Annual Program Review Form
Fall 2014

To complete this form you will be “Looking at last year to plan for next year.” The program review website includes timelines, guidelines, criteria, data, Board priorities, college plans, acronyms to use when referring to priorities and plans, et cetera: www.ccsf.edu/program_review.

NOTE: We are investigating moving to a new format (Google Forms and PHP) to allow for improved synthesis and analysis across program reviews, as well as greater uniformity in reporting format. As you draft your program review please keep in mind that Google Forms does not support special fonts or embedded tables. Use Arial font size 10 which is the default font in this document. If desired, tables may be incorporated through hyperlinks but cannot be directly inserted. Be sure to briefly describe any hyperlinked table(s).

Department: Academic Counseling (CSCD)
Contact Person: Tessa Henderson-Brown
Date: January 26, 2014

Please check this box to certify that faculty and staff in your unit discussed the unit’s major planning objectives: X

1. Description of Programs and Services and their Locations

The Academic Counseling Services (“Continuing Student Counseling Department”) headquartered in MUB 39 merged with four other departments/programs late in the 2011-2012 year: Career Development Counseling Department (CDCD), Gateway to College (grant), International Student Counseling Department (ISCD) and Transfer Student Counseling Department (TSCD). The result was a combined counseling department with 31 faculty members and 7.5 classified support staff members. One faculty member retired at the end of the 2012-2013 year, and three PT counselors were laid off; one counselor was added to the department via retreat rights. Recently, we had two faculty members retired at the end of the 2013-14 year, one faculty member retired at the beginning of the 2014-2015 year, one faculty member went out on medical leave fall 2014, one faculty member will be out on maternity leave at the end of fall 14/spring 2015 and one faculty member is on sabbatical spring 15. We now have 23 FT counselors in this Academic Counseling Services department. One counselor is assigned 100% to the Dual Enrollment Program at Evans and four additional counselors are released about 6-8 hours per week to provide counseling support to NSCD at the Evans, John Adams & Mission Centers.

This department offers general academic counseling, career exploration & goal setting and transfer counseling. Specialized counseling targets International students, Veterans, LGBT students, students on probation and high school drop-outs (Gateway to College program). Classes are offered for career exploration and to address probation issues.

These services are offered on the Ocean Campus in the following areas: MUB 39, MUB 101, A201, S127, S132, C207 and C333.

Mission Statement

Within the Continuing Student Counseling Department, we strive to assist students to develop skills to succeed in college, graduate, earn certificates, transfer, and to create and to maintain meaningful careers. Additionally, we endeavor to assist students to reflect on and articulate their thoughts, values, skills, and interests, and to contribute to society in meaningful ways. To this end, our program of counseling services and courses will guide students to:

Program Learning Outcomes

- Apply self-assessment information to academic and career exploration.
- Construct and take proactive steps to manage and overcome academic and personal obstacles.
- Compare and contrast college majors and transfer institutions thoroughly before making a decision.
- Identify and analyze their rights and responsibilities.
- Investigate ways to contribute to society.
- Apply research skills while taking action to create academic, career, and life options.
- Recognize and value diversity within themselves and among others

BPP 3,7; EMP 1.1, 1.2, 1.4, 3.2; BS 2, 3; SSSP 1, 3, 4; SE D1, D2, E1, E2
2. Please provide an analysis of the data trends for your department. If you have additional data that you would like to provide, please also include that here.

Part 1: Data Analysis

Career Development Center
- In 13-14, the CDC continued its 5 year downward trend in FTEF after an additional retirement in June 2013. We went from 7 FTEF to only 1 FT counselor remaining at the Career Center with an additional .5 from CSCD. FTEF continues to fall to an all-time low. Career Services are inconsistent due to the lack of a robust and visible Career Center, counselors and marketing of career services.
  - 16-19 years, 5 year high, upward trend.
  - 30-34 year old, 5 year low.
  - Over 50 doubled from 12-13.
  - Asian population at 5 year high (34.4%)
  - 2 units of Career courses are taught in-load each semester, resulting in a loss of 128 career counseling hours per academic year.

CSCD Academic Counseling
- 16-19 and 50+ are at 5 year highs
- 20-24 is at 5 year low
- Recipients of the BOG are up from the last 4 years.
- African American students up 5 year high (up 8% from 12-13)
- Continuing downward trend in the Asian population, down 28% from 09-10 high.
- Latino and Filipino consistent over the last 3 years.
- Number of unduplicated and total students seen continue a downward trend, in line with the overall drop in college enrollment.

International Student Counseling
- Drop-in is down over 5 years.
- Scheduled appointments are up from last year.
- Total number students served down from 12-13 by 700.
- 100% appointments are booked reflecting the loss of 1 FTEF retirement last year (2.0 FTEF in 13-14; 1 additional FTEF hire approved for 14-15 hiring in progress)
- Department is down 1 FTEF

Transfer Center
- Drop-ins (“XPRESS”) increased 1.7 % from 2012 – 2013
- 1035 students:1 counselor ratio, an increase of 1.7% from 2012 – 2013
- Averaged an additional 847 students seen on appointment per counselor
- Appointment cells decreased 9.3 % from 2012 – 2013
- Filled appointments is 100%
- No Show for appointments declined to 20% from 21% in 2012 – 2013
- Staffing is 2 FTEF Counselors since 2012 – 2013 (Lost 1 FTEF starting that year)

VETS
- 100% appointments are booked
- Decrease in Drop-ins from 2012-2013 reflecting the loss of students affected by Accreditation concerns
- Slowly increasing number of New Students with release of more VETS

Gateway to College (GTC)
- Drop-in is up over the last 5 years
- Student appointments and drop-in (Express) increased 60% from 2012-2013
- From 2012-2013 GTC increased Male, Filipino, White and Southeast Asian students
- Increase number of new students in GTC from 2012-2013 by 17.78%
- Increase in non-appointments contact of additional services from 0 to 560 from 2012-2013
- New Program Coordinator; Loss of 2 FTE; Need to replace 2 FTE counselors ASAP

Summer Services (All Departments)
- More counselors assigned to serve students during the Summer 14, doubling the number of students served (including drop-in and scheduled appointments). However, students still experienced 45-90 minute waiting times.

BPP 3, 4, 5, 8; EMP 1.2, 1.3, 1.4, 3.2; BS 2, 3; SSPP 1, 2, 3, 4, 6; SE D1, D2, E1, E2
3. Please describe any internal or external developments affecting your department since the last program review.

The following internal and external developments were described and discussed by the faculty during a fall department meeting at the Ocean Campus:

Internal Developments

- Continued impact of reduced FTEF, including reassignments, retirements, resignations (full timers) and lay off of part timers has made provision of consistent service difficult.
- The loss of the dedicated IT support person (Carl Wong) for our division/department has been nearly catastrophic. This has had a major impact on efficient use of the department’s multiple levels of technology, including BANNER access, individual computer problems, installation of updated equipment, access to Electronic Education Plan software after BANNER upgrades, and consistent access to SARS electronic appointment software. Whenever something breaks down, we are often without that resource for days or even weeks before a “fix” is provided.
- Desirability exists for better communication between all counseling departments and other Student Development offices such as Admissions & Records and Financial Aid. Problems continue with A&R changing forms, policies and procedures without clear communication to the counseling departments about these changes.
- Changes in leadership: We have a revolving door of VC’s of Student Development (Aug 2014) or consultants for Student Development Division; new interim Dean of Counseling & Matriculation (Fall 2014); and effective January 2014 CSCD has a newly elected chairperson who has made significant contributions. While these changes and VC vacancies offer new opportunities, they also mean that the “consistency” of function is in a steep learning curve during this period of new leadership establishing their priorities, styles of supervision and mastery of their jobs. It should be noted that the new CSCD chairperson has done an exemplary job.
- The reorganization of focus of the three major Counseling Departments:
  - All three major counseling departments within the City College Academic Student Services area will serve all students. There is no longer a division of functions by department when assisting “new” and “continuing” students.
    - CSCD counselors have been reassigned to educational centers (eg, JAD, MIS, SE, EV, MIS) to support equity in counseling services. We would recommend a needs assessment before continuing to provide reassigned counseling services to these educational centers in order to reduce impact on the services needed at the Ocean campus. We recommend a “needs” assessment done during several periods throughout the term (ie, beginning and during registration periods.
  - Team building and cross training among the three major counseling departments that make up the Academic Counseling Services area are desirable in order to create unity and “buy-in” to the many upcoming changes.
  - More transparency is desirable so that members of the three main counseling departments are clear about the goals and upcoming changes.
  - Morale has been impacted by the distraction of the accreditation problems and the stress of possible college closure. Professional activities are desirable in order to “re-energize the faculty and staff in approaching continued challenges and needed changes.
  - Shrinking student enrollment necessitates improved outreach and “in-reach” (to under-enrolled students that are already at CCSF). A focus group with students during spring 2013 yielded several suggestions for communicating with students, including using texting rather than e-mail to communicate with students, and creating workshops
  - New Certifying Official in VETS. Other Certifying Official moved to other Student Development office, currently on disability.
  - We did attempt to make changes based on the last program review, and the last student focus group, such as shortening workshops in the Career Center and Transfer Center. We would recommend that additional student focus groups be conducted in order to collect data that could improve the delivery of services.

External Developments

- Student Success Support Program (SSSP) mandates necessitate developing creative ways of providing career counseling as well as complete education plans for every student.
  - All Student Development counselors now (Fall 2014) have access to a continually updated online Eureka (CA Career Information System) account to assist students’ career exploration, development
and planning. Counselors introduce students to this tool and assist students in their exploration and development process.

- For future professional development, we recommend that an in-service Eureka training be done for all student development counselors in order to improve career counseling skills and mastery of the software program.
- Electronic education plans are required for effective funding. This development has been influenced by accreditation reports. However, though the current tool works it does have many limitations that impacts the counselors’ ability to efficiently complete the education plan for students. Importantly, these problems affect our ability to collect needed, accurate data. When the education plan tool does not work appropriately, counselors resort to paper education plans that are not included in reporting. We recommend that an efficient electronic education planning tool be implemented as soon as possible; this is urgent.

**Accreditation responses will continue to be an important priority, requiring much planning and participation of faculty and staff in the department.**

- Possible closure of the college must be addressed as a real possibility impacting students, faculty, staff and administrators. How do we prepare for the “worst case scenario” while at the same time remaining positive and energized about future opportunities?
- Bad publicity in the community needs to be challenged

BPP 3, 5, 8; EMP 1.2, 1.3, 1.4, 2.2, 3.1, 3.2; BS 2, 3; SSSP 1, 4, 6, 7; SE A2

4. Summarize overall departmental/program improvements implemented, in progress, or under consideration as a result of the assessment of learning, service, and/or administrative unit outcomes. (Be sure to reference the data/reports that underlie these new directions.)

- **SLO #1: Graduation Petition Workshop:** By the end of the Graduation Petition Workshop, students will become knowledgeable about basic requirements for the grad petitions, the information to bring to their appointments such as transcripts from other colleges, ideas about a major, unit requirements, and catalog year.

**Action:** No action. This SLO is no longer being conducted. We experienced low attendance from student participation in 2013-14 year.

- **SLO #2: Career Development Workshops/Events:** By participating in the employment recruitment workshop, students will gain knowledge of internship opportunities, the needed qualifications, requirements, and the application process and internship expectations.

**Action:** Data was gathered from surveys of students who attended workshops/events, such as the Career Information Fair. Data will be analyzed this spring semester and program improvements will be made in the fall 2015 semester.

**Details/Changes:** No major changes occurred, but included the word, “Events” to SLO. Adding the word “Events”, provides a wider range for student feedback from the Career Information Fair event. Also based on the data, students wanted more employers and variety of industries at the event.

The Career Counselors will make time to attend other city wide job fairs/events to recruit more employers. They will also offer existing employers on our Master Employer List on campus recruitment services for our students.

- **SLO #3: Enhanced Orientations:** By the end of the Enhanced Orientation, students will have increased knowledge of the educational planning process, utilization of placement test scores and of student support services. By the end of the Enhanced Orientations, students will increase in feeling supported and cared about at CCSF. Those students who participated in the Enhanced Orientations will have higher academic performance and persistence than those who attended the one hour or on-line orientations.

**Action:** No action. This SLO is no longer being conducted. We no longer provide enhanced Orientations. CCSF now offers “All in One” days through the SSSP Office (formally known as Matriculation).
• **SLO #4: Instructor/ Counselor Liaison:** By participating in the workshop on CCSF graduation requirements for students enrolled in a designated section of English 91, students will demonstrate an increase in knowledge about CCSF requirements for graduation, including majors, GPA, academic renewal, catalog rights, general education, units, and transfer and will apply the knowledge to the creation of an educational plan. By participating in the workshop on transfer requirements for students enrolled in a designated section of English 91, students will demonstrate an increase in knowledge about CSU and UC transfer requirements, including general education and core transfer major requirements, use of Internet resources such as Assist.org. Students will apply their knowledge to the creation of an educational plan.

**Action:** No action. This SLO is no longer being conducted. Conducted on an as needed basis and we collaborate with instructors to advocate and assist students throughout the academic year. We receive requests from the instructors to conduct classroom presentations.

• **SLO #5: International Counseling Workshops:** By the end of the OPT workshops students will gain knowledge of the qualifications, procedures, and eligibility for applying for OPT.

**Action:** ISCP offered 4 optional practical training workshops during the fall 2014 semester.

**Details/Changes:** Each participant scheduled a follow up appointment with an ISCP counselor. The counselor then asked a series of questions to make certain the rules were understood. ISCP determined that the workshop format is the best format to deliver the information needed to apply for opt.

• **SLO #6: Counseling Student Athletes:** By the end of the orientation for student athletes, students will become knowledgeable about Associate Degree and transfer requirements, eligibility rules to compete at the community college level and recruitment criteria used by the NCSS.

**Action:** Collected and assessed student responses after orientation workshop, consulted colleagues and coaches and decided to design an actual course which addresses topics of the orientation workshop and other athletic related material, such as athletic training, fitness and nutrition, and social media responsibility.

**Details/Changes:** PE A 50 will begin spring 2015

• **SLOs #7: Transfer Center Workshops:**

**TAG Workshops SLO #7a** – By the end of a counseling session or workshop on TAG, students will gain knowledge and understanding of the process of completing a TAG application online, of the minimum GPA and course requirements, deadlines and of the differences and similarities among UC Campus requirements.

**Action:** No action. This SLO is no longer being conducted.

**ENGINEERING 10A SLO #7b:** Transfer Center: By the end of the presentation by a Transfer Center counselor to students enrolled in Engineering 10A, students will have gained accurate knowledge about the requirements to transfer as an Engineering major to CSU, UC, or private college or university.

**Action:** Looking at previous data, we modified our presentation to include more information in the areas where we saw the least amount of improvement which also coincided with some of the most important aspects of transfer. Namely, we spent more time talking about the steps to transfer to a college and university, and on how to find the classes needed for the transfer major through www.assist.org. Also, introducing FAQs intermittently during the presentation helped to keep the students engaged. The new slide to convey the 70 maximum transferable units seemed to promote a greater understanding of this concept due to the visual nature of the slide.

**Details/Changes:** The Transfer Center counselors are in regular dialog with the Engineering Department Chair. It has been extremely helpful to hear from him what he is hearing from students about transfer issues. As a result, we are continually making improvements to the transfer information workshop provided to students.

**University Application SLO #7c**– By the end of the workshop, students will gain knowledge and understanding of the process of completing a university application, including the application websites, deadlines, minimum transfer eligibility requirements, academic reporting requirements, and the university notification timeline.

**Action:** No action. This SLO is no longer being conducted.
SLO #8: Intern Training: By the end of the training module for interns entitled, "What's Up," interns will identify areas in which they would like future training.

Action: No action. This SLO is no longer being conducted.

SLO #9: Veterans Counseling: By the end of a counseling appointment with a Veteran’s counselor, students will have acquired knowledge about benefits and services available, educational planning, appropriate referrals for added personal and emotional support, registration information, and transfer information.

Action: Continued with the same SLO questionnaire which we provide to new and continuing students. We also changed the audit form last semester to reflect the student’s educational goal and current semester. The new SSSP plan mandates new students complete all the matriculation steps. This was new to VETS which now requires counselors to make sure all new VETS complete all the SSSP Matric steps prior to receiving priority registration. This requires an Initial Student Educational Plan (ISEP) form to be submitted to the Matriculation Office along with a blue card for completion of steps being input into Banner.

Details/Changes: New VETS are required to complete all the SSSP steps prior to receiving priority registration.

SLO #10: LERN 60: Analyze the deconstruction of traditional employment and the emergence of self-initiation, innovation, and curiosity. Select learning opportunities to acquire and develop skills, curiosity, and interests to create career options.

Action: No Action. Course not offered 2013-14 year. Plan to offer CRER 60 as an online class in fall 2015.

BPP 3, 4, 8; EMP 1.1, 1.2, 1.4, 3.2; BS 2, 3; SSSP 1, 2, 3; SE A2, E1, E2

5. Summarize your department’s progress to date on the major planning objectives identified in the last program review (excluding progress already cited in #4).

Professional Development
All activities from the prior program review were conducted with the exception of an extensive training module for counselors interested in teaching the career classes. In addition, there were workshops conducted in completing TAG’s and ADT’s. We recommend the department offer workshops for Financial Aid information, TAGs, ADTs and counselors interested in updating career counseling skills (and using EUREKA) and skills required for teaching career classes.

Technology Integration
Skype is not being used for distance learners or outreach. Better technology is being sought. YouTube videos and/or usage of Facebook have not been implemented, but on-line orientations are being revamped.

The College has been accepted to be part of the State educational planning program. SD Dean has been working with IT and Elucian to integrate Banner, Electronic Education Plan and SARS Grid to act as one operating system. We hope to purchase Degree Works or a similar EEP software. All counselors have been granted access to the Eureka program and all counselors’ computers and student labs are currently being updated with the EUREKA icon on the desktop.

Computers in CSCD student labs located in Transfer Center, C207, MUB 39 & MUB 101 are currently being fixed/replaced.

Counselor/Instructor Liaison
Having counseling offices in different buildings on the campus provides an opportunity for counselor departments and instructors to work more collaboratively. International Students, Gateway and Veterans require collaboration with other departments and Department Chairs to secure a number of seats in classrooms for students.

Individual counselors also act as liaisons with other instructional departments to provide information about changes to majors/programs and/or transfer degree options with counselors and to counsel students who are applying to competitive vocational and transfer programs. Department chairs and academic advisors attend student service meetings to provide updated information about their student service and instructional programs.
Instructional Activities
The graduation petition workshops had low attendance, so they have been discontinued. Counseling retiree positions have not been replaced, part-time counselors have been laid off, and counselors have been reassigned to centers, thus leaving fewer counseling hours available to students on the Ocean Campus at a time when educational planning is having a large impact on the budget.

The career class, LERN 60 (3 units) has been discontinued this year due to the retirement of the instructor. At this point, the college is unwilling to pay to teach these classes as overload. If this class were reinstated it would greatly benefit the Career Department which has lost 6 FTE’s. We are in the process of looking into an online version of the LERN 60 and hybrid/online version of CRER 61, CRER 62 and CRER 63 with the hopes that funding becomes available.

The department has renamed their counseling classes and they have passed through curriculum committee and are CSU transferrable. We are no longer using The Learning Assistance Center LERN prefix. We now have our own courses in Career Development and Counseling Development: CRER 60-61-62-63-64 and COUN 105.

Money-Saving Proposals
Bring credit counselors back to the Ocean Campus when data shows that they are being under-utilized at Centers. Since the majority of full educational plans are written by credit counselors, the need for credit counselors is a necessity at the Ocean Campus, particularly since educational plans account for 35% in the new SSSP funding formula.

Student Success Act
The Student Success Act mandates counseling services to generate funding for the College. However, the Student Services Division has not been a priority in updating technology, has failed to find a workable educational plan, and has failed to replace laid off part-time counselors or retired academic counselors; therefore, we are being asked to work with outdated equipment and reduced staff yet are responsible for generating funds for the college. The general academic counselors have to take on additional responsibilities that were formerly covered by FAO, CAREER and Transfer because of reduced staffing. There is a limit to what we can do if the Student Services budget continues to be cut at a time when it should be augmented.

6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2015-2016). Include objectives that utilize status quo resources as well as objectives that do not require new resources.

Staffing
Counseling- In order to maintain current counseling staff, replace retirements, backfill reassignments, replace counselors out on long term sick leave --- replace loss of counseling hours.

In order to maintain current 1:1 counseling to student counseling hours, additional classes/assignments can be done on overload.

All counseling hiring needs to be done through a counseling department and assignments need to be through the counseling department.
1. Fulfill issues presented in 2014-2015 Program Review
   a. Improve Career Services
      i. Cross-train from all counseling departments to teach career classes
      ii. Accept more graduate counseling interns into the department with career as a specialty
      iii. Offer more career counseling sections (CRER 60 and CRER 61) focusing on major exploration.
2. Cross train with other counseling areas with established counseling course (such as AAPS 103). Refer to course description in catalog.
3. Continue professional development and cross-training in all areas: career, financial aid, educational planning, job market, etc.

Communication and Technology
1. Improve communication with students via texting, YouTube videos, email and information made available in the counseling offices.
2. Degree Works: software for Electronic Ed Plan, Degree Audit & a SEP that is student accessible
3. Provide on-going training sessions in using the electronic educational plan.
4. Look to see if a more accurate and user-friendly EEP software package exists that will also allow students to access the program via Web4 or the internet.
5. Have counselors work with the college in the statewide EEP development pilot project.
6. Increase collaboration with other counseling departments with these objectives.
7. Plan for more effective interventions for students on probation and nearing 100 units who risk losing priority registration.
8. Work with other counseling areas like financial aid and career to inform students of new government regulations potentially affecting their financial aid eligibility.
9. Maintain current support staff and student workers.

BPP 3, 4, 5, 8; EMP 1.3, 1.4, 2.2, 3.1, 3.2, 3.3; BS 2, 3; SSSP 1, 2, 4, 6, 7; SE A2

7. If your department faced a reduction in your overall departmental budget for next year (2015-2016), indicate the changes that would be made to the delivery of courses and/or services to adjust to the new allocation.

- Develop better “paperless” procedures to reduce costs of paper and copier leases.
- Reduce counseling hours at the Centers
- We would recommend conducting several needs assessment to determine the need of counseling services at all the educational centers.
- Findings may determine that there is no need for additional counseling reassignments.
- Not offering additional CRER and COUIC courses would increase available counseling hours. However, this would further decimate career counseling services and classes for undeclared majors.

Low/ No-Cost Proposals

- Move from 1-hour appointments to ½- hour appointments wherever possible.
- Develop mini-workshops to precede appointments for education plans; attendance will be required before a student can book an appointment.
- Encourage better use of the “Counselor Notepad” function in the SARS Grid electronic scheduling, to create greater consistency between counselor contacts with individual students and to reduce duplication of services, so that each subsequent counselor is not starting from the beginning with the student.
- Continue to expand work begun by a group of counselors and a career counseling intern that is piloting a referral form (using “Google Forms”) that increases communication between counselors about student progress.
- Allow access to all SARS grids by each counselor to improve the referral process and for contacting each other with questions.
- Encourage consistent use of SARS alerts, including developing a better understanding of the “alerts” policies.
- Re-institute the training of student workers to be “Peer Advisors” rather than only office workers.
- Explore idea of assigning counselors to front desk duty on a regular basis in order to provide frontline counselor support for students and to institute a triage system during busy times.

BPP 3; EMP 1.3, 1.4, 2.2, 3.1, 3.2; BS 2, 3; SSSP 1, 4, 6, 7; SE A2

8. Use Excel template to respond to question 8 regarding resource allocation requests.

Use Excel template at [www.ccsf.edu/program_review](http://www.ccsf.edu/program_review)

When additional funds become available

1. Hire at least three counselors for cscd, career, transfer and vet counseling services. Assure replacement of all prior 8 FTEF from career and currently retiring counseling positions.
2. Establish a dedicated and vibrant career center that includes job developers, new system for housing off-campus jobs, networking with private companies and non-profit agencies.
3. Provide overload pay for teaching classes, evening and weekend counseling.

4. Provide staff development funding for participating in statewide committees; professional conferences, and staff development.

5. Make counseling reassign time available for collaborating with other counseling/student service areas and Dean of Matriculation and Outreach to develop an effective outreach program.

6. Improve communication with students via texting, YouTube videos, email and information made available in the counseling offices.

7. Provide on-going training sessions in using the electronic ed plan. Look to see if a more accurate and user-friendly EEP software package like Degree Works that will also allow students to access the program via Web4 or the internet.

8. Have counselors work with the college in the statewide EEP development pilot project. Increase collaboration with other counseling departments with these objectives.

9. Work with other counseling areas like financial aid and career informing students of new government regulations potentially affecting their financial aid eligibility.

10. Purchase new computer equipment and software.

11. Fund counselors to learn additional technologies for integrating social and multimedia into the student services delivery process.

12. Hire PT and Retiree counselors during high impact times.


Top Priorities for Resource Allocation
1. Funding for at least 1 additional FTEF Career Counselors with 1 one current FTEF we are down 6 FTEF Career Counselors, 2 CSCD-Academic Counselor, 1 Transfer Center and 1 VETS Counselor
2. Funding for EEP: Degree Works, updated software and computers for counselors in Student Development
3. Funding for 1 FT Job Developer Counselor for Career, career systems for housing off-campus jobs and career networking with other agencies
4. Funding to create a vibrant and fully staffed Career Center in MUB 101.
5. Funding for 1 FT Classified Support Staff to run the Career Center
6. Funding for counseling and career classes
7. Funding for 1 FT IT Support Staff for Student Development
8. Funding for (7) copiers in CSCD
9. Increase funding in CSCD Supply Budget
10. Funding for 2 FT GTC Counselors, Loss of 2 FTE Counselors Spring 2015

Basic Skills Funding Allocation
1. Counseling and Career Classes
2. Career Counselors
3. Career Center and computers lab
4. Summer Bridge Program
5. Expand Liaison with Instructors to Basic Skills classes
6. Outreach in Basis Skills classes
7. Vocational Student Services Fair
8. SLO Coordinator for Student Development

BPP 3, 4, 5, 6; EMP 1.2, 1.3, 1.4, 2.2, 3.1, 3.2; BS 2, 3; SSSP 1, 2, 4, 6, 7; SE A2, D1, D2, E1, E2