and rigid. We need to make our space more appealing and inviting to students.	15,000
2.	**Design Student Success Center at front of campus** Reason: Student services must provide first contact to students in a welcoming environment where students first step onto campus. Our services need to be in a centralized location to get students through the AOC process easily. It is listed as Horizon 1 on Facilities Master Plan – scheduled for 2015.	See Facilities Master

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[4]TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Ralph Perez, Director of Facilities, Operations and Maintenance at (951) 222-8470 to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages**. For basic repair and maintenance, please submit a facilities work order.

5. Professional or Organizational Development Needs Not Covered by Current Budget*[5]

RANK	List Professional Development Needs for Academic Year. Please list in order (rank) of importance. Please justify and explain each professional development request based on rubric criteria. Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
1.	**Career Development** Reason: There continues to be a rise in the number of undecided students who need additional career development. Counselors need to be provided additional training on interpreting and utilizing career assessments.	**400.00**	**6**	**2,400**
2.	**On Course Training** Reason: To meet the needs of the large population of basic skills students and second language learners we need to pursue additional teaching strategies. $945 per person. X 4 counselors = 3,780	**945**	**4**	**3,780**
3.	**Adjunct Counseling Training** <u>Reason</u>: To provide adjunct counselors with updated information and strategies to meet the needs of our students and to increase efficiency and retention.	**2,500**	**1**	**2,500**
4.	**Professional Development Opportunities** <u>Reason</u>: Counselors to attend various staff development opportunities throughout the year, such as Ensuring Transfer Success, CSU highlights, and the UC conference. These staff development opportunities provide counseling staff with most up to date information for student services in counseling, transfer information, and working with students to increase retention and success.	**Additional $100 per counselor**	**10**	**1,000**
5.	**Common Assessments for all Guidance Courses** Reason: There is a need for ongoing dialogue and development of common assessments for all guidance courses. The committees need to have time to meet and refine and evaluate assessment practices.	**Release Time**	**All**	**0**
6.	**Career Development** Reason: There continues to be a rise in the number of undecided students who need additional career development. Counselors need to be provided additional training on interpreting and utilizing career assessments.	**400.00**	**6**	**2,400**

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[5]TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Human Resources and/or the Faculty Development Coordinator to see if your request can be met with their current budget.**

6. Student Support Services

RANK	List Student Support Services Needs for the Academic Year. **Please justify and explain each request based on rubric criteria.** These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided**6**.	Annual TCO*
1.	**More Counseling Faculty** Reason: Riverside City College continues to develop programs that incorporate counseling due to the research that has demonstrated the positive correlation between counseling services and student success. Every grant and initiative written seeks counseling services and yet we don't have counseling faculty to fulfill all requests. Research shows that students with a SEP are more likely to persist and successfully complete units toward goal. We continue to be understaffed and under the general Title V guidelines of Counselor to student ratio. Counseling continues to evaluate effectiveness of counseling services and direct contact for the full SEP is a service that is highly successful. We need more counselors to meet the need of RCC student population.	**See Staff Requests**
2.	**Central location for all Riverside Counseling Faculty** Reason: Due to budget constraints and loss of categorical funding it may be necessary to house all counseling faculty, regardless of program, in a central location. We need to move towards a Counseling Services building where all counseling support services are housed in one location for easy access and support for students. It is listed as Horizon 1 on Facilities Master Plan – scheduled for 2015.	**See Facilities Plan**

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6 *Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. **Please contact Dr. Edward Bush at (951) 222-8837 to obtain an accurate cost estimate and to learn if these services are available or in the planning stages**.

7. Library Needs <u>Not</u> Covered by Current Library Holdings[7]

RANK	List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria. These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.	Annual TCO
1.	**Not Applicable** <u>Rationale:</u>	
2.	<u>Rationale:</u>	
3.	<u>Rationale:</u>	
4.	<u>Rationale:</u>	
5.	<u>Rationale:</u>	

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[7] TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Linda Braiman, Associate Professor of Library Services at (951) 222-8657 for an estimate on databases and/or library resources.**

8. Learning Support Center Services

RANK	List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria.[8] If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
1.	<u>Not applicable</u> <u>Rationale:</u>				
2.	<u>Rationale:</u>				
3.	<u>Rationale:</u>				
4.	<u>Rationale:</u>				

[8] TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Lab Coordinators for a specific lab question or Janelle Wortman in the Academic Support Department at (951) 222-8730 to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.**

9. OTHER NEEDS not covered by current budget

RANK	List Other Needs that do not fit elsewhere.[9] **Please justify and explain each request based on rubric criteria.** Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	Ongoing (O) or one-time (OT) cost
1.	Rationale:				
2.	Rationale:				
3.	Rationale:				
4.	Rationale:				
5.	Rationale:				

[9] TCO = "Total Cost of Ownership" is the average cost for one year.

Appendix

These criteria and rubric apply to requests for faculty in Table 1.
Ranking Criterion for Faculty Positions
Rationale Form for Faculty Positions based on Data Supplied in Annual Program Review

Discipline Needs for Additional Counselors:

Xcss Location	Xcss Term	Xcss Subject	Xcss Subj Crse	FTES_t	PTLOAD	CONLOAD	OVERLOAD	TOTAL FTEF	PT/FTEF	FT/ftef	WSCH	Efficiency
RIV	10FAL	GUI	GUI-45	7.87	0.4669	0.0667	0.0667	0.6003	0.77778	0.22222	253.72	422.65534
RIV	10FAL	GUI	GUI-46	0.72	0.	0.0667	0.	0.0667	0.	1.	23.19	347.67616
RIV	10FAL	GUI	GUI-47	16.16	0.4	0.4	0.2	1.	0.4	0.6	520.25	520.25
RIV	10FAL	GUI	GUI-48	16.56	0.6665	0.3999	0.	1.0664	0.625	0.375	533.27	500.06564
RIV	10FAL	GUI	Total	41.31	1.5334	0.9333	0.2667	2.7334	0.56099	0.43901	1,330.43	486.73081
RIV	10FAL	Total	Total	41.31	1.5334	0.9333	0.2667	2.7334	0.56099	0.43901	1,330.43	486.73081
RIV	Total	Total	Total	41.31	1.5334	0.9333	0.2667	2.7334	0.56099	0.43901	1,330.43	486.73081

It is important to note that the rationale for instructional faculty will look quite different than the rationale for counseling faculty. Instructional faculty teach, counseling faculty teach as a small portion of their load. A large percentage of counseling time is allocated to direct contact with students providing a variety of services to increase student retention and success. Therefore, the rationale would include data other than WSCH and Full Time to Part Time.

As a department, we recognize the economic downturn has impacted all areas of the college, including Student Services. As we approach the start of the 2011-2012 academic year, the counseling department has prioritized the areas of need and in doing so, has identified the need for more counselors.

In 2009-2010, despite only having the equivalent of 8 full time counselors, Riverside City College Counseling Department served over 25, 000 students.

- The student to counselor ratio was 1/3000
- Comprehensive Services were provided all year
    - Counselors continued to teach classes
    - Individual counseling appointments were available
    - Online counseling appointments were available to students taking online classes
    - Veteran SEPS were completed

- o Online Orientation was created and implemented
- o Dismissal Process was modified and implemented in summer 2010 to facilitate registration for students
- Saw an increase in the number of students coming to RCC despite the economic downturn
- Counselors continued to teach classes in addition to providing individual counseling appointments
- It is a priority of counseling to be available and accessible to students; assisting in success of students, and to increase the number of students seen for academic advising. Data states there has been an increase of total students served in counseling at RCC for the past few years with a decline this past year due to the change of process for online orientation and one semester educational planning and SARS not capturing that data

  - ➢ 04- 05, 18,292 students were served
  - ➢ 05- 06, 19,045 students were served
  - ➢ 06-07, 23,156 students were served
  - ➢ 07-08, 24,443 students were served
  - ➢ 08-09, 28,264 students were served
  - ➢ 09-10, 25,682 students were served *(Online AOC's add an additional average of 3,500 contacts per year)*

RCC Counselors are the first point of contact for many students. The number of students we serve will only increase due to budget crisis in California. Likewise, locally, our communities face many challenges:

- Unemployment rate continues to increase
- Displaced workers are coming to CC to re-train and/or choose different career path
- Job opportunities that do exist, require more skilled labor
- UC and CSU campuses are decreasing enrollment at the freshman level
- For-Profit Occupational Programs are not placing students in jobs as promised and students are leaving those institutions with high debt
- High School Graduates are entering college with low skills in the areas of English and Math
- Underrepresented high school graduates are entering community colleges at disproportionate levels
- Class cuts at the universities are forcing students to come to the Community College

For these reasons, RCC Counseling Department recommends that the college hire more counseling faculty.

Resource Request Common Rubric

These criteria and rubric apply to requests in Tables 2-9

Criteria	Description for this category will:	Points
Supporting students in their goals	Illustrate how the request is expected to lead to student course completion and success, term to term persistence, [progress in basic skills attainment,] awards, certificates, or transfer. Narrative may also show how the request aligns with college goals, mission statement, vision, and strategic initiatives.	/30
Supporting faculty in their teaching	Explain how the request is a necessary and integral part of supporting faculty members' pursuit of the program, department, or discipline goals and is essential to or useful in delivery of instruction. Additionally, narrative may explain the degree to which the request supports the unit's comprehensive program review.	/25
Supporting faculty in professional development	Demonstrate how the request fulfills professional development needs and may include workshops, guest speakers, training on equipment and/or software, attending conferences, training needed to comply with state and/or federal regulations and ongoing training in the field.	/10
Improvement need resulting from assessment	Explain how the request comes from objective (SLO / PLO) assessment results that show that this request will result in improvement in unit. The request should illustrate what the specific intended improvements are and how they relate to overall mission, goals, or function of the unit (and/or college goals or mission.)	/15
Obsolescence	Show obsolescence of equipment being replaced as primary cause for need. This request relates to the replacement or updating of existing instructional technology and learning resources and should provide details (such as length, frequency, and type of use) to help illustrate obsolescence.	/10
Safety and Compliance	Show how need meets American Disability Act (ADA), Occupational Safety & Health Administration (OSHA), Federal, State, or Local regulations or laws, and/or how it addresses hazards or issues that cause unfit conditions requiring mitigation from potential danger.	/10

30 Point Scale: 30 = Superior   23 = Above Average   15 = Average   8 = Below Average   0 = No Effort/Non Applicable
25 Point Scale: 25 = Superior   19 = Above Average   13 = Average   6 = Below Average   0 = No Effort/Non Applicable
15 Point Scale: 15 = Superior   11 = Above Average   8 = Average   4 = Below Average   0 = No Effort/Non Applicable
10 Point Scale: 10 = Superior   8 = Above Average   5 = Average   3 = Below Average   0 = No Effort/Non Applicable

NOTE: The above weighting scale point values will be used for ranking criteria. For example, a 30 point scale will not be given a 26 point value.