

**Berkeley City College
Student Services Program Review**

Counseling 2012-13 Program Review

Executive Summary

Success Stories

- Success rates of student who received counseling services averaged 3.5 percentage points higher than the overall college rates over the last three years.
- Fall to fall persistence rates for students who received counseling services averaged 8.5 percentage points higher than the overall college rates over the last three years.
- E-Counseling has been implemented
- BCCO - A more comprehensive and informative orientation has been developed and piloted addressing many student concerns and questions at the onset of their BCC experience
- Increased collaboration between instructional and counseling faculty (counselors visiting classrooms to do presentations)

Strategic Actions

- A led lighted marquee will be programmed, continue to be updated, and display important student information in the common area of the college
- Video vignettes are currently being developed that will inform students about counseling procedures, services, processes, FAQs, etc. Such videos will be embedded in the Counseling website, as well as being available to view in the Counseling reception area
- Psychological counseling is now available on a consistent basis from a licensed professional, while a peer mental health adviser model through a grant being implemented on campus

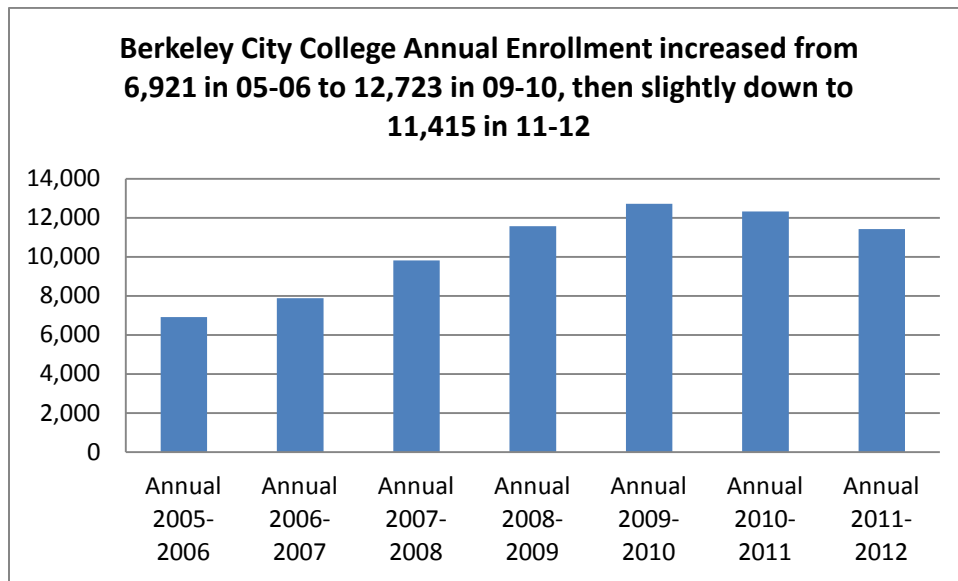
Program Needs

- Personnel – 1 FTE classified staff person, 4 additional FTE counseling faculty
- Technology and equipment -

Electronic imaging, Panic buttons in counseling offices, 1 Dedicated division laptop for general counselor's use, Updated SARS that includes such features as early alert, texting, reception wait time monitoring

Introduction

Prior to moving to our new facility in 2006, BCC (previously known as Vista) was the smallest college in the Peralta District. We are now the second largest college. Berkeley City College has nearly doubled in student population while at the same time, the Counseling Department has diminished in full time counselor from 8 to 3.



Counseling personnel in 2006 numbered 8 that included 1 FTE DSPPS coordinator/counselor, 1 FTE DSPPS counselor. EOPS and PACE each had 1 FTE time dedicated counselors as well. Between 2006 and 2010, all of these positions were replaced with adjunct faculty. The negative impact in the delivery of counseling services has been significant. Students in these categorical programs no longer have the capability of seeing “their” counselor on a full work week schedule. Therefore, the overflow is absorbed by the general counseling staff which presents an inadequate counseling experience due to the lack of case file data.

In order to meet the increased student demand, the Counseling Department has introduced creative and efficient strategies aimed at reducing student wait time. Such innovations include:

- The purchase of a led lighted marquee that will display important student information in the common area of the college
- E-Counseling has been implemented
- Video vignettes are currently being developed that inform students about counseling procedures, services, processes, FAQs, etc. Such videos will be embedded in the Counseling website, as well

as being available to view in the
Counseling reception area

- A more comprehensive and informative orientation has been developed and piloted that will address many student concerns and questions at the onset of their BCC experience
- Psychological counseling is now available on a consistent basis from a licensed professional
- All counselors have dual screen computer monitors
- Scanned versions of official transcripts housed at the District can now be viewed on the W drive
- Online pre-requisite clearing forms are available

Despite these gains much is still needed to reach a respectable ratio of 1:900 counselor to student ratio. The Department's needs are summarized below:

- Electronic imaging
- Full time classified staff person
- Increased full time counseling faculty
- Panic buttons in counseling offices
- Dedicated division laptop for general counselor's use
- Updated SARS that includes such features as early alert, texting, reception wait time monitoring

Introduction

1. Background Information

A. Describe:

1. The Unit

The BCC Counseling Department is located on the second floor of the college. Drop-in and appointment counseling is available Monday thru Thursday from 8:30 a.m. to 7:00 p.m. and on Friday from 9:00 a.m. to 1:00 p.m. in order to provide access to all students, including working adults. BCC offers a wide array of professional counseling services for students such as:

- Academic counseling
- Career counseling
- Transfer counseling
- High school concurrent enrollment counseling
- Veteran's affairs counseling
- Basic skills counseling
- Probation and dismissal counseling
- Personal counseling

- Financial aid counseling

2. History

Berkeley City College, formerly called Vista Community College, was founded in April 1974 as the fourth of the Peralta Community College District's community colleges. In June 2006, Vista Community College's name was changed to Berkeley City College to coincide with the new facility and central location. As the second largest college in the Peralta District it has consistently grown in full-time equivalent students (FTEs). With a growing diverse student population, the counseling department's diversity has changed as well.

A new database system was implemented in spring of 2008 throughout the Peralta colleges. PeopleSoft referred to as PROMT is the new student administration system. This system provides access to students and staff with records and registration. PeopleSoft replaced the District's Legacy database system.

The degree audit system was introduced in 2011. Counselors, and eventually students, can track coursework and units as it pertains to AA/AS degree, UC/CSU transfer completion.

3. Purposes and Needs Assessed

Faculty Needs:

- Additional full time counseling faculty
- Full time classified clerical assistant
- Periodic, ongoing ergonomic instruction and intervention
- office would provide a measure of comfort
- Increased staff will produce need for more counselor offices
- Budget for counselor staff development

Equipment Needs:

- Division laptop
- BCC does not have police patrol on campus, Panic buttons in each counselor's office
- Additional storage space/file cabinet

Technology/Software Needs:

- Updated version of SARS which has texting, early alert, and call wait placement abilities

4. Current Component

BCC offers counseling in various areas such as:

- ✓ BASIC SKILLS
- ✓ TRANSFER/GENERAL EDUCATION
- ✓ PERSONAL
- ✓ CAREER/CTE
- ✓ EARLY ALERT

Early alert has not been active due to staff reductions. It remains a primary objective for the counseling department. The updated version of SARS has an early alert component that would aid in reviving this very much needed element of counseling

- High school liaison program counseling
- The counseling department has completely redesigned orientation. High school counselors and parents are invited to this mandatory orientation. Visits to the high schools continue but to a lesser degree due to limited staff resources. The department is in the process of developing DVDs that will contain pertinent information for high school graduates about BCC programs and pathways. The DVDs will be provided to high school counselors; however, this effort will not replace the face-to-face contact we plan to revive once adequate staff is achieved.

B. Describe unique aspects of the program

- Popular concurrent enrollment program
- E-counseling component
- Newly designed mega orientation (BCCO)
- High school concurrent enrollment program
- Second highest transfer rate to UC Berkeley
- Career counseling provided to students via seasoned career counselor with over 20 years experience

C. Describe your current resources

3.0 FTE full time counseling faculty

2.67 FTE adjunct counseling faculty

.5 FTE administrative support

.5 FTE articulation officer

D. Provide your program goals and show how they are measured (TABLE 1)

Goal	How is the goal measured? (indicators)	What are the expected outcomes?
Increase full time counseling faculty in an effort to achieve a more feasible counselor student ratio	Actual addition of counselors	Increased services to students Increased ability to participate in college wide activities Added counseling classes taught by counselors
Expand the current orientation offered to incorporate counseling and instructional faculty. Develop a student/staff interactive orientation model that will facilitate student engagement while effectively providing critical information necessary to set a solid foundation for matriculation goals. Enforce mandatory orientation (as mandated by the Student Success Initiative) to the extent students will need to complete before being allowed to register in classes	Surveys would be disseminated at orientation querying student regarding the information received, style of delivery and overall effectiveness.	That students who go through orientation will develop stronger relationships with counseling and instructional faculty that will increase their success in persisting and successfully completing classes and programs. Students will be able to self advocate and make informed decisions concerning pathways to their academic goals.

Explore how technology can enhance and improve counseling services	Implementation of student satisfaction survey.	Counselors will be able to serve more students more effectively using technology that reduce or eliminate manual processes such as manual calling (use automated texting), computer monitoring of success/retention data that produces red flag alert to counselors, using technology to monitor wait time in reception area, etc.
Create learning cohort between counseling support classes and math/English foundational courses.	Use institutional research data to show success and retention rates pre and post implementation of cohort	Student will learn and use strategies that allow them to succeed in college.

E. How do you know that the program is meeting its goals? What are the indicators that measure your present goals? What are the expected results of these indicators?

This will be addressed during spring 2014 when goals have been implemented and assessed.

II. Student Demographics of Those Using Your Services (by numbers)

A. Who do you serve?

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
AGE GROUPS					
15-19	657	915	1,202	1,638	1,601
20-24	1,213	1,513	1,837	2,208	2,374
25-29	714	859	1,021	1,193	1,197

30-34	440	488	562	651	585
35-54	1,085	1,144	1,242	1,333	1,189
55 and over	420	433	520	543	487
Other/Unkwn	33	68	70	65	28
TOTAL	4,562	5,420	6,454	7,631	7,461
GENDER					
MALE	1,774	2,124	2,559	3,048	3,043
FEMALE	2,740	3,266	3,672	4,216	4,069
UNKNOWN	48	30	223		
TOTAL	4,562	5,420	6,454	7,631	7,461
ETHNICITY					
ASIAN/PAC ISLANDER	685	864	1,104	1,096	1,231
BLACK	1,096	1,166	1,320	1,354	1,501
FILIPINO	71	109	127	114	145
LATINO	553	756	895	921	915
NATIVE AMERICAN	37	37	49	35	34
WHITE	1,471	1,740	1,847	1,562	1,863
OTHER/UNKWN	649	748	1,112	2,549	1,772
UNKNOWN					
TOTAL	4,562	5,420	6,454	7,631	7,461

III. Student Performance and Feedback

How do students who receive services perform? Need some examples of how to measure this.

Student persistence and retention is one way to measure student success. The statistics validate that students are persisting at a high rate. It is our contention that students who use counseling services in its various forms,(i.e., student education plans, counseling support classes, personal counseling etc.,) complete classes and persist.

TERM	HEADCOUNT	CENSUS ENROLLMENT	TOTAL_GRADE D	RETAINED	% RETENTION	SUCCESS	% SUCCESS
fall 09	3,299	8,324	7,859	6,529	78.4%	5,407	68.8%
fall 10	3,097	7,486	7,052	5,876	78.5%	4,949	70.2%
fall 11	2,996	7,413	7,087	5,802	78.3%	4,890	69.0%

Berkeley City College Persistence fall to fall rates for students who received counseling services

Cohort Term	Cohort	Persistence #	Persistence rate
F08	3324	1757	52.9%
F09	3108	1692	54.4%
F10	3004	1652	55.0%

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at the college at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day in District.

Berkeley persistence fall to fall

Date run: 8/2/2012

Cohort Term	Cohort	Persistence #	Persistence Rate
F08	6,454	3065	47%
F09	7,649	3380	44%
F10	7,457	3418	46%

B. How do their counterparts who do not receive services perform?

Comparing exempt students to matriculating students for the purpose of measuring counseling effectiveness is not possible. Exempt students are not attending BCC for the purpose of completing their academic goals; rather, they are here only to supplement a requirement towards their goal, or take courses sporadically for self enhancement and/or personal interest. Even students that are “exempt” often meet with counselors at least once. Additionally, developing a system to track the various services and departments that students use during their time here is an important aspect of serving and understanding our students. Two types of studies are needed: 1) Student satisfaction surveys and 2) Evaluation of the correlation between students ‘performance and counseling services received. Perhaps looking at performance of students who have met with a counselor 0-1 times, 1-3 times and 3 or more.

Below is the Student Success data that compares Matriculating students who received Counseling services and who refused to receive counseling services in Fall 2007 and Fall 2008. Data for Fall 10, and Fall 11 to measure the effectiveness of counseling services is not available. The District Institutional Research may need to continue collecting this type of data for outcome measurement of the counseling services.

Counseling

	F07		S08	
	Enr	SS Rt	Enr	SS Rt
Total	3724	62.0	4031	61.5
Placement	1219	60.6	1354	61.3
Place & SEP	1871	64.7	1894	62.5
Not Received	423	54.3	515	59.5
SEP	30	52.5	36	59.5
Refused	181	55.2	232	55.8
Total Received	3120	63.0	3284	62.0

*Total enrollment is the basis for rates.

. Rt = Rate

Berkeley persistence fall 10 to fall 11 by Matric Status

Campus	Matric Status	Headcount		Persistence	
		F10	F11	F10	F11
Berkeley	MATR	4838	2458	100.00%	50.80%
	SPX	259	34	100.00%	13.10%

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at the college at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day in District.

Term Descr Long	Campus Descr Short	Matric Status	Census Enrollment	Retained	Retention Rate
2009 Fall	Berkeley	EXMPT	4778	3607	75.50%
2009 Fall	Berkeley	MATR	11050	8236	74.50%
2009 Fall	Berkeley	SPX	434	404	93.10%
2010 Fall	Berkeley	EXMPT	4358	3356	77.00%
2010 Fall	Berkeley	MATR	10944	8237	75.30%
2010 Fall	Berkeley	SPX	300	266	88.70%
2011 Fall	Berkeley	EXMPT	3831	2867	74.80%

2011 Fall	Berkeley	MATR	10782	8094	75.10%
2011 Fall	Berkeley	SPX	221	200	90.50%

Term Descr Long	Campus Descr Short	Matric Status	Census Enrollment	Retained	Retention Rate
2009 Fall	Berkeley	EXMPT	4778	3607	75.50%
2009 Fall	Berkeley	MATR	11050	8236	74.50%
2009 Fall	Berkeley	SPX	434	404	93.10%
2010 Fall	Berkeley	EXMPT	4358	3356	77.00%
2010 Fall	Berkeley	MATR	10944	8237	75.30%
2010 Fall	Berkeley	SPX	300	266	88.70%
2011 Fall	Berkeley	EXMPT	3831	2867	74.80%
2011 Fall	Berkeley	MATR	10782	8094	75.10%
2011 Fall	Berkeley	SPX	221	200	90.50%
District Total			72974	56114	76.90%

BCC Success Rate by Matric Status, Fall 2009, 2010, and 2011

Date run: 8/8/2012

Term	Campus	Matric Status	TOTAL GRAD ED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
2009 Fall	Berkeley City College	EXMPT	4,416	2,971	67.30%	809	18%
2009 Fall	Berkeley City College	MATR	10,285	6,512	63.30%	2048	20%
2009 Fall	Berkeley City College	SPX	419	360	85.90%	15	4%
2010 Fall	Berkeley City College	EXMPT	4,047	2,875	71.00%	690	17%
2010 Fall	Berkeley City College	MATR	10,162	6,738	66.30%	1918	19%
2010 Fall	Berkeley City College	SPX	291	221	75.90%	25	9%
2011 Fall	Berkeley City College	EXMPT	3,616	2,451	67.80%	746	21%
2011	Berkeley City	MATR	10,292	6,656	64.70%	2181	21%

Fall	College						
2011	Berkeley City						
Fall	College	SPX	214	164	76.60%		
						14	7%

Only credit courses (CB(04) is in C or D).

Total Graded = any grade, including W

Success = A, B, C, or Pass

Success Rate = Success / Total Graded

Withdraw = Withdraw from class

Withdraw Rate = Withdraw / Total Graded

C. What do students have to say about student services?

In the Spring of 2012, the Counseling department conducted an assessment of our Program Learning Outcomes. Overall, BCC counselors scored high in the responses to survey items such as:

After meeting with the counselor, I am able to understand and evaluate available options and the process by which to obtain my goals.
After meeting with the counselor, I am able to understand the importance of taking personal responsibility for creating my academic, personal and professional growth.
I perceived the counselor as knowledgeable and capable to assist me with my academic concerns.
The counselor advised me of course requirements related to my educational goals.
The counselor demonstrated adequate knowledge related to my educational goals.
The counselor assisted me in interpreting assessment results and selecting courses.
The counselor made me feel comfortable and listened to my concerns.

Students' comments extracted from the counseling effectiveness survey were very favorable, indicating that students are comfortable and find that the sessions with counselors are informative and they are able to use the information to make informed decisions. (Appendix 1: Assessment of Counseling Program Learning Outcomes at Berkeley City College Spring 2011)

Listed below are student responses to the open question, "How many times per semester do you typically see a counselor and why? Please comment on the quality of services you received.

- I see a counselor at least 3 times each semester to make sure I am on track and taking the right classes. My counselor was great, he was efficient and made sure I had all my paperwork done properly. I would hope to get more counselors like him who are good at what they do and seem to care about the students they help.

- So far, for semester of Spring 2012, I have seen a counselor three times. I seem to have better knowledge of what I should or should not take. They help prepare my student educational plan along with great advice of what I should take and how much.
- Once a semester, because I keep changing my major. My counselor is amazing. I had her before and she does such a good job explaining how the system for transferring works. She's also very clear about helping me understand what classes I need to take for transfer.
- My counselor has been an incredible resource for me. She is sharp and thoroughly knowledgeable.
- 2 (times). Mainly for transfer information. They have been very informative.
- I see the counselor whenever I need to, which is around once every 2 semesters maybe. They are always very helpful. They keep me grounded and tell me what directions to take next which helps a lot.

*My counselor is replacing specific counselor names that were written on the surveys.

Students also commented on the need for more counselors and lack of counselor availability. The Peralta Community College District is addressing Berkeley City College's need for additional counselors, with the anticipated hire of 2 new full-time tenure track counselors in Spring 2013.

We need additional information on student satisfaction that reflects our current students persistence and retention. It is critical that we conduct student-based satisfaction surveys of our counseling department to provide us with the insight needed to establish effective and efficient practices.

D. Have you used statewide or national assessment instruments to assess your program?

Research indicates that community college students benefit from services that will assist them in academic skill development, academic and career planning and other support services, such as financial and social supports. To date, Berkeley City College has not used statewide or national assessment instruments to assess our program. We recommend that we participate in the Community College Survey of Student Engagement to assist in the measurement. CCSSE data does not purport to measure student outcomes but measures the extent to which students are engaged in educationally meaningful activities that are that are linked to student success. This type of information can inform institutional improvement efforts and enhance our understanding of our student's learning experience at Berkeley City College.

IV. Program Effectiveness

A. Interdepartmental/Program/Campus Collaboration

1. How does the unit (and committees in which unit participates) support other administrative, student services and academic units in the college?

The counseling department supports a variety of administrative, student services and academic units in the college. The Department Chair is a direct liaison with the instructional and administrative units, attending regular monthly meetings.

Counseling is represented on all major college committees and task forces, including

- Title III – Basic Skills Initiative, PERSIST program,
- Online Advisement Task Force,
- PAAAA (Peralta Association of African-American Affairs),
- BRT (Business Readiness Team/functionality teams),
- Transfer Center Directors,
- CTE (Career Technical Education),
- SLO Task Force (Student Learning Outcomes),
- CIPD (Counsel for Instruction Planning and Development),
- College Planning and Budgeting roundtable,
- All counselors attend in-service training two times per year.

In today's world with career changes, an uncertain economy and lack of basic skills education, the community colleges are brimming with students of varied socio-economic, diverse and educational backgrounds. The counseling department is working to provide a solid, consistent program for these students by collaborating with various college committees including Basic Skills, Curriculum, Matriculation and Scholarship. Additionally, the development of the First Year Experience at Berkeley City College is a college wide collaborative effort. The First Year Experience is a cohort program, where you are enrolled in two or more related classes in a supportive environment.

- B. Quantity of program/department/service delivered (student utilization of services and student engagement)

Evaluating the overall effectiveness of our general counseling department is a challenge. The majority of matriculating students are required to meet with a counselor at least once after taking the Math and English assessment, but there are some that refuse services or come in once to remove a matriculation or pre-requisite hold. We need to conduct a research project to study the correlation between students receiving counseling services and their academic performance to determine our effectiveness.

The counseling department developed SLOs that will help shape these essential assessment tools. Additionally, we are in the process of developing survey instruments to determine if the services provided by the Counseling department are meeting students' needs. Using technology to conduct e-surveys is also a viable option for collecting data from students, in addition to paper surveys.

- C. Beginning in Spring 2013, students will be given a quick "entrance survey" when they come into the counseling area regarding their expectations and needs for the meeting and then the same student will complete an "exit survey" when their appointment is over to see how the counselor was able to assist them in meeting their goals (short and long term). (Appendix 2)

D.

1. How many students do you serve (unduplicated)?

Semester	2010	2011
Fall	7448	6990

The reduction in our student body was the direct result of significant reduction in course offerings and course sections.

The counseling department serves the entire population of BCC. There were 7448 students enrolled at BCC in fall semester of 2010 and enrollment in Fall of 2011 reached 6990.

2. How many appointments/contacts with students do you have on any given day?

On any given day, a counselor could be scheduled to meet with six to eight students for appointments. Appointments are typically 30 to 60 minutes sessions, depending on the needs of the students. During peak registration periods, it is not uncommon for a counselor to meet with four to six students an hour for a 10-15 minute drop-in appointment. During this brief drop-in appointment, students are encouraged to schedule a follow up appointment with a counselor to develop Student Educational Plans and discuss future goals.

The data below show how the number of unduplicated contacts and while the count of unduplicated students is helpful, a much more accurate picture of services delivered is captured by looking at total student contacts. Students often return to meet with counselors for follow-up activities and assistance over the course of a semester.

Number of student appointments/contacts duplicated

Semester	2010	2011
Spring	6648	4571
Summer	2599	2589
Fall	4967	5802

V. **Service Area Outcomes**

The counseling department has developed student learning outcomes that reflect the goals of the department and Berkeley City College's institutional goals.

- Understand and evaluate available options and the process by which to obtain their desired goals (INFORMATION COMPETENCY)
- Understand and evaluate available options and the process by which to obtain their desired goals (CRITICAL THINKING)
- Understand the importance of and take personal responsibility for creating their academic, personal and professional growth (SELF AWARENESS AND INTERPERSONAL SKILLS)

An initial assessment of counseling services with a small target group of students has been completed and will be expanded to a larger sampling of students to assess the effectiveness of our goals. The results were compiled and analyzed. There is a need for a structured method of gathering data about our student population to better inform our efforts.

VI. ACTION PLAN: Using the results of the data collected and discussed in this program review, identify:

A. The future needs of the program/service area.

- Increased full-time counseling staff to reflect 1 to 900 student ratio
- Equipment (i.e., panic buttons in counseling offices, ongoing ergonomic intervention)
- Updated SARS program which includes texting, early alert features
- State of the art computer technology, including Counseling department laptop
- 1.0 FTE clerical assistant
- Funding for general counseling staff development

B. The future goals and methods of assessment of the program/service area, including student learning outcomes service area outcomes

Provide confidential and competent one-on-one academic and personal counseling to enrolled and prospective students. Counseling services will be evaluated during the spring 2013 semester. A compilation of the survey results will be analyzed and reported during fall 2014 semester.

C. The strategies and actions to be taken by the program/service area over the next few years to strengthen the program and meet the strategic goals of the program and the college

- BCC is represented on the District taskforce to develop policies and procedures for a more comprehensive and complimentary online service
- The addition of full time counseling faculty and a full time clerical assistant
- Request all equipment needs, identifying possible budget resources, in a timely manner to coincide with BCC time frames
- Two types of studies are needed: 1) Student satisfaction survey and 2) Correlation between students receipt of counseling services/performance
- Faculty staff development to stay abreast of emerging technology and counseling best practices.

D. The support needed by the program/service area in order to address issues resulting from the self-study.

- Students may never reach the classroom without encouragement from counselors;

- Students may prematurely leave the classroom without counseling support;
- Counselors play a major and critical role in classroom enrollment management;
- Students may never identify their academic goals without counseling support and expertise;
- At-risk students may not receive referrals to community resources that would allow them to remain in school.

V. A. Negative Impact of Budget Cut

- Full time counseling faculty numbered eight in 2006
- Categorical programs (EOPS, PACE, DSPS) had dedicated full time counselors and DSPS had a full time coordinator/counselor in addition to the full time DSPS counselor
- Between 2006 and 2010, all of these positions were replaced with adjunct faculty
- Reduction of full time faculty created instability in counseling department due to the necessity of adjunct faculty leaving for permanent opportunity elsewhere
- Overflow counseling from categorical program's staffing deficient absorbed by general counseling staff
- General counseling staff inadequately prepared for case management counseling without case manager's student file
- Due to budget restraints, counseling department has been unable to add counseling faculty and full time classified clerical support position
- Professional development drastically curtailed; maintaining professional acumen difficult

B. Sustaining quality services in an environment of reduced resources has resulted in the development of creative solutions

- A 60 inch led lighted marquee has been installed in the common area of the college and will be used to display important student information 24/7
- Video vignettes are being created by our multimedia department which will inform students about counseling procedures, services, processes, FAQs, etc.
- Such vignettes will be embedded on the counseling web site and can be viewed in the counseling reception area
- A comprehensive and informative orientation has been developed and piloted addressing many student concerns and questions at the onset of their BCC experience
- E-counseling has been implemented
- Scanning technology has enable counselors to access SEP interdepartmentally and official transcripts held at the District
- Psychological counseling is now available on a consistent basis from a licensed professional
- Training is incorporated into monthly counseling staff meetings

- C. The Counseling Department has the following recommendations:
- Prioritize hiring of full time counseling faculty to reflect 1:900 counselor student ratio
 - Prioritize hiring of 1.0 FTE clerical assistant
 - Update current SARS system to include texting and early alert features
 - Funding for general counseling staff development