The Counseling faculty helps students define their objectives and plan how to reach them. Counselors are on duty throughout the calendar year to provide counseling services which will assist continuing students and new applicants in planning their college programs of studies. Students are urged to see a counselor periodically in order that their educational planning may continue wisely. Typical areas of discussion with a counselor include: provide assistance with exploring majors and careers, review of requirements for the Associate Degree at Harbor College, review of career-technical-vocational offerings at Harbor College, clarification of the general education requirements and departmental major requirements of various four year colleges and universities, analysis of those Harbor courses which will meet lower division requirements at local universities, administration and interpretation of standardized tests to assist the student in choosing a suitable educational or vocational goal, suggestion of methods of overcoming academic difficulties which the student may encounter, including mandatory counseling for probationary and dismissal students, personal counseling for achieving a more meaningful college experience, and referral and admission to the Honors Transfer Program. Follow up and retention services are a crucial part of the mission of counseling. Counseling faculty actively participate in the shared governance process by serving on campus committees. Students may schedule a counseling appointment online or in person at the Counseling office in the lobby of the Student Services/Administration (SSA) Building.

2. Previous goals and objectives.

List the department goals, objectives and activities for the last academic year. Discuss the attainment level of activity implementation and its relationship to meeting student or program need by ranking the activity implementation as needs met, needs unmet, or needs partially met. Briefly explain why an activity was unmet or only partially met.

| Goal 1 | Maintain quality service for students and the public in the Counseling Department. |
| Objective | Staff the Counseling with classified and/or certificated staff from 8:00 am – 7:00 pm Monday through Thursday, and from 8:00 am – 4:00 pm on Friday. |
| Person Responsible | Elizabeth Colocho |
| Timeline | |

Los Angeles Harbor College
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<th>Complete</th>
<th>Incomplete</th>
<th>On-going</th>
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**Activities for Attainment of Objective:**
Hire and train student workers, under the supervision of the Counseling Secretary. Add an evening “B Shift” Classified employee. Secure student workers from the College Work Study Program willing to work in counseling.

**Student Learning Outcomes or Service Area Learning Outcomes:**
1. Student Workers will be trained twice per year and be supervised by the Counseling Secretary.
2. Student surveys will show 80% or better level of satisfaction at receiving accurate information and referrals to campus services.
3. As a result of professional service in counseling, all Student Educational Plans will be organized, the files maintained, and files pulled in preparation for upcoming Counseling appointments. The counseling secretary will provide departmental clerical support.
4. The counseling secretary will receive clear instructions and training from the Chair or the designee.

**Degree of Goal & Objective Attainment:**
With the assistance of the Secretary, student worker training sessions should be offered more frequently.
Measure student satisfaction with a short survey, to see if appropriate referrals have been made. Monitor, and annually cull, old SEPs from the counseling files. Transfer into digital copies all student hardcopy counseling files.

**Objective:** Have a counseling presence in the Transfer Center. Enable students to see a counselor in the Transfer Center for transfer advising, evaluation of transcripts, application assistance, transfer admission guarantees (TAG), scholarship options, field trips, and referrals to university representatives. Supervise student workers.

**Person Responsible:** Elizabeth Colocho (until a tenured track position is filled)

**Timeline:**
<table>
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<tr>
<th>Complete</th>
<th>Incomplete</th>
<th>On-going</th>
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</table>

**Activities for Attainment of Objective:**
The Transfer Center Counselor/Director position will be requested in October 2011 to the FHPC.

**Student Learning Outcomes or Service Area Learning Outcomes:**
Students will have the following learning outcomes as a result of participating in activities linked to this objective:
1. As a result of hiring a Transfer Center Counselor/Director students will be involved in developing educational goals suited to their majors.
2. As a result of hiring a Transfer Center Counselor/Director student workers will be properly supervised and trained.
3. As a result of hiring a Transfer Center Counselor/Director students’ transcripts will be evaluated for university transferability.
4. As a result of hiring a Transfer Center Counselor/Director students will receive counseling assistance on a drop in basis.

**Degree of Goal & Objective Attainment:**
Since there is a one year limited counselor in the Transfer Center, the main goal at this point is to coordinate the Transfer University Fair, assist students with their transfer needs by offering application and TAG workshops, updating the transfer webpage, evaluating transcripts and referring students to the university representatives to ensure transfer acceptance. Below is the transfer data for the following years:
<table>
<thead>
<tr>
<th>Year</th>
<th>CSU Transfers</th>
<th>UC Transfers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>367</td>
<td>46</td>
<td>413</td>
</tr>
<tr>
<td>2007-2008</td>
<td>369</td>
<td>46</td>
<td>415</td>
</tr>
<tr>
<td>2008-2009</td>
<td>374</td>
<td>34</td>
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</tr>
<tr>
<td>2009-2010</td>
<td>302</td>
<td>46</td>
<td>348</td>
</tr>
</tbody>
</table>

**USC Application History for Los Angeles Harbor College**

**Fall 2007**  **Fall 2008**  **Fall 2009**  **Fall 2010**  **Fall 2011**

Applications        32      28      31      39      36
Admission Offers    4       8       3       9       15
Admission rate      13%     29%     10%     23%     42%
Enrollments         4       5       2       6       6
Enrollment yield    100%    63%     67%     67%     40%

Distributed by the USC Office of Admissions at the 2011 Annual USC Community College Counselor Conference

<table>
<thead>
<tr>
<th>Year</th>
<th>In-State Private Institutions</th>
<th>Out of State Institutions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>130</td>
<td>81</td>
<td>211</td>
</tr>
<tr>
<td>2005-06</td>
<td>124</td>
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<td>2007-08</td>
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<tr>
<td>2008-09</td>
<td>92</td>
<td>78</td>
<td>170</td>
</tr>
</tbody>
</table>


**Goal 3**: Maintain counseling appointment access for students.

**Objective**: Offer students both day and evening Counseling appointment times.

**Person Responsible**: Elizabeth Colocho

**Timeline**:
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective**:

Arrange counselors’ schedules so that appointments are available both during the daytime, and at night. Hire hourly counselors to fill in missing times, including the meeting of registration demands.

**Student Learning Outcomes or Service Area Learning Outcomes**:

Students will have the following learning outcomes as a result of participating in activities linked to this objective:

1. As a result of maintaining counseling access, students will have their questions answered
in a timely manner.
2. As a result of maintaining counseling access, students will be able to develop Student Educational Plans no later than their second semester.
3. As a result of maintaining counseling access, students will enroll in the courses needed for their objectives.
4. As a result of maintaining counseling access the Admissions and Records Office will be able to refer students to counselors during their hours of operation.

Degree of Goal & Objective Attainment:
The loss of hourly funds has curtailed many of our evening hours. In 2008, Counseling had a combined Program 100 and Matriculation hourly budget approaching $25,000 for the year. In 2009, the funds were cut to $10,000. Our hours are now listed as: Mondays from 8:00am – 7:00pm, Tuesdays through Thursdays 8:00am – 4:00pm, and Fridays from 8:00am – 3:00pm with limited additional availability by appointment only.

Goal 4: To provide clerical support for Counseling, Matriculation, Articulation, Honors, and the Career and Transfer Center.

Objective: Hire a secretary, or two.

Person Responsible: Elizabeth Colocho

Timeline:

<table>
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<tr>
<th></th>
<th>Complete</th>
<th>Incomplete</th>
<th>On-going</th>
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Activities for Attainment of Objective:
A request to fill the B Shift position in Counseling was last made to the campus Staffing Committee, Spring 2005. The A Shift Counseling secretary position in Counseling has been filled. Additional funds for clerical staff are needed to support Honors, Transfer, Matriculation, and Articulation.

Student Learning Outcomes or Service Area Learning Outcomes:
Students will have the following learning outcomes as a result of participating in activities linked to this objective:

1. As a result of providing clerical support, the Honors Counselor will be able to identify, recruit, and retain potential candidates for the Honors Transfer Program.
2. As a result of providing clerical support, the Honors Counselor will coordinate with the EOPS Program for the identification, recruitment, and retention of Honors students from EOPS.
3. As a result of providing clerical support, the Honors information on the Harbor homepage will be enhanced.
4. As a result of providing clerical support, the counseling appointments with the Honors counselor will increase. (Based on the numbers of students being recognized as being eligible for the Deans and President’s Honor List, the potential exists for more students to be in Honors.)
5. As a result of providing clerical support, there will be an increase in the use of TAG agreements by students through better data, identification, and recruitment efforts of the Honors counselor, Transfer Center Counselor, and general counselors. Harbor College currently has 9 TAG agreements, however, from 2006 – 2009, only three students took advantage of TAG agreements. For fall 2011, 46 TAG were approved. A new TAG agreement is in place with our number one feeder university (CSUDH), and already in the one year it has been in place, we have 46 signed agreements for transfer admission! We attribute this increase to a few factors, including the stable presence and follow up of our Transfer Center Counselor/Director (TCD), advertising on the part of the Transfer Center, referrals from the Honors Program and counselors, the updated Transfer Center website (developed by our Counseling Assistant) that is attractive to students.
6. As a result of providing clerical support, the Campus Articulation Officer will develop and disseminate more articulation agreements.

7. As a result of providing clerical support, the Articulation Officer will meet with greater numbers of faculty members both on and off campus, facilitating the development of articulation agreements. With 10 UCs, 23 CSUs, and over 60 independent colleges & universities, one counselor barely has time to follow up with our local universities. We run into road blocks when we do not have articulation agreements, and students want to prepare for that university.

8. As a result of providing clerical support, career tests for students will be ordered, stored, recorded, mailed, and disseminated to counselors.

**Degree of Goal & Objective Attainment:**
No movement towards additional clerical support yet. Writing proposals for a short-term solution.

2.2 Discuss in detail the barriers to completing the above goals.

The main barrier to the attainment of the four goals above is the lack of funding for faculty and staff in Counseling, the Information Desk, and the Career and Transfer Center.

3. Recent college and state developments.

3.1 List recent college and state developments which significantly impact the unit’s ability to provide services to students.

The reductions in the Matriculation Budget, and the loss of our Transfer Center clerical assistance, have had a great impact on our unit. Matriculation’s pilot project focusing on counseling retention efforts was very successful in 2008 and 2009. We were successful in attaining a retention counselor as of August 16, 2011. We will be able to provide Early Alert follow up. We will be able to visit classrooms to provide success workshops for students. We are able to track Transfer Center usage (and other activities) with the use of SARS. We will be able to provide current NCAA athletic information for student athletes due to in-service training. We will be able to provide adequate counseling services in the evening with additional funds. We have been unable to provide “real time,” online advising. We are unable to provide sufficient career activities for undecided students.

3.2 Describe the positive and negative impacts of these developments on the unit.

Clerical assistance is still needed at the Career and Transfer Center. The Information Desk should be staffed with two full-time classified employees to adequately serve the students during the day and evening. Although we do not have real-time online counseling or advising, we do have FAQs available to the students.

4. Describe the unit’s active participation in the college’s mission.
In regards to the College’s Mission, Counseling participates in the:
1. Educating the students regarding college’s academic programs
2. Educating the students regarding college’s vocational programs for students
3. Educating the students regarding Basic Skills curriculum for students
4. Educating and referring students for ESL instruction
5. Providing a supportive educational environment through quality services for students

PART II: NEED

1. Describe Current and Needed Staffing

1.1 List the number of full-time (filled & unfilled positions) and part-time faculty, full-time (filled and unfilled positions) and part-time classified staff, unclassified (student workers) and managers in the program/department.

There are 9 Program 100-funded Counselors, including the Division Chair/Matriculation Coordinator, Transfer Center Director/ Counselor, and Campus Articulation Officer, 1.0 Counseling Secretary at the Information Desk, 1 CGCA student worker (in the Transfer Center), and 5-7 student workers (the number varies) at the Information Desk and in the Career and Transfer Center. One classified staff is needed to cover the evening shift at the Information Desk. In addition, there is a nursing success counselor funded through a grant, and a Puente/Title V counselor.

1.2 Identify the ratio of students to faculty/staff.

The ratio of Counselors to students at Harbor is presently 1: 2456

It is still about the same ratio of students to faculty as 2009 due to the increase of student enrollment and one counselor being promoted to be the Chair of the Department and handling the Credit and Non-Credit Matriculation Programs.

1.3 Faculty, staff and student survey results and their significance to the program.

The results of the 2009 LACCD Student Survey reports that 52% of students surveyed had never used the Career and Transfer Center. (We must decrease this number in order to fulfill our mission to facilitate university transfer of Harbor College students!) LAHC Fall 2009 Student Survey results indicate 74% of students claim to have met with a counselor, however, 47.9% say they do not have a formal SEP. (We want to increase this number.) Of those students who have NOT met with a counselor, 13% claim that it was never convenient to meet with one. (Increasing evening availability, and/or increasing online options for students, may lower this number.) Almost 60% of students surveyed had met with a counselor in the past year.
Students agreed, or strongly agreed, (96%) that one-on-one meetings with counselors are a good way to obtain information. (These findings support our emphasis in covering the basic, “counseling appointment,” arrangement because it is meeting the needs of students.)

1.4 Do you have any additional staffing needs? Please explain.

Evening Information Desk staff needed (“B” shift). A second Career Counselor is needed. Two Clerical support staff needed (shared among Articulation, Counseling, Honors, Matriculation, and the Career and Transfer Center). A dedicated Athletic Counselor, housed in counseling, knowledgeable in the NCAA rules will be needed. Funding for hourly counseling is needed, especially in the summer and leading up to the beginning of each semester.

2. Describe the impact of the program’s service offerings on other departments.

Counseling is interdependent with Admissions and Records, Assessment and Orientation, Registration, and Financial Aid/Veterans. Counseling works closely with EOPS, International Students, the SPS Office, Athletics, Learning Assistance Center (LAC), Cal Works/GAIN, Life Skills, Student Activities, etc. Counselors represent the College’s programs and course offerings to students and the public.

3. Course Outline and Syllabi (where applicable)

Review all course outlines and syllabi to ensure currency (no more than 1 year old) and relevance. Updated outlines must be approved by the campus Curriculum Committee.

Updated P.D. course outlines are on file with the Chair of the Curriculum Committee (2010). Online P.D. course outlines were updated 2010. Faculty has met regarding common SLO development, and measurement of those SLOs (fall 2008, spring 2011).

4. Is the program information for the department consistent, current, accurate and accessible?

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<th></th>
<th>Consistent</th>
<th>Current</th>
<th>Accurate</th>
<th>Accessible</th>
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<td>Schedule of Classes</td>
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<tr>
<td>Website</td>
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</tbody>
</table>

**PART III: QUALITY**
1. Improvement of Student Learning Outcomes and Delivery of Student Services (address all applicable topics):

1.1 Departmental and individual activities toward improving services and contributing to professional community. (List participation in staff development, conference attendance/participation, and academic preparation/training during the past 5 years).

**Department Head:**
Division Chair participates on District Counseling Chairs’ committee; Chair of Matriculation Advisory Committee; On Campus Division Council; Academic Affairs Sub-CPC Committee; contributor on Accreditation Standard IIIA Human Resources committee; budget committee; Achieving the Dream; CORE meeting; District, region 7, and State Matriculation; student services managers committee; and student services cluster on campus, Academic Senate, Title V.

**Other Faculty/Staff Activities and Involvements:**
CSU Counselor Conference attendance, UC Counselor Conference attendance, participation in Regional & District-wide meetings for Matriculation, Articulation, Transfer Center Directors, Transfer Admission Program (TAP), leading workshops and bus trips to tour university campuses, Ensuring Transfer Success (ETS) conference attendance, and attendance at various private university counselor conferences. Counselors participate in Opening Day/Flex activities and multiple on campus committees, accreditation committees, etc.

1.1.1. Describe how these activities have enriched and been implemented into the department’s services and have resulted in campus, district or state enrichment.

Counselor participation in multiple committees on campus enhances teaching faculties’ view of Counseling. In addition, counselors bring their unique perspectives to all committees in which they serve. Conference attendance reports enhance counselors’ knowledge of university programs and policies. Reports are reviewed at Counselors’ Meetings (held once or twice per month). Information is also shared by e-mail and paper copies.

1.2. Students typically served by the department/program.

<table>
<thead>
<tr>
<th>Student Count: Counselors serve the entire student body, prospective students, &amp; the public/community</th>
<th>Category/Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Element</strong></td>
<td></td>
</tr>
<tr>
<td>Ethnic Breakdown</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>All Matriculating students are encouraged to see a counselor prior to their second semester to develop an SEP. Counseling services are for all current, past, or prospective LAHC students.</td>
<td></td>
</tr>
</tbody>
</table>

Los Angeles Harbor College 8
1.2.1. Describe how the unit addresses the multicultural/diverse student body and disabled populations in the curriculum and/or services.

Facilities, brochures, and approaches are implemented to make students feel welcome, and help them participate in counseling services. Several counselors and student workers at the Information Desk are bilingual in English and Spanish, Tagalog, and Arabic languages.

1.3. Describe active participation of flexible and alternative delivery systems (i.e. online applications/regulation, distance learning, web-based counseling):

Most counselors provide online advising information to students who request such. Some counselors do telephone appointments. The Counseling website has a “meebo” online instant messaging tool; however, we have not had the staffing to open the site at consistent times.

1.4. Describe any outside classroom learning experiences for students (field trips, field work, community service, etc.):

TAP program bus trip to UCLA each fall, STOMP conference each spring, and Loyola Marymount University each fall. Each semester, Honors Program students are required to do community service hours. Students are given various extra activities they may participate in as part of the Personal Development 4-Career Planning class, Personal Development 20-The Scope of Career Planning, and Personal Development 17-College Survival Skills class.

1.5. List the results of the most current student satisfaction survey on your program:

LAHC Fall 2009 Student Survey results indicate 74% of students claim to have met with a counselor, however, 47.9% say they do not have a formal SEP. (We want to increase this number.) Of those students who have NOT met with a counselor, 13% claim that it was never convenient to meet with one. (Increasing evening availability, and/or increasing online options for students, may lower this number.) Almost 60% of students surveyed had met with a counselor in the past year.

Students agreed, or strongly agreed, (96%) that one-on-one meetings with counselors are a good way to obtain information. (These findings support our emphasis in covering the basic, “counseling appointment,” arrangement because it is meeting the needs of students.)

2. Supportive Working Environment

2.1. Describe the involvement/inclusion of part-time faculty in departmental and college activities:

We do not have any long-term part-time counselors. Part-time faculty members who work on campus are included in program review of the personal development curriculum, are invited to department meetings, and social gatherings. Conference attendance is offered too.
2.2. Describe the involvement/inclusion of departmental classified staff (if any) in departmental and college activities.

Classified and student workers are invited to participate in many department activities such as transfer day, graduation activities, and the sharing of information via e-mail. The counseling secretary takes minutes at the counselor meetings. Student worker training is held twice a year.

2.3. Describe intra- and inter-departmental activities and collaborations between faculty and staff:

Monthly Nursing Group Advising sessions are held jointly with the Health Sciences/Nursing Division. Flex activities led by counselors have been offered to the general faculty, through staff development. Counselors serve on most campus committees where they interact with other faculty. The new Retention Counselor will be responsible for a series of student success workshops and in-classroom presentations.

2.4. Describe the methods used to promote respect for diversity and tolerance of differences among faculty, staff and students.

Being a diverse faculty, staff, and student population, we have always strived to be respectful of everyone. The sexual harassment training is routinely completed by the Chair, counselors and staff. Counselors and staff attend annual violence prevention training on campus.

2.5. Describe the department’s efforts to increase communication and collaboration between student services and instruction.

A retention counselor was hired in fall 2011 to reach out to students and faculty across the campus (see item 2.3 above). Counselors continue to serve on most campus committees, taking on leadership roles and working side-by-side with teaching faculty.

2.6. List the results of the current student survey regarding the department staff’s availability and helpfulness.

Fall 2009 data indicate: Of those students who have NOT met with a counselor, 13% claim that it was never convenient to meet with one. (Increasing evening availability, and/or increasing online options for students, may lower this number.)

3. Facilities Renewal

3.1. Adequacy and accessibility of departmental facilities with respect to size, layout and location.
In January 2009 Counseling moved into the new Student Services/Administration Building. Facilities are adequate with respect to size, layout, and location, and we finally have air conditioning. Unfortunately, we need more office space and meeting spaces for students and staff. The Transfer Center needs an office for visiting university representatives.

3.2. Current condition of departmental facilities.

The desks at drop in are too wide to reach across to comfortably show students college materials. Being on drop in for long periods of time, at the counter, is uncomfortable. Counselors have reverted to seeing drop in students in their offices, when this becomes a problem. The Career and Transfer Center are not meeting ADA compliance.

3.3. Identify any safety or hazardous conditions in your departmental facilities.

There are crowding concerns at the Career and Transfer Center due to the fact that we have too many tables and chairs in a small space.

3.4. Describe recent significant facility changes and their effect on departmental operations, if applicable.

We have air-conditioned offices in the Student Services and Administration building.

3.5. Identify proposed modifications to facilities (within the next 5 years) and rationale for those changes.

The Career and Transfer Center should be larger, with classroom capacity and more computers. Plans are in effect to move the Counseling Division into the new Student Union building.

3.6. List the results of the student survey on the condition of the facilities.

Not applicable.

4. Technology

4.1. Departmental utilization of technology (i.e., computers, equipment, etc.) in the delivery of instruction, in or outside of the classroom, and/or services in the department.

4.1.1. Types of technology used and where (i.e., labs, classroom, and offices).

Computers are used in counselors’ offices, and by staff at the Information Desk, and in the Career and Transfer Center. Student-access computers are adjacent to the Information Desk for...
students to complete their online admissions applications, to sign up for assessment using SARS, to search for transcripts from previous colleges attended, look at the online class schedule, and to make counseling appointments.

4.1.2. Numbers of faculty, staff, and student users.

Nine counselors, one secretary, and 6 student workers utilize computers in their work areas.

4.1.3. Provision of staff training in technology applications.

Staff Development activities are available for training on campus. Special SARS training sessions were held for faculty, staff, and students. Early Alert training sessions were held for teaching faculty during the 2010-2011 school years. Custom FAQs training was provided for Admissions and Records, Counseling, EOP&S, and Information Desk staff.

4.1.4. Appropriateness of technology to departmental mission/function.

Technology is appropriate in counseling. Several transfer- and career-related websites are of critical importance to counseling. Students seem amenable to using computers, too. EUREKA, <assist.org>, and College Source are available in counseling. We extensively use the Harbor Homepage.

4.1.5. Accessibility of computer workstations, hardware and software for individuals with disabilities.

The computer stations are not fully accessible. At least one wheelchair station is needed.

4.2. Describe proposed technology-based instructional and services delivery in your department/program, both hardware and software.

SARS is implemented in counseling. SARS is equipped with e-mail and call “blasts” technology, enabling us to reach many students with the same message. A laptop computer was purchased with grant funds for counselor-led workshops.

4.2.1. Identify required employee training to meet these plans.

Ongoing training is available for counselors and staff in the use of SARS. We need to have training on how to use the laptop computer and meebo.

4.2.2. Describe the campus upgrades required to achieve these plans.
4.3. List the results of the student survey on the quality and condition of department technology (if students use department technology).

Not applicable.

5. Equipment & Supplies

5.1. Current condition of the department’s major equipment inventory.

We own a state-of-the-art 3-in-1 copy machine. We also have a high-volume color printer available to all the counselors.

5.2. Need and rationale for any major new equipment (a cost must be included):

Not applicable.

5.3. Need and rationale for any new supplies (a cost must be included):

Due to budget cuts, we are unable to purchase color ink cartridges. Estimated cost per cartridge is $260 and the printer requires four cartridges. If one ink cartridge is empty, this disables all printing functions on our color printer.

5.4. List the results of the student survey on the department equipment (if students use department equipment)

Not applicable.

5.5. Describe any equipment/supply deficits (financial, A & I, etc.) hindering the functioning of the department.

Brochures are in development.

External Funding Sources

6.1. List and describe any state/federal grants received (i.e. TRIO, VTEA, Block Grant, PFE)
Occasionally, California Articulation Numbering system (CAN) allots limited funds through the Campus Articulation Officer, for the purchase of articulation-related supplies and equipment. These funds are not guaranteed annually. Matriculation funds allow us to purchase College Source and custom FAQs.

6.1.1. Describe the amount awarded and items purchased.

SARS, funded by CTE, $6000. Matriculation funds pay for FAQs, $2800, and College Source, $2700.

6.2. List and describe any private-sector grants and donations received (i.e. Advisory Board members):

None.

6.2.1. Describe the amount awarded and items purchased.

(Please see the Transfer Center unit plan for details.)

7. Community Interaction

7.1. List any current or proposed community outreach programs.

The annual College & University Transfer Day attracts students from local high schools.

7.1.1. Describe these programs.

Students from the on campus Middle College High School visited university representatives during the annual Transfer Fair.

7.2. List any current or proposed industry and school partnerships.

California State University and Dominguez Hills partnership. The Honors Transfer Program partners with UCLA, UCI, UCB, Loyola Marymount University, Azusa Pacific University, Mills College, Occidental, Chapman University, Pitzer College, CSU Pomona, and La Sierra University.

7.2.1. Describe these partnerships.

There is a guaranteed admission program with CSUDH. There is priority admission with the remaining colleges in 7.2.
PART IV: FEASIBILITY

1. Current Department Budget (2011-2012)

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<td>TOTAL</td>
<td>737,014.00</td>
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</table>

2. Proposed Department Budget for the next fiscal Year
   (budget should remain stable with little increase)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>$750,000.00</td>
</tr>
<tr>
<td>2000</td>
<td>000001</td>
</tr>
<tr>
<td>3000</td>
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<tr>
<td>4000</td>
<td>000001</td>
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<tr>
<td>5000</td>
<td>000001</td>
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<tr>
<td>6000</td>
<td>000001</td>
</tr>
<tr>
<td>TOTAL</td>
<td>750,000.00</td>
</tr>
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</table>

3. Rationale and justification for any augmentations, including staffing increases.

The new Retention Counselor’s salary increased the budget almost by $100,000. Due to Matriculation budget cuts, the general fund has to pick up the counseling hourly during fall and spring registration.

PART V: COMPLIANCE

1. List any current program-specific compliance requirements (if any), with state and/or national agencies, and any other outside agencies.

Counseling will be in compliance regarding the provision of transfer services to students, if the Transfer Center Counselor/Coordinator position is approved by the FHPC in the Fall 2011.

We aim to come into compliance with the Statewide Academic Senate’s recommendation of the counselor to student ratio of 1:900 students.

2. Describe the unit’s method or plans of complying with state and federal mandates and Title V regulations.

We will be following the Title 5 regulations pertaining to Matriculation, Articulation, and Career and Transfer.
## PART VI: FIVE-YEAR PLAN

List measurable departmental goals and objectives for the next 5 years (based on the College’s mission statement and strategic plan), and the unit’s plan for completing these goals and objectives. Include proposed timelines, budget, if needed, and persons responsible.

<table>
<thead>
<tr>
<th>Goal 1:</th>
<th>To provide students real-time online counseling or advising.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>Maintain the Custom FAQs contract.</td>
</tr>
<tr>
<td></td>
<td>Budget: $2700.00</td>
</tr>
<tr>
<td></td>
<td>Person Responsible: Elizabeth Colocho</td>
</tr>
<tr>
<td></td>
<td>Timeline: Fall 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2:</th>
<th>Collect counseling attendance data, reason code data, maintain counselors’ schedules.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>Utilize the SARS system for the scheduling of student appointments with counselors, and for follow-up data.</td>
</tr>
<tr>
<td></td>
<td>Budget: $5,940.00</td>
</tr>
<tr>
<td></td>
<td>Person Responsible: Elizabeth Colocho</td>
</tr>
<tr>
<td></td>
<td>Timeline: Renewal on an annual basis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3:</th>
<th>To develop a Career Center brochure, following the Student Services template.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>To inform students of the Career Center’s services.</td>
</tr>
<tr>
<td></td>
<td>Budget: $2500</td>
</tr>
<tr>
<td></td>
<td>Person Responsible: Joy Fisher</td>
</tr>
<tr>
<td></td>
<td>Timeline: Fall 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4:</th>
<th>To provide retention and follow-up services for students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>To identify and include all students who need follow-up counseling due to academic and progress probation, and subject to dismissal; and students who have never met with a counselor to create a student educational plan. In addition, visit classrooms (esp. Basic Skills, math and English) and develop and present workshops.</td>
</tr>
<tr>
<td></td>
<td>Budget: $100,000</td>
</tr>
<tr>
<td></td>
<td>Person Responsible: Elizabeth Colocho</td>
</tr>
<tr>
<td></td>
<td>Timeline: Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 5:</th>
<th>Maintain college articulation, College Catalog and curriculum input</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>Replace retiring College Articulation Officer/Counselor.</td>
</tr>
<tr>
<td></td>
<td>Budget: $80,000</td>
</tr>
<tr>
<td></td>
<td>Person Responsible: Brenda Guertin</td>
</tr>
<tr>
<td></td>
<td>Timeline: FHPC request Fall 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 6:</th>
<th>To provide general counseling services to students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>To replace/refill retiring general counselor position.</td>
</tr>
<tr>
<td></td>
<td>Budget: $80,000</td>
</tr>
<tr>
<td></td>
<td>Person Responsible: Elizabeth Colocho</td>
</tr>
<tr>
<td></td>
<td>Timeline: FHPC request Fall 2012</td>
</tr>
</tbody>
</table>
PROGRAM REVIEW SIGNATURES

DEPARTMENT NAME: Counseling

Attach additional signature sheets, if necessary

Faculty Signature: ___________________________ Date: _________________
Faculty Signature: ___________________________ Date: _________________
Faculty Signature: ___________________________ Date: _________________
Faculty Signature: ___________________________ Date: _________________
Faculty Signature: ___________________________ Date: _________________
Faculty Signature: ___________________________ Date: _________________
Faculty Signature: ___________________________ Date: _________________

Department Head Signature: ___________________________ Date: _________________
Supervising Administrator: ___________________________ Date: _________________

Academic Senate President Signature: ___________________________ Date: _________________

Submit this form to the Program Review Committee for review.

The Program Review Committee accepts this report:

[ ] As Submitted  [ ] With Recommendations:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Program Review Committee
Chair Signature: ___________________________ Date: _________________
VP Student Services Signature: ___________________________ Date: _________________
CPC co-Chair Signature: ___________________________ Date: _________________
CPC co-Chair Signature: ___________________________ Date: _________________
President’s Signature: ___________________________ Date: _________________