

2023-2024 Student Service Program Review - Counseling Latest Version

First self-study of the updated Student Service Program Review process. Review period: 2020-2021, 2021-2022, and 2022-2023.

Program Review Overview & Timeline

Section 1: Service Area Overview

A. Service Area Mission and Alignment : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

1. Please review your mission statement provided above. Does it clearly and succinctly describe your service area’s purpose, direction, and values? If you have made revisions or updates to your mission statement, please provide your updated mission statement below.

Our mission in the Counseling Department is to honor and empower students. We believe that every student matters and that each has great value and potential. Our work is to advocate and build equitable avenues for belonging, discovery, growth and accomplishment of educational and career goals. By guiding and supporting students as they navigate their educational journeys, we validate their capacity and power for building their future.

2. Briefly describe how the mission and purpose of your service area aligns with the Cerritos College mission and educational master plan.

The implementation of the Learning and Career Pathways (LCP) Model-- intentional academic social services to elevate barriers that impact certificate/degree completion and transfer opportunities. Cerritos College Counseling Department is committed to empowering the whole student as their successful transition through their educational pathways through intrusive counseling practices.

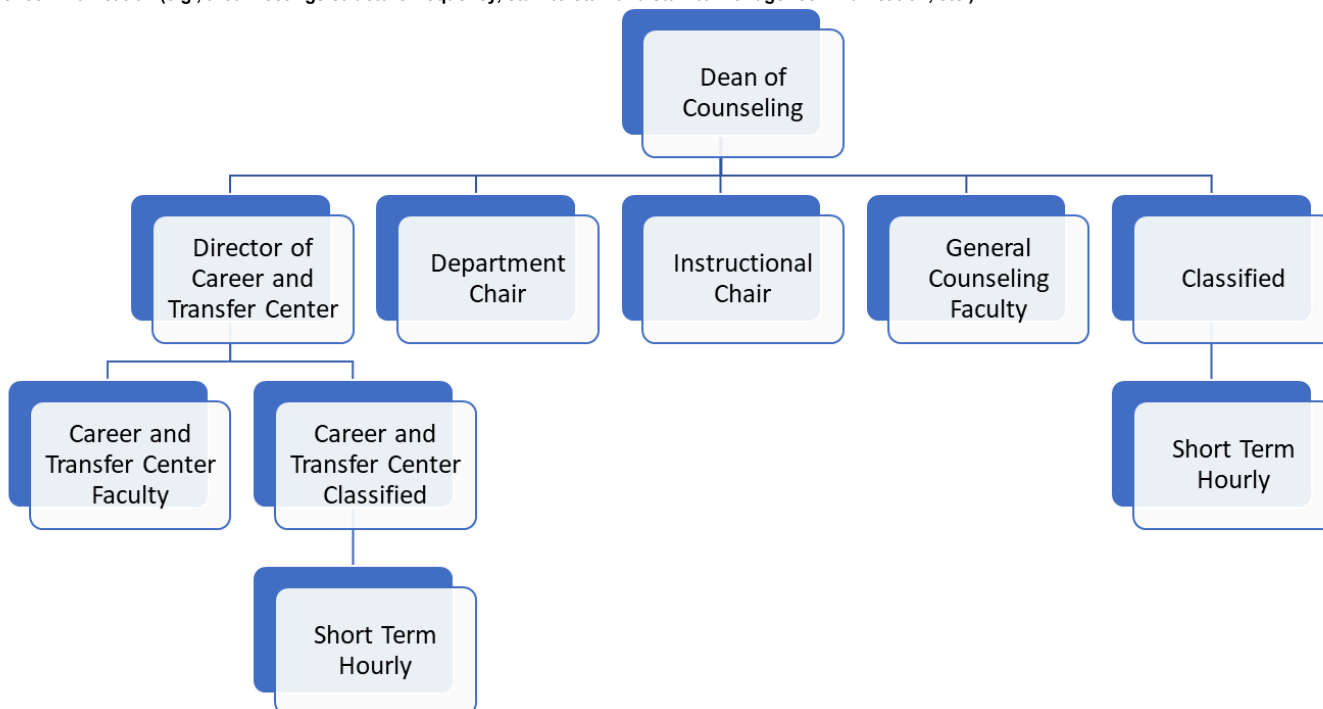
B. Service Area Description : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

Service	Description
	undefined
ASEP	a plan of coursework for a student's first semester.
CSEP	is a plan of coursework which covers students' coursework to completion of their educational goal (degree, certificate and/or transfer).
Probation Counseling	Assist students with their academic progress with academic and progress probation
Orientation	The online orientation is a two (2) hour session designed for first-time college students. Orientation is REQUIRED for all new college students.
LCP Leads	Full-time counselor who leads the LCP, attends all LCP meetings, and engages the community
Transfer Counseling	Counseling team (counselors and classified staff) who work to assist students through the transfer process. Additionally, counselors work within each LCP and assist with graduation petitions for ADTs (associate degree for Transfer)
Career Counseling	Counseling team (counselors and classified staff) who work with students to guide them in preparing for jobs, internships and careers with resume building, interview skills, and assessments to understand areas of interest. Each counselor is also a part of the LCPs (Learning & Career Pathways).
Workshops	Lead workshops specifically towards educational planning
Special Population Counseling	Counselor/coordinator special population programs: Athletics, Puente, Umoja, Cerritos Complete, Teacher Trac, MESA (Math, Engineering, and Science Achievement), Transfer Academy, Justice Scholars
Instructional	Teach courses: COUN 10, COUN 101A, 101B, 101C, 200, 150
Graduation Petition	Form needed to apply for graduation (either AA, ADT, or Certificates)
Course Clearance	Complete course clearance for students who have complete their SRT (Self Report Tool) and/or courses from other insinuations

English and Math Department	Through our partnership, counseling has been able to provide both departments with the class needs which has led to new sections becoming available for students.				
AED	Assisting students successfully move from non-credit to credit-based. Many of these students will be a part of Cerritos Complete				Enables students to take college-based courses which can increase their socioeconomic status through higher education.
Falcon's Nest					The partnership with Falcon's Nest provides the Counseling division with the opportunity to share resources, and at times, on-the-spot support to students who need resources connected to basic needs.
IERPG				Provides data that can be used to assess different counseling functions.	
SAS				The partnership with SAS provided the opportunity for a referral process to be created for students who would benefit from SAS services but come to the general counseling division.	Provide equitable learning for all students. Partnerships have increased to assist students who mental health needs.

C. Service Area Organizational Resources : Version by **Hoyes-Vences, Eliza** on **02/08/2024 19:55**

1. Please describe your service area's organizational and personnel structure. Discuss:
 - a. Reporting relationships.
 - b. Distribution of responsibilities/authority.
 - c. Use of management or work teams.
 - d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).



	Responsibilities/Authority
Dean of Counseling	<p>Plans, supervises, assesses and evaluates counseling services and programs for effectiveness and efficiency. Assures provision of student-centered services and supports student success initiatives. Provides leadership and advocacy for Division employees.</p> <p>Collaborates with administrators, faculty, and staff to develop and coordinate programs and services and provide integrated instructional and student services that meet the needs of a diverse student population</p> <p>Collaborates with the Director of the Career and Transfer Center with planning, evaluating and assessing the services provided through the center</p> <p>Provides leadership in developing and managing local, state and national private and government grants.</p> <p>Develops and maintains systems for up-to-date student records. Ensures confidentiality and privacy of information</p> <p>Develops and monitors budgets and maximizes financial resources</p> <p>Participates on or chairs committees, task forces, and special assignments</p>

Director of Transfer Center/Career Services	Plans, supervises, assesses, and evaluates the Career Center and Transfer Center, integrating career and job placement services, student employment, job and prerequisite assessment, and re-entry education and training programs and services in the division that meet the needs of a highly diverse urban student population. They are responsible for directing equity-based services that connect students to major and career exploration and provide intentional transfer strategies and programming. The position also provides complex administrative support to the Dean of Counseling.
Instructional Chair	a. Coordinates the development of appropriate curricula. b. Develops program goals and objectives in consultation with department members. c. Ensures that course outlines are updated in accord with existing policy. d. Evaluates, in consultation with department members, the effectiveness of the educational program, including the adequacy of instructional aids and resources. e. Monitors existing articulation agreements and assists in the development of new articulation agreements with high schools and senior institutions. f. Attends Curriculum Committee meetings as necessary. g. Coordinates program review. h. Coordinates all matters related to department labs
Department Chair	a. Identifies needs for new faculty. b. Participates in the recruiting and interviewing of prospective faculty. c. Recommends faculty for appointment. 3 d. Orients new faculty to the department and the program. e. Assists faculty in teaching effectiveness and/or performance of duties. f. Oversees and/or participates in the evaluation of faculty members. g. Visits classes and observes teaching practices and/or job performance as necessary. h. Identifies and reports to the division dean infractions of college policy. i. Oversees and/or participates in the screening and hiring of applicants for part-time teaching positions. j. Prepares the schedule of classes for Fall, Spring, and Summer course offerings. a. Sees to it that departmental programs fulfill objectives of the college. b. Recommends department faculty schedules and teaching assignments to the division dean. c. Chairs regular departmental meetings. d. Serves as liaison between department and division dean. e. Assists the Dean in preparing and administering the departmental budget.
Counselors (Full/Part Time)	<ul style="list-style-type: none"> Assisting students with the exploration of majors and careers, and developing education plans appropriate to their goals. Development, coordination, and facilitation of workshops including those for orientation, probation students, and specific majors through the Learning and Career Pathways. Assisting students experiencing academic difficulties, including students on academic and/or progress probation. Teaching various courses across the Counseling curriculum, which may include traditional, learning community, and online formats. Assistance with myriad efforts supporting meeting Student Success and Support Program requirements.
Classified Staff	Serves as a college representative and liaison to local schools, community organizations, businesses, and government for a specially funded standalone program. \uF0A7 Schedules and conducts outreach and recruitment to targeted students, groups, schools, and community centers. Prepares detailed written program information and reports; prepares communications that include class descriptions and brochures. \uF0A7 Conducts research on student and adult population demographics and interests to enhance presentations and optimize recruitment activities. Works with institutional researchers to identify and understand trends. \uF0A7 Schedules prepares, and delivers presentations and orientation to students in support of a program and to enhance students' knowledge of processes such as registration, matriculation, and vocational training. \uF0A7 Coordinates and conducts tours of the college campus. Contacts college departments to facilitate meetings with students. Identifies information needs and assembles and/or designs and produces materials suitable for public distribution. \uF0A7 Coordinates special events involving speakers in support of activities and awareness of the program. Provides specialized support to activities connected with grant proposals, promoting grant provisions and opportunities to faculty, staff, and students.
Adult Hourlies	Provide assistance at the front desk by helping students check in for appointments, assist students make appointments, answering general questions bot in person and via phone. Will also support the division at different events if needed.

c. The Dean is supported by both Department and Instructional Chairs. along with faculty leads who help oversee the day-to-day functions of the following areas/programs: Transfer Center, Puente, Umoja.

d. Dean- director-chairs- counselors-admin staff- adult hourly Dean meets with the Department Chair and Instructional Chair every week

Dean meets with the faculty leads on a bi-weekly basis

Dean meets with all classified at least once a month

Counselors attend weekly meetings (division and area-wide)

Weekly communication is sent to the department by the chair – emails and canvas page

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

a. If applicable, what strategies has the area adopted to address staffing-related impediments?

- There are not enough counselors, classified, and space to support the division's mission and function. The division has 24 full-time counselors of these 24, nine of them serve as either chair or lead programs within counseling, decreasing the number of hours they have available for student contact. We also have 20 part-time counselors who provide between 10 to 18 hours of counseling. Between full-time and part-time counselors, the number of counseling hours is not enough for the number of students who need to be served.
- Classified members are also not enough. With the change to follow the guided pathways framework and the creation of Learning and Career Pathways, each LCP needs at least one full-time classified. Currently, there are only 7 LCP Program Assistants/Success Coaches with 4 of them supporting different programs and departments. Therefore, their time to support LCP work which is connected to the counseling division's mission is cut down.
- Lastly, spacing is an issue for the department. There are not enough offices for part-time and full-time counselors. Counseling takes place in cubicles impacting the counseling appointments.

The division hired two full-time faculty members and one program assistant for the 23-24 academic year to replace those positions. Additionally, there was a revamp in some of the departments within the division so there are new positions that can better support the work in those areas. The continued growing demands on counseling faculty are paramount at this time with different state initiatives: Dual Admission, Dual Enrollment, Rising Scholars, and Promise Program Expansions. Each of these requires additional support not only from counselors but support staff as well.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

- Hiring promptly- time to hire from time of acceptance to paperwork
- Broad reach of candidates for a diverse pool
- Training for how to apply and move through processes
- For counselors- qualified in terms of degree- but professional development is needed.
- Professional development of support staff

4. How does the service area facilitate appropriate career development and progression for staff?

a. Describe the service area's professional development resources, activities, and/or opportunities.

a. Review possible professional development opportunities that are relevant to job. Counselors can attend CSU/ETS conferences. Additional conferences that have been attended are A2Mend, and League of Innovation, for opportunities to build with professional development (NASPA, NCORE).

b. Direct student services, specifically counseling, is heavily involved in many aspects of campus and statewide initiatives. Counseling has taken the lead in LCP and Success Coaches are housed through counseling. Success Coaches engage and re-engage students to the campus community.

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

- a. The only succession plan in place is based on when a faculty counselor notifies the Dean of their retirement. Depending on the work this faculty counselor is doing a plan is developed to find a replacement, within the division, and train the new person. For classified work, a cross-training plan will be developed for the Spring 2024 semester, but no other plan has been done before that.
- b. Providing cross training has been discussed but needs to be done. For both counseling faculty and classified members. There has also been discussion on how to do braid programming, so services can reach more students. One attempt is that of aligning the SAO's in each of the areas within the counseling division so there is an opportunity to work across the departments. For those who retire we prepare by requesting replacements and hiring people that can support the areas the retiree's were specialized.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

- a. How does the department use the findings from these assessment efforts to improve the work environment?
 - EAB (student appointments)
 - Evaluation (student evaluations)
 - Quantitative and Qualitative data (surveys from LCP events, Special Population events)
 - Counseling services are able to utilize the data and adjust planning (i.e.. scale, budget, support)

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

- a. How does this participation reflect on your service area's plans and integration with the college.
 - Guided Pathways
 - Special Populations (Umoja, Puente, Teacher Trac, Workforce Development, Cerritos Complete, Athletics)
 - AB 1705
 - Dual Enrollment
 - Dual Admissions
 - Justice Scholars
 - Curriculum Committee
 - Budget and Planning
 - Articulation
 - Orientation
 - Probation

Section 2: Service Area Trends

A. Service Area User Demographics : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

1. Whom do you serve?

- a. Describe your primary and secondary user groups that the service area attracts and serves.
- b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

a. General counseling serves all students on campus. Any student has access to counselors. Students who are served through special populations are still able to see counselors in general. Many students who are part of special populations/services such as EOPS still see counselors within the division for items such as career and transfer question. Counseling services is a unit that services the entire student population. Therefore, our numbers of students served reflect the incoming, current, and returning student population at Cerritos. Majority of the students served at Latina/o, with multi-ethnic ones as second, and Black students in third. There is still a larger number of females being served while the number of male students continues to decrease.

Below is a breakdown of students served through our appointments based on ethnicity and gender.

SARS Report 2021-2022 Data is not available	EAB navigate Report 2022-2023 Virtual =	EAB navigate Report 2023-2024 Virtual =
	American Indian/Alaskan0	American Indian/Alaskan4
	Asian 0	Asian 0
	Asian Indian 143	Asian Indian 0
	Asian or Pacific Islander 0	Asian or Pacific Islander 36
	Black 665	Black 284
	Cambodian 43	Cambodian 20
	Central American 401	Central American 165
	Chinese 47	Chinese 23
	Decline to state 272	Decline to state 98
	Filipino 295	Filipino 119
	Guamanian 0	Guamanian 0
	Hawaiian 0	Hawaiian 0
	Hispanic 3	Hispanic 1
	Japanese 9	Japanese 6
	Korean 99	Korean 29
	Laotian 4	Laotian 3
	Mexican 3,747	Mexican 1,275
	Multi 3,169	Multi 1,226
	Other Asian 51	Other Asian 17
	Other Hispanic 212	Other Hispanic 73
	Other Pacific Island 7	Other Pacific Island 1
	Other, Non-White 0	Other, Non-White 0
	Pacific Islander 0	Pacific Islander 0
	Samoan 17	Samoan 12
	South American 88	South American 26
	Unknown 1	Unknown 1
	Vietnamese 46	Vietnamese 25
	White 552	White 229

SARS Report 2021-2022	EAB navigate Report 2022-2023	EAB navigate Report 2023-2024
Data is not available	Virtual = 7,159	Virtual =
	Female 4,119	Female 1,819
	Male 3,040	Male 827
	In-person= 3,782	In-person=
	Female 1,802	Female 1,022
	Male 1,980	Male 827

2. How do the demographics of your users compare with the college as a whole?

a. Are the trends within your program in alignment with the broader, collegewide trends?

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	Asian Indian 143	Asian Indian 0
	Asian or Pacific Islander 0	Asian or Pacific Islander 36
	Black 665	Black 284
	Cambodian 43	Cambodian 20
	Central American 401	Central American 165
	Chinese 47	Chinese 23
	Decline to state 272	Decline to state 98
	Filipino 295	Filipino 119
	Guamanian 0	Guamanian 0
	Hawaiian 0	Hawaiian 0
	Hispanic 3	Hispanic 1
	Japanese 9	Japanese 6
	Korean 99	Korean 29
	Laotian 4	Laotian 3
	Mexican 3,747	Mexican 1,275
	Multi 3,169	Multi 1,226
	Other Asian 51	Other Asian 17
	Other Hispanic 212	Other Hispanic 73
	Other Pacific Island 7	Other Pacific Island 1
	Other, Non-White 0	Other, Non-White 0
	Pacific Islander 0	Pacific Islander 0
	Samoan 17	Samoan 12
	South American 88	South American 26
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B. Service Area Service Trends : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

1. Describe the usage trend for your service area in the last three years.

a. Has it remained steady, increased, or decreased?

b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?

c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

d. Describe any factors that contributed to any change.

a. The trends have continued to increase . Needs for appointments are not only needed for current college students at Cerritos but also for students who are participating in dual enrollment courses and those who are seeking to be a part of Cerritos Complete.

b. The continued return to campus after safer at home has shaped how students utilize counseling services. Additionally, changes in platforms has impacted how students make appointments with counselors (change from EAB app and moving to Highpoint)

2. Describe your pattern of service. Include:

a. Standard hours of operations.

b. Alternative modes (e.g., online, hybrid, etc.).

c. Schedules of delivery (e.g., early morning, evening services, etc.).

d. How your services meet the needs of the users.

Monday, Tuesday, Thursday 8-5 (in person/virtually) 5-7 (virtually); Wednesdays 8-6 (in person/virtually) 6-7 (virtually); Friday 8-430 (in person/virtually) in-person, by phone, virtually (zoom) services open from 8-7 Monday-Thursday and 8-430 Fridays. There are some orientations offered on Saturdays in the Spring specifically for Cerritos Complete.

Students can request appointments either through the Cerritos College App, by calling or by coming in person. Some campaigns are completed through LCPs that can assist students with open appointments and during workshops. LCPs will also contact their students in many ways through campaigns both email and text messaging. Lastly, the use of social media also prompts students to schedule appointments; especially during peak seasons.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

Services are the same no matter the modality of services offered. The difference is the preference of the student based on the availability of their schedule. Students receive specialized counseling support. Counselors (and Success Coaches) will also follow up with students to ensure comprehensive service and care.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

In the future, we will be collecting more data through student surveys, attendance rates for counseling events, and a number of completed educational plans. Additionally, the Counseling Orientation team continues to work with IT to clear up issues with the data being reported. Data connected to topics such as completion of education, number of students in Umoja and Puente continues to be reported incorrectly and various meetings take place with IT to find a solution for these issues.

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your service area uses to understand current needs?

c. How have the needs changed over time?

a. We use data provided by Navigate to adjust services. For example, data has shown a need for both in person and virtual appointments so while the department came back to 100% in person, appointments and drop-ins are still available virtually.

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

Tracking of program services and service usage patterns is done through the scheduling system, Navigate. The Department Chair, along with the Dean, and a classified review the data to check what times and days services are mostly used. This information then drives the hours of service and also when we add part time counselors to the schedule. We have not done more intentional surveys of our services. The only evaluations provided regarding services are of those in counseling classes and those who are seen by a faculty who is on the tenured process. The services in the counseling division must be assessed more thoroughly.

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

Over the course of the three years this program review covers the area has maintained up to date on the delivery of services by following statewide changes, such as moving towards the Guided Pathways framework, to adapting their services through the COVID-19 pandemic. While the Counseling Division serves all students, the counseling services are also provided to specific groups of students through the Learning and Career Pathways(LCPs) which follows the Guided Pathways framework. The Counseling area, was able to rearrange their services to now be provided in this format. Additionally, with the pandemic and closure of campus, the counseling team was able to switch their services to be completely online, from orientation to one-on-one appointments they stayed on top of students needs and provided them virtually.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

The service area stays up to date by having representatives in various shared governance committees and working groups across campus. This strategy allows the area to receive information from the various changes taking place across the campus and also legislative. The Dean will also. share updates regarding legislative changes during area meetings.

B. Service Area Outcomes Assessment : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.

The following SAOs were submitted at the beginning of the program review cycle.

- | | |
|----|--|
| 1. | SLO 1: Students will complete an NSO, ASEP and Ed Plan in the required sequence |
| | SLO 2: Latino and African American male students will match course selection to the educational plan.
(equity goal) |

2. What areas for improvement are suggested by the data?

The assessment of services provided needs to be improved. As of right now we don't have too many ways to gather student's input on the quality of the services provided. Although there is little to no data, the lack of it, is an indicator that the area needs to improve the work being done with Latino and Black/African American males. There is little to no data on how they perceive the services provided, if there is any targeted outreach for them etc. The area needs to improve on the intentional work being done to assist this student population.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

Data gathered regarding the need for appointments is what leads the division to provide services at certain times. We also use information on high needs for service to help determine when to provide different type of services, for example when to provide all day drop-in instead of appointments.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

Due to the number of changes the counseling area has been through there has been limited work on the service area outcomes therefore limited data. The one goal the campus as a whole supported was that of obtaining 80% of those who were first year at Cerritos College having an educational plan complete. This led to a weekly report being distributed to the division so everyone could work on it and thereby achieving the 80% by end of Fall 2023.

5. How does the service area make needed data and information available to area stakeholders?

Data is shared with the Vice President through biweekly reports. These reports included number of appointments, number of educational plans completed as well as a summary of events being held by the area. Additionally, the counseling area received weekly reports on the number of educational plans created so they could continue working on completing them. Towards the end of each semester, the counseling area also receives a report with the number of educational plans that were started but not completed so they can finalize them before the end of the semester.

Section 4: Previous Three-Year Service Area Program Plan Reflection

Service Area Three-Year Reflection : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

1. What are the primary strengths of the service area?

a. How have these changed over time?**b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?**

The past three years were volatile ones for the area. The area went through more than 3 changes in administration, moved towards providing services in the LCP model, introduced a new appointment system and worked through the pandemic. Additionally, just in the last year the Counseling area had to revamp their SLOs to SAOs which led to a refocus of the work being done. Lastly, this current semester the area is going through another change, that of changing the platform educational plans are created on. One of the strengths of the area is the ability to continue providing uninterrupted services to students. While there were many changes within the area the Counseling area continued to provide services to students. The area has also shifted to provide counseling in a more specific matter through the Guided Pathways framework's new counseling groups. The specialized counseling service provided through the LCPs allows the opportunity for community to be built by having students work with specific counselors and attend specific events.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

Specific work is being done to complete the SAO on educational plans. Last semester the counseling area was able to complete 80% of educational plans for students who were first year college students at Cerritos. However due to the recent changes in the area little work was done to work on the other SAO's. In the next few months and year more intentional work is going to be done on working with students on academic probation, Black/African American and Latino males interested in transferring and on collecting more data on the services provided to guide the work being done in the counseling area.

3. Please provide a financial overview of the service area.**a. How are resources allocated to support the mission, goals, and outcomes of the service area?****b. How are budget allocation/reallocation decisions made in your service area?****c. What factors influence the use of service area resources?**

Counseling received funds from three budget sources, district funds, student equity (SEAP) and AB19 funds.

District funds covers, full time salaries (for both faculty, classified) and instructional and service overload

SEAP funds covers: full time salaries (faculty, classified), adjunct counseling hours, programming (events, different programs etc.) short term hourly

AB.19 covers: adjunct faculty

Budget allocations are connected to the SAO's the division has as well as to then goals established by the funding source. For example for the SEAP funds received, the decisions on what programming or services to pay for.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.**a. Explain what circumstances prompted these changes.****b. How these changes have/will affect the service area operations and services.****c. How the service area plans to address these changes.**

Over the last few years, we have seen a decrease in both district and soft funds. The demand for counseling services, however, has increased, not only with the change towards the Guided Pathway framework but also with the increase in demand for Dual Enrollment and Cerritos Complete services. These changes will continue to impact the services as there are not enough funds to hire full-time counselors or provide hours for part-time counselors. Cross-braided programming is a way to mitigate the impact of the lack of funding. By creating goals in each department that can lead to cross collaboration across departments the goal is to minimize the impact of shortage in funding. There are also plans for revamping the internship program in the department to provide additional assistance to the division. In the past interns were not paid, but in the new model the intern will be paid and also be able to support different needs of the area.

5. How effectively do the service area's current facilities, space, and equipment support area operations?**a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?****b. What strategies have been adopted or will be adopted to institute these changes?**

The current facilities, space, and equipment in the division are not effective for the current needs of the division nor will they be functional for the future needs of the division. There is not enough space to bring additional counselors or classifieds to support the division. As more counselors are needed to meet the demand of appointments, there is a need to provide more space or explore different work modalities like remote. Additionally the area is hindered by the various technology issues such as outdated software and unstable wifi.

6. How has technology been integrated into the programs, services, and operating functions of the service area?**a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?****b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?****c. What are the service area's projected technology needs for the future?****d. What strategies have been adopted or will be adopted to address these needs?**

Technology continues to be a needed source to complete daily task for the counseling division. Counselors rely on software to assist them with building academic plans, completing petitions/forms, and programs to assist students matriculating through the system.

a. The addition of Program Mapper has assisted students with having information regarding course selection based on many majors at their fingertips. However, this program is static and thus students must see a counselor to customize it. Additionally, add-ons in EAB, such as Early Alert, have provided success teams to assist students struggling with courses. The Cerritos College application is another technological application that is being used to help with responding to different request from students regarding the division's services.

b. There have been some trainings provided to counseling staff who support the counseling faculty on different reports to run and how to use the functions of the software to connect with students.

c. Highpoint is set to launch for Summer 2024. This product will allow for educational plans to be created faster providing more time for counselors to spend on providing more intentional advising.

d. Training will begin in Spring 2024.

7. What major challenges face the service area?**a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?**

Obtaining data is an issues. There is data that seems to be outdated or duplicated and therefore not helpful by the time it reaches the counseling area. Obtaining disaggregated data to give the department more information on needs for the department such as when students are canceling appointments and reasons for cancelling can help the area better address those needs. Right now the number of fraudulent students is impacting the services we provide. There are times educational plans are done for students who are not real. Consequently in the attempt to identify potential fraudulent students, actual students such as athletes have gotten tagged and run into issues enrolling. There has been a number of changes to technology in the area from the scheduling system, to the one to create educational plans which leads to redistribution of area resources. Lastly the area does not have enough space nor faculty and staff to meet the demands of the area. There is growing need for more counseling faculty to teach and meet with dual enrollment students, to support the work the LCPs are doing, and to focus on transfer needs. More classified is needed to help promote the services provided through counseling and to support the area with other needs such as marketing of events, running of data through Navigate, connecting with students etc. Lastly the counseling area does not have enough space for the current number of staff needed. Counseling appointments are being done in cubicles which limits the amount of counseling that can take places as students may not feel comfortable in a semi open space. Additionally the current space does not lend itself for growth, something the area needs to do in order to keep up with the demand.

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.****b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?****c. What long-term impact would you like your service area to have on the College and the community?****d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

a. Working to build programs with our holistic students in mind. Partnerships across campus and building long-standing programs that support students throughout their educational journey

b. Professional development, presenting at conferences,

- c. Knowing that counseling services are to support, advise, and empower the whole student through an equity mind. Providing tools and assisting students with navigating the higher educational system towards their educational goals.
- d. New tenure-track counselors, new buildings, and technology are coming to support the needs of counselors. Thus, allowing for robust dialog between students and counselors. For the division, to assist with growing the LCP model and having pathways as an integrated component within all unit plans across campus.
- e. Additional counselors in Transfer and Career

Section 5: Service Area Three-Year Action Plan (Goals, SAOs, Objectives, Action Plans, and Resource Requests)

Service Area Goals, SAOs, Objectives, and Action Plans : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

SAO's	Service Area Goal Alignment	Method of Assessment	Assessment Year
First time college students will complete a CSEP in their first year at Cerritos College.		Weekly data report on the number of educational plans being created by LCP.	2023-2024
Students who are on academic and progress probation will attend at least one academic workshop.		Compare the number of students in academic probation to those attending an appointment with a counselor or workshop. Track number of students who meet with counselor and continue enrolled in courses for the following semester.	2023-2024 and beyond
Black /African American and Latino males will complete at least one transfer related event and or activity.		Obtain number of Black /African American and Latino males that attend a transfer related event/activity. Create and track the number of intentional outreach campaigns or events for this specific group of students per academic year.	2023-2024 and beyond

Service Area Resource Requests : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
1	Full time Counselors within Division	\$3,924,771.00	Yearly	Faculty	District funds	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Full time counselors are essential to provide the services in the counseling area. They directly do work to help the area complete it's SAOs such as creating educational plans, strategies for students on academic probation and working on connecting Black and Latinos with transfer services, which will help the overall institutional goal.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
7	Full time Counselors Instructional 1110	\$60,198.00	Yearly	Faculty -Instruction	District funds	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Instruction is needed from the counselors to be able to support the various campus initiatives such as dual enrollment and Cerritos Complete.
8	Full time Instructional Overload	\$408,078.00	Yearly	Faculty -Instruction	District funds	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	To be able to continue providing student services while having the counseling faculty be available to teach there is a need for overload funding. This funding will help keep counselors in the classroom and in the office to see students.
9	Full time Regular Overload	\$32,934.00	Yearly	Faculty -Instruction	District funds	Students who are on academic and progress probation will attend at least one academic workshop.	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	These funds will help add to the services provided by counselor
4	Part Time Counselors	\$724,648.00	Yearly	Faculty	District funds	Students who are on academic and progress probation will attend at least one academic workshop.	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Part time counselors help provide the services in the counseling area. They directly do work to help the area complete it's SAOs such as creating educational plans, holding appointments for students when FT faculty are either teaching or working on other assignments connected to the division needs.
24	Administrator Dean	\$264,417.00	Yearly	Other staffing	District funds	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	The administrator manages the division and provides guidance to ensure goals and budgets are aligned with the goals of the institution.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
3	Classified Staff	\$595,652.00	Yearly	Classified	District funds	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Assist with the overall running of the various departments within the division.
11	Short Term hourly	\$70,606.00	Yearly	Other Staffing	District funds	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Assist with the overall running of the various departments within the division.
12	Short Term hourly	\$12,222.00	Yearly	Other staffing	District funds	Black /African American and Latino males will complete at least one transfer related event and or activity.	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Assist in the overall running of the various departments within the division.
10	Department Supplies	\$12,000.00	Yearly	Supplies	District funds	Office needs to continue services	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Items needed for the department to function.
20	Department 5000	\$15,000.00	Yearly	Professional Development	District funds	Office needs to continue services	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Items needed for the department to function.
2	Full time Counselors within Division	\$2,709,644.00	Yearly	Faculty	Categorical-Equity	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Full time counselors are essential to provide the services in the counseling area. They directly do work to help the area complete it's SAOs such as creating educational plans, strategies for students on academic probation and working on connecting Black and Latinos with transfer services, which will help the overall institutional goal.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
21	** Counselors Outside of Division	\$849,820.00	Yearly	Faculty	Categorical-Equity	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Full time counselors are essential to provide the services in the counseling area. They directly do work to help the area complete it's SAOs such as creating educational plans, strategies for students on academic probation and working on connecting Black and Latinos with transfer services, which will help the overall institutional goal.
22	Part Time Counselors - Outside Division (FA)	\$105,029.00	Yearly	Faculty	Categorical-Equity	Black /African American and Latino males will complete at least one transfer related event and or activity.	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Part time counselors help provide the services in the counseling area. They directly do work to help the area complete it's SAOs such as creating educational plans, holding appointments for students when FT faculty are either teaching or working on other assignments connected to the division needs.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
6	Part Time Counselor - Career Services	\$48,077.00	Yearly	Faculty	Categorical-Equity	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Part time counselors help provide the services in the counseling area. They directly do work to help the area complete it's SAOs such as creating educational plans, holding appointments for students when FT faculty are either teaching or working on other assignments connected to the division needs.
5	Part Time Counselors	\$288,797.00	Yearly	Faculty	Categorical-Equity	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Part time counselors help provide the services in the counseling area. They directly do work to help the area complete it's SAOs such as creating educational plans, holding appointments for students when FT faculty are either teaching or working on other assignments connected to the division needs.
13	Classified Inside of Division w/Interns	\$1,719,216.00	Yearly	Classified	Categorical-Equity	Connected to all three SAO's .	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Assist with the overall running of the various departments within the division.
23	** Classified Outside of Division	\$328,714.00	Yearly	Classified	Categorical-Equity	Office needs to continue services	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Assist with the overall running of the various departments within the division.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
18	Career Services Supplies	\$12,000.00	Yearly	Supplies	Categorical-Equity	Office needs to continue services	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Items needed for the department to function.
19	Career Services Lab Materials	\$12,500.00	Yearly	Technology and Software	Categorical-Equity	Office needs to continue services	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Materials supporting students in their career exploration.
17	Department Needs	\$12,000.00	Yearly	Professional Development	Categorical-Equity	Connected to the three SAO's and overall campus goals.	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Professional development is important for the division to keep updated on best practices, legislative changes and other items to continue supporting students as best as possible.
20	Contracted Services	\$29,000.00	Yearly	Technology and Software	Categorical-Equity	Office needs to continue services	Connected to overall goal of 50% of students from 2023 fall cohort completing educational goal within 5 years.	Items needed for the department to function.
15	Umoja Programming	\$30,000.00	Yearly	Programming	Categorical-Equity	Programs connected to Black/African American students.	Connected to the SEAP goal of working with African American males to help them complete their educational goal.	There are various programs the Umoja group puts together such as study jams, campus college tours, leadership development etc. These programs help support the overall mission of the Umoja program of supporting students in obtaining their educational goal.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
16	Puente Programming	\$35,0000	Yearly	Programming	Categorical-Equity	Programs connected to Latina/o students.	Connected to the SEAP goal of working with Latino males to help them complete their educational goal.	Cerritos college now hosts two Puente cohorts a year. This means the number of students attending the various events provided by the program such a mentor mixers, study hall, campus tours etc will need to continue being expanded. The funding will help secure these events continue to take place.
14	Transfer Center Programming	\$50,000	Yearly	Programming	Categorical-Equity	Programs connected to Latina/o students.	Connected to the campus goal of completion and transfer.	Cerritos College has a goal of increasing the transfer rate. These funds will be used to host various high impact practices such as the Transfer Academy, application workshops, university fair, transfer conference that will support students in reaching these goals.

Aligned Action/Recommended Action Plan : Version by **Hoyes-Vences, Eliza** on **02/08/2024 19:55**

Goal(s)	Responsible Party	Target Date of Achievement	Action Steps
First time college students will complete a CSEP in their first year at Cerritos College.	All counselors, classified and Dean.	Complete 80% of incoming cohort by end of Fall and complete the remaining 20% by end of the fiscal year.	Weekly reports are sent to the counseling faculty detailing the percentage of CSEPs completed, and a list of the students within their LCP that need a CSEP. Towards the end of the semester a report is sent to all counseling faculty listing those CSEPs started but not finished so they can be completed by the end of the academic semester.
Students who are on academic and progress probation will attend at least one academic workshop.	Dean of Counseling, counselors in working group, classified staff	Programming with students on academic probation will start Fall 2024.	Create working group to create strategies and communication timeline for students. The working group will also help facilitate strategies that cannot be completed with departments across campus. Reports will be analyze to identify those students who need to be contacted.

Goal(s)	Responsible Party	Target Date of Achievement	Action Steps
Black /African American and Latino males will complete at least one transfer related event and or activity.	Transfer Center, Puente and Umoja, Dean of Counseling and Director of Transfer and Career Centers.	Programming for students to start Fall 2024.	Reports on students who identify as male and Black/African American and Latino will be requested for targeted outreach. Coordination of events between Transfer Center and Umoja and Puente will be created to be able to connect with this student population.

Section 6: Service Area Program Review Process Reflection

Program Review Reflection : Version by Hoyes-Vences, Eliza on 02/08/2024 19:55

1. In what capacity were your service area staff, and/or users involved in the program review process?

The program review was created by the Dean of the Division and Department Chair. Classified of the department supported the process by providing data and answering questions related to programming needs.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

The Counseling area had to change the SLOs to SAOs in Spring of 23 . The changes were presented to the faculty and staff at three meetings. The Dean of the Division explained how they were created, their connection to the overall campus goals, and the objective behind braiding the work across the different departments under the Counseling division. Counseling faculty , staff and the Vice President of Student Services received data on the number of CSEPs completed each week when working towards obtaining 80% CSEP completion for first time college students.