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| **Porterville College Mission Statement**:  With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.  In support of our values and philosophy, Porterville College will:   1. Provide quality academic programs to all students who are capable of benefiting from community college instruction. 2. Provide comprehensive support services to help students achieve their personal, career and academic potential. 3. Prepare students for transfer and success at four-year institutions. 4. Provide courses and training to prepare students for employment or to enhance skills within their current careers. 5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills. 6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.   **Program Mission Statement**:   |  | | --- | | The mission of the Advising and Counseling Department is to foster and promote the academic, personal, and social development of our students by providing a wide range of services to help them resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to be successful. |   **Services Area Outcomes**:   |  | | --- | | The advising and counseling staff has established policies and procedures to improve the delivery of services to students. A variety of services are provided year around to the general student population as well as to students in categorical programs. Assessing the progress is ongoing through regular department meetings and conducting and assessing the SAOs within each area.   1. After completing the online orientation, students will be able to identify various strategies to improve their chances for academic success. 2. Interviews with local high school staff will indicate their satisfaction with the counseling and orientation services provided at the local high schools. 3. Staff will express satisfaction with the implementation of Degree Works and student utilization of the system will increase each subsequent year after its implementation.   The 2017-2018 Program Review Report and the PC Program Review Handbook was discussed at a Student Services meetings on October 4, 2020 and the recording of a meeting on Tableau Program Review meeting was sent for everyone’s review on October 9, 2020. The Program Review remained on the agenda for Student Services for the rest of the fall 2020 term. The Student Services Division Chair also requested an update and summary of SAO’s and Program Review of programs and services to be submitted before the start of spring 2021 to be included in the Counseling & Advising Program Review Report.  **SAO 1:**  Starting April 16, 2015 the student services division started using COMEVO software to offer online orientation. Between April 16, 2015 and April 17, 2017, approximately 2854 students participated in the online orientation. The test is a set of 15 questions in which the cut off number of questions answered correctly must be above 10. Of the 2854 students who participated in the online orientation 2624 (92%) completed the orientation successfully and passed the final questions.  **Online Orientation SAO: Over the last 3 years of the 4,016 students who participated in the online orientation 3,450 (85.9%) students completed the orientation successfully.**  **SAO 2:**  During an SAO conducted in April 2017, nine high schools responded to the survey and all are 100% satisfied with the services provided to the graduating seniors: orientation, assessment, and counseling/ed plans.  **SAO Administration Date:**  Spring 2020  **Description of SAO:**  High School Staff SAO Satisfaction Survey  **SAO Type** (check all that apply):  ☒  Student Learning  *Direct learning that has occurred from the delivery of the service*  **Results of SAO Assessment:**  **High school staff SAO: During a SAO conducted in May 2020, six high schools responded to the survey and 93.33% are satisfied/very satisfied with the services provided to the graduating seniors: orientation, placement, and counseling/educational plans.**  **Program Modifications Planned Based on SAO Assessment Results:**  Will continue to work with high school staff to ensure:   * Counselors are informed and knowledgeable regarding how Porterville College no longer offers assessments testing and use high school transcripts for placement. * All the necessary equipment and documents are accessible i.e., computer, printer, & transcripts.   **SAO 3:**  Degree Works is an online comprehensive program used to complete the abbreviated and comprehensive student educational plans (SEP) that students need to satisfy the SSSP matriculation components for priority registration. Degree Works interfaces with Banner which makes the program more efficient in providing services to students. During Spring 2017, for the first time, counselors completed the abbreviated SEP remotely in the high schools and adult school using Degree Works. The abbreviated SEP was developed, printed, and signed by both the student and PC counselor. The SAO assessment conducted in April 2017, concluded that 100% of the counselors were somewhat satisfied or very satisfied in response to the question: “Overall, how satisfied are you with Degree Works?” This program is one of the reasons the percentage of both the Abbreviated and Comprehensive Ed Plans completed increased from **21%** in 2015-2016 to **26%** in 2016-2017 and No Ed Plans decreased from 35% in 2015-2016 to **27%** in 2016-2017.  No additional SAO data was found for the following years.  Current Data Collected:    **Fall 2020:**    **In 2018-2019, we continued to focus on Abbreviated Student Education Plans (ASEP) as well as Comprehensive Student Education Plans (CSEP) but by the 2019-2020 academic year we focused on completing CSEP’s. The number of ASEP decreased by 26.9%, but the number of ASEP and CSEP (both) increased 20.5% and CSEP increased by 23.8%.**  **Spring 2021 - January**    <https://us-west-2b.online.tableau.com/#/site/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/Studentmulti-purposecount/EdPlansMatriculation?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:iid=2>  **Based on the discussion with the division of the three previous SAO’s, it was decided to close the loop of the previous SLO’s and re-evaluate the Counseling and Advising assessments. The following SAO’s are the two that will be conducted by the 2021-2022 academic year. We will use Spring 2021 to develop an** **assessment cycle, target population; assessment timeframe, tool(s), and an action plan with target date.**  **Future Service Area Outcomes (SAO)**  SAO 1    After High School Students complete a Career & Major exploration workshop, 100%  of the students will make an informed decision when a selecting major at PC. Pre and  post surveys will be conducted at the workshops.  SAO 2    After students complete all matriculation steps and have follow-up appointments, they  will have gained the knowledge to be successful and reach their educational goal. A pre  and post surveys will be conducted at the end of their first academic year. After  establishing a baseline, a percentage of 5% increase will be the goal to accomplish and  will be re-evaluated annually.  **\*A similar SAO is conducted but we will re-evaluate it and plan accordingly.**  **SAO Administration Date:**  Spring 2020  **Description of SAO:**  Students who complete all the required Matriculation steps will have an increase student success to enroll  **SAO Type** (check all that apply):  ☒  Student Achievement  *What students have achieved, such as transfer rates, completion rates, etc.*  **Results of SAO Assessment:**  Reviewing the Institutional Research data for counseling 68% of first-time students are fully matriculated.  **Program Modifications Planned Based on SAO Assessment Results:**  Counseling will continue to meet with students and complete matriculation steps.  Counseling and advising continue to promote registration and CSEP events: March ahead, Pirate in a day, Reg Fest, and PC Connection.  **We also discussed case management approach, intrusive counseling, technology, and follow-up services.  Ask a Counselor a Question: connection with students, Navigate Campaigns and on demand appointments in Navigate.**  Counseling and Advising Goals:   * Online Counseling: Increase utilization of Navigate * Increase Outreach/Follow-Up efforts on and off campus * Assist with Guided Pathways Implementation   Case management, follow-up appointments, close attention to the onboarding process and continuing to provide counseling and advising services throughout students’ education to ultimately reach completion of their education are continuous goals.  Our goal is to serve all students as we meet the following:   * Our mission of Vision for Success * New Funding Formula * Decrease the Number of Units Students Complete * Matriculation Component Completion – Meet Compliance * Increase Transfer Rate * Degrees and Certificate Completion * Guided Pathways – Pirate Maps | |  | |
| **Program Analysis and Trends**  Current performance trends for the past three years based on data indicate Matriculation Component Completion, CSEP Completion, and Counseling & Advising Contacts has fluctuated.  ***Data Review***  Matriculation Component Completion has fluctuated these past three years.  **Data for 2018-2019 to 2019-2020:**  **Assessment:** 96% to 90%  **Orientation**: 91% to 77%  **Counseling:** 96% to 98%  **CSEP:** 46% to 66%  **Fully Matriculated:** 75% to 66%  **Follow-up:** 86% to 89%    <https://ir.kccd.edu/data-directory/student-services-program-review-data/>  **Data for 2020-2021 – Data Comparison for Fall 2020 and Spring 2021**  **Fully Matriculated:** 61.1% to 70.3%  **CSEP:** 69.9% to 78%  **Fall 2020:**      **Spring 2021:**      <https://us-west-2b.online.tableau.com/#/site/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/Studentmulti-purposecount/EdPlansMatriculation?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:iid=2>  **Counseling and Advising will continue to work toward making sure students complete all components of matriculation, including a CSEP.**  **Over the past three years, student appointments have fluctuated with an increase during registration time which is a consistent trend. The number of student contacts, via phone calls, emails, and text messages has dramatically increased with the use of technology over the past few years and particularly due to being in the virtual environment.**    **Text Messages, Emails and Appointments between January – November 2020:**    **Navigate Data**  **Counselor Appointment Data:**  **Spring 2020 (202030), Summer (202050), Fall (202070)**      **Navigate Data**  **Education Careers Program**  The Education Careers Program houses students pursuing a career in education who are all majoring in a variety of majors at PC. In order to assist and support the Education Careers Program objectives in regards to increasing student graduation and transfer rates the following services, activities, and resources for students were implemented and coordinated by Teacher Education Counselor Ana Ceballos and Educational Advisor Jacqueline Escareno with the support of the Teacher Education Task Force from Sept. 2018 to Fall 2020.  The Teacher Education Counselor and Advisor provided services to education careers students via counseling, advising appointments, and workshops and activities. A total of 430 education careers students were tagged in Banner as having received education career services under the Banner PCTEDS code. The number of education career students’ services and assistance between Fall 2018 (PCTEDS code implemented) to Fall 2020 has increased from 39 to 430, please see chart below. In addition, currently 384 PCTEDS students have completed their Comprehensive Education Plans, please see the chart chart. The information can also be found under the Education Careers Program Dashboard link: <https://sso.online.tableau.com/public/idp/SSO>    In addition, the Education Careers program which houses students pursuing a career in education who major in various degrees at PC has also been growing due to the new Elementary Teacher Education (AA-T) degree implemented in Summer 2018. The Elementary Teacher Education (AA-T) degree has increased from Fall 2018 to Fall 2020 from 112 student majoring in Elementary Teacher Education (AA-T) degree to 226 in Fall 2020. Of these 226 Elementary Teacher Education (AA-T) degree majors, 199 have completed a comprehensive educational; please see the charts below. The information can also be found under the Education Careers Program Dashboard: <https://sso.online.tableau.com/public/idp/SSO>  **Fall 2018:**    **Fall 2020:**    **\*Elementary Teacher Education (AA-T) majors tagged with PCTEDS with CSEP completed vs. Elementary Teacher Education (AA-T) majors not tagged with PCTEDS with CSEP completed:**    Workshops and activities implemented by the Teacher Education Counselor and Advisor from Fall 2018 to Fall 2020 consisted of student Education Careers Program Orientations, University Information sessions, Applying for Jobs in Education Careers, Education Careers Scholarships, Fresno State ITEP, University Campus trips activities, and workshops were provided where a total of 416 student participated.  **ESL Program**  The purpose of the ESL program is to broaden access, accelerate progress, and increase success of ESL students. The ESL program at Porterville College enables any English learner, at any level of proficiency, the opportunity to learn the necessary skills in reading, writing, listening, and speaking to succeed in transfer level college classes, enhance employment opportunities, and/or enhance quality of life. The ESL program offers credit and non-credit classes throughout rural communities, community centers, and Porterville College. Credit and Non-credit ESL classes are intended to prepare students for college-level classes. In addition, non-credit ESL classes are free and are designed to help non-native speakers develop the necessary skills needed to communicate effectively in the workplace, at home, and the community.  The ESL team consists of an ESL counselor, ESL advisor, admissions and records technician, and a full-time faculty ESL instructor. The counselor assists ESL students with the development of the credit and non-credit educational plans, providing information about the ESL classes as well as registration assistance. The ESL advisor also assists with the registration process and providing outreach services. Additional services provided by the ESL team includes guidance with the Porterville College admissions application, orientation, and guided self-placement assessments.  The ESL program provides three distinctive levels of ESL that include High Beginning, High Intermediate, and Advanced. Students determine the level of placement by taking the ESL Guided Self-Placements for *Grammar & Writing* and *Listening & Speaking*. Students will receive an ESL Certificate of Competency for each level that is completed for the non-credit ESL classes. In the previous years, the ESL *Listening and Speaking* classes were offered on Monday and Wednesday evening while the ESL *Reading and Writing* classes were offered Tuesday and Thursday evening. The schedule of classes encourages current and prospective students to attend both classes four days a week. Currently, the ESL *Reading and Writing* and ESL *Listening and Speaking* classes are offered online.  Below you will see the enrollment numbers for each term for the ESL program:  Spring 2018 Census Enrollment: 152  Fall 2018 Census Enrollment: 143  Spring 2019 Census Enrollment: 118  Fall 2019 Census Enrollment: 179  Spring 2020 Census Enrollment: 158  Fall 2020 Census Enrollment: 103  Based on the data, the semester with the highest enrollment for ESL students in the past three years was Fall 2019 (179) while the lowest enrollment occurred in Fall 2020 (103). Some of the common challenges that have been present when assisting ESL students are but are not limited to having an understanding and access to technology as well as access to transportation. The ESL program plans to continue scheduling outreach events, develop workshops that focus in assisting ESL students with learning how to use the computer, and provide students with the tools necessary to be successful in a classroom setting by lending a laptop and a hot spot, if necessary. In addition, the ESL program will identify ways to increase student retention for the upcoming semesters.  **Promise Program**  The Promise Counselor must comply with both Porterville College academic counseling and advising standards as well as being knowledgeable of eligibility requirements. The Promise Counselor ensures that all students complete their college courses, persist to the next academic term, and achieve their educational goal through admissions, orientation, placement, counseling, and student follow-up.  Promise students must meet all Porterville College academic standards and financial aid requirements. Promise students are required to meet all program eligibility requirements including the following: being a California high school graduate, Porterville College applicant, declaring a pathway, completing a Comprehensive Student Education Plan, enrolling in a college planning (INST/STSS) course within the first year of attending Porterville College, register for full-time coursework (30 units per year to meet the 15 to Finish Campaign). The Academic Counselor meets with the selected students a minimum of two times a semester to ensure Promise students are maintaining Student Academic Progress (SAP). During these meetings, the Promise Counselor ensures Promise students have knowledge and/or have completed the Student Success and Support Program (SSSP) requirements. The Promise Counselor completes Comprehensive Education plans with the students and assists with registration of a Student Success Course that must be fulfilled. Recently, the Promise Program has served 76-87 students a term.  After Promise students have completed an Interest form and have been recruited to join the Promise Program by Financial Aid, the Promise Counselor will ensure Promise students attended the Welcome and Summer Bridge Programs. The Academic Counselor assigns priority registration to those Promise Students that have completed all admission and program requirements. The Promise Counselor refers students to the Learning Center when meeting with students that may need tutoring and/or additional academic support.  This process has been very successful and 96% of all Promise students for the 2019-2020 academic year have comprehensive education plans on file and 90% of students have completed an INST/STSS course.  **Early Alert Program**  The Early Alert Program is designed to assist students who are facing personal or academic difficulties in the classroom by providing immediate counseling and advising services. Instructional faculty refer students to the Early Alert Staff, creating an institutional effort to help the student succeed. Once faculty refers students to the Early Alert staff, they contact the student immediately to discuss any difficulties the student is facing and provide advising/counseling services as needed. Students are referred to appropriate resources and services on or off campus.  **2018-2019**  During the 2018-2019 academic year, the Early Alert Program provided the following efforts:  Early Alert Staff communicated with faculty via email, the Early Alert websites were created and a “Presentation Request” link was added for faculty classroom presentations, the Early Alert Staff began to provide “Early Alert Quick Updates” emails throughout the semester, classroom presentations were given at INST classes, Early Alert Outreach tables were present in the Quad throughout the semesters, provided workshops, emails and text messages were sent to students on Academic Probation/Disqualification, and met with students referred to the program.  Referrals:  Fall 2018: 146 referrals & Spring 2019: 144 referrals  **2019-2020**  The program transition from SARS ALERT to the Navigate system in Fall 2019.  Referrals:  Fall 2019: 128 referrals & Spring 2020: 248 referrals  **2020-2021**  Fall 2020: 245 referrals  The Early Alert Program transitioned from SARS ALERT to the Navigate system and continued to provide services using the new system by Fall 2019.   * Discussion of the transition began in Spring 2018 * Communicated and tested the new system with faculty in the Spring and Summer 2019 * The Early Alert Navigate system became available for faculty to use by Summer 2019 (soft launch) * The Early Alert website was revamped in Fall 2020 * Launch of the new system was in Fall 2019 * Morning and Afternoon Session: Faculty & Early Alert Staff Meet & Greet were provided to introduce faculty to the new system on September 16, 2019 * Received faculty feedback and communication continued among instructional faculty, administrators, Director of Equity and Education Services, EAB Strategic Leader, and Early Alert Advisor and Counselor throughout the Fall 2019 term * Early Alert staff brought up questions and ideas to the EAB representative throughout the Fall 2019   Changes with the Transition from SARS ALERT to the Navigate System:   * Students are not notified of the referral when faculty submit the referral * Students are notified of the referral by the Early Alert Advisor during the first contact via phone, email and/or via a Navigate appointment campaign * Faculty can track the referrals by accessing the Navigate Case Notes made by the Early Alert Staff regarding each referral submitted and receive an email of the referral outcome when cases are closed   **Spring 2021**   * Counselor and Advisor will present at the Adjunct Orientation and provide Zoom trainings * Continue to communicate with faculty via email, phone calls, Canvas messages, and website * Make changes to Early Alert website: Step-by-Step Handout/Videos/Zoom Trainings Links * Create Student Early Alert Appointment Campaigns * An additional Advisor will assist with Early Alert referrals for the first contact and phone calls during peak time * A greater focus on follow-up appointments after the initial appointment   **2021-2022**   * Continue to evaluate, make changes to the program, and use Navigate to a greater capacity to maximize the use of the system. * Increase the number of referrals issued by instructors and continue to provide resources for faculty support.   **Disability Resource Center (DRC)**  The mission of the Porterville College Disability Resource Center (DRC) is to facilitate learning,  promote independence and encourage life-long learning to the students we serve. The goal of the DRC is to provide our students the opportunity to succeed through a student-centered approach that is focused on providing equal access. We strive to ensure that reasonable accommodations are provided that will assist our students in reaching their true potential. The DRC is a caring and supportive place of acceptance where each student’s individuality is embraced and celebrated.  **Enrollment: Retention & Success Rate:**    *Counseling.* The percentage of DRC students with a CSEP on file increased from 79.1% in 2017/2018 to 88.9% in 2019/2020.    *Orientation.* In 2019, 175 students completed the Online CANVAS Orientation compared to 136 in person in 2017. Students are required to complete an Orientation each Fall semester. DRC Orientation is available through CANVAS and is design as a class. The Modules within CANVAS are to be opened to all enrolled DRC students at all times for reference.  Orientation Pass Rate:  # students who passed Post-Test (score 60% or greater): 164  # students who did not pass Post-Test (score less than 60%): 11  Total # students who completed orientation: 175  Orientation Pass Rate: 94%  **Transfer Resource Center**  The Transfer Center strives to improve the services available to all students. Assigned to the Transfer Center are an educational advisor (45%) and a coordinator (42%). The Transfer Center currently shares physical space with the Foster Youth Center. Students have access to literature from 4-year institutions, handouts in a variety of subjects, and computers they can use to access additional transfer information and complete their transfer applications. In addition, the Transfer Center continues to provide an array of services to students such as drop-in and individual counseling and advising, appointments, transfer workshops, university campus tours, and visits by representatives from colleges and universities. Social Media and online access for the Transfer Center has been worked on and the website is kept up to date with UC, CSU, In State Private and Out of State workshops. The Porterville College Transfer Center with the assistance of our PIO have been posting on Instagram, Facebook, Discord, and other social media platforms so that we can reach as many students as possible. The educational advisor participates in various outreach activities geared towards high school counselors and high school students so that we can begin transfer education early. The Transfer Center provide the following services:   * Continues to host an annual Transfer Fair where Porterville College students can have access to representatives from CSUs, UCs, in state, private and out of state colleges and universities. * Staff visit classrooms and host the Transfer Center Open House to promote transfer. * During the 2019-2020 academic year, there were 837 individual appointments with PC staff and 107 group and individual appointments with representatives from 4-year institutions. 15 students completed a Transfer Admission Guarantee (TAG) agreement with the University of California. * The Transfer Center workshops are offered throughout the year and provide students with timely information about transfer requirements and deadlines, transfer admission guarantees and internet resources. In addition, UC and CSU application workshops assist students with the application process. * The Transfer Center completed 54 classroom visits, 23 Workshops and took 34 students on campus visits in the 2019-2020 academic year.   The Transfer Center has continued to expand its online presence. The Transfer Center website, social media, and introduced a social media platform called Discord which allows students to post questions for University Representatives and has given University Representatives the ability to update their own content on their own virtual booth forum. This has made it easier for out of state and HBCU Representatives to disseminate information to our students.  **Athletic Counseling Services**  The Athletic Academic Counselors must comply with both Porterville College academic counseling and advising standards as well as be knowledgeable of eligibility requirements and transfer pathways for students to pursue both academics and athletics in NAIA and NCAA Division I/II/III programs. Student athletes are required to meet all Porterville College academic requirements as well as the California Community College Athletic Association (CCCAA) compliance standards. Athletic academic counselors offer degree driven advising, counseling and support services to assist student athletes in successfully managing academics, athletics, personal and social responsibilities as well as career counseling. Athletic academic counseling is student centered as each student athlete is unique in terms of their educational, career and athletic pursuits and therefore, our role is to aid students in all their collegiate endeavors. Student athletes must be enrolled in, and actively attending, 12 units or more with at least 9 of those units counting toward the associate degree, remediation, transfer and/or certification during their season of participation.  In the 2019-2020 athletic season, the program fluctuates in serving 85-97 student athletes. Of those 97 student athletes, 98% have completed matriculation steps (SSSP) and have declared a pathway.  Prior to the student athlete enrolling in courses at Porterville College, the Athletic Academic Counselor meets with all new recruits to ensure that they have knowledge and/or have completed the Student Success and Support Program (SSSP) requirements. During this initial meeting, the Athletic Academic Counselor and the recruit hold a New Student Athlete Orientation and complete an abbreviated student education plan. This initial meeting helps set the tone in preparing them for academic success and ensuring that we are transferring and/or graduating our student athletes in 2-years. During the student athletes’ first semester of competition the Athletic Academic Counselor completes a comprehensive student education plan.  This process has been successful and 97% of all student athletes for the 2019-2020 season have comprehensive education plans on file.  **Ask a Counselor a Question**  October 2019 - January 2021  “Ask a Counselor a Question” is an online feature that allows students to submit their questions online via email 24 hours a day, 7 days a week. This feature is accessible for students on the Porterville College Website. Students who submit their questions need to provide the following information: name, email address, student id, phone number, student type and subject line along with their message. This information allows the Online Counselor to better assist students or direct them to a specific department for further assistance.  **From October 2019 – January 2021 there were a total of 757 students who submitted their questions through “Ask a Counselor a Question”**   * October 2019 - February 2020 (before online transition) there was an average of **28 emails per month.** * March 2020 – January 2021 (after online transition) there is an average of **56 emails per month.**   **Online Counseling**  With the change to the virtual environment in Spring 2020, all in person services were transitioned to online services. Cranium Café was used as our main online platform system to continue providing online services to students. To help with the transition, a series of Cranium Café sessions as well as one on one sessions were conducted by our Online Counselor. Counselors and Academic Advisors who attended the training learned to utilize the different functions of Cranium Café to conduct online sessions with students. Our Online Counselor also put together a Cranium Café Training Guide to provide additional support for the staff.  Since the transition to online services:   * All student appointments were scheduled 100% online through Cranium Café or Zoom. * Online Counselor scheduled a series of Cranium Café training workshops as well as one on one sessions to provide support to the staff. * Cranium Café Training Guide was created to provide additional support for staff. * Student Services and Online Counseling website page was updated to make it easier for students to connect with Porterville College staff. * A virtual Zoom link located in the Student Services website was created to provide immediate assistance for students. * Converted all forms to fillable forms and went paperless. * A URL option was added on Navigate allowing Counselors and Advisors to include their direct link for Cranium Café or Zoom for students to connect to their scheduled sessions. * “Ask a Counselor a Question” continues to be available for students who want to submit their questions online. * We established an online Drop-In system through Navigate which allows students to call our office and receive assistance by the next available Counselor/Advisor. * From March 2020 – January 2021 a total of 17,891 online services for scheduled appointments/drop-ins have been scheduled.   Shifting all in person services to online or remote format over the course of two weeks was no easy task, however Porterville College staff have done a remarkable job of transitioning to an online format where students can continue to access services. As we plan for the future, we will continue to evaluate our delivery of online services to make sure we provide the best experience for students.  **Veteran Resource Center**  For the last three years, the VRC has been working on strengthening and aligning the services and partnerships to be more inclusive and efficient.  We revised the Intake Form to gather more information regarding the resources Veterans need while attending Porterville College i.e., study needs, will they need tutoring, financial aid, EOPS, DRC, JEC, and employment. The VRC Website was updated to be more user-friendly, we included more of a check list format to make it more visually appealing. In response to COVID 19, we included all the Student Forms in PDF fillable format, include the community resource listings including housing needs, health care, and mental health care. A VRC Newsletter is also published each year and available on the website.  Also, in response to the COVID 19, we developed a CANVAS Site (Virtual Center). Where students can chat with each other, forms study groups. The VRC staff and faculty set up weekly meetings and announcements are regularly sent out.  The success rates from the past two years are the greatest accomplishments for the VRC:   |  |  |  |  | | --- | --- | --- | --- | | School Years | 2017-2018 | 2018-2019 | 2019-2020 | | PC Veterans | Success Rate:74.1%  Completion Rate: 87.5% | Success Rate: 80.5%  Completion Rate:90.6% | Success Rate: 80.5%  Completion Rate:86.6% | | PC Non-Veterans | Success Rate:74.5%  Completion Rate:90.4% | Success Rate: 76.5%  Completion Rate:91.1% | Success Rate: 73.9%  Completion Rate:87.5% |   Source: <https://ir.kccd.edu/data-directory/course-completion--success-dashboard/>  The college staff and faculty as well as the community have been supportive in assisting the VRC over the years. The Veteran’s Monument, VRC was added to the Food Link list by the Financial Aid office, held Friendsgiving event November 2019, participated in the Veterans Parade, and the Student Veterans Club (SVO) participate on and off campus activities have been some of the activities, events, and accomplishments of the VRC. The VRC continues to evaluate the yearly events by holding regular scheduled meeting with staff and students to get input.  ***Changes in Program over Last Three Years***  **2018-2019:**  Student Services Counseling and Advising Department went through many changes during this year.   1. The multiple measures placement (AB-705) was continuing to be implemented. The English and Math Departments along with our division lead counselor revised the charts and codes that counselors use when meeting with first time students. 2. My Degree Path (Degree Works) had a major upgrade and Counselors were no longer using paper method to complete Education Plans. All counselors were trained to only use My Degree Path. The High Schools accommodated with computer and printer during our visits. 3. During the Guided Pathway Training, the Counselors were assigned the divisions to represent and report to any aspects regarding the Pirate Map implementation.  A wholistic counseling approach became the emphases. 4. Going Paperless was also a theme during the year, the counselors were encouraged to add electronic forms on the website so students could have access and not have to print the forms. The counselors were also encouraged to email any forms to students and create electronic file system.  This idea was enhanced by the introduction of purchasing a scanner imaging technology to have the department eventually have no more filing cabinets (no student files) and go paperless. 5. The counselors were trained on Mental Health Wellness.   **2019-Present:**  Many changes have occurred; process, procedure, staff, technology, and how services are provided over the past three years. We developed a Case Management approach by having lead counselors and advisors focus on specific student populations. General counselors and advisors meet with all students who are not part of a categorical program but also take the lead on serving specific students. With AB-705, placement for English and Math changed. Counselor’s now use the student high school transcript course completion and GPA to determine placement. The use of technology has allowed us to use various forms of communication. We have moved from SARS to EAB Navigate to schedule student appointments, send students text messages, emails, create appointment campaigns, and it is now the system faculty use to refer students to the Early Alert Program. The system has a lot of potential and we will continue to use it to a greater capacity. The system is available for all staff, faculty, and students. Starting Spring 2021, Navigate will be used by faculty to submit Progress Reports. We have continued to use Degree Works to complete education plans and an upgrade was made to the system Fall 2020. With changes to any system, training and issues come up that are resolved. We are currently in the process of making sure the system has what counselors and students need and that it works properly.  With the change to the virtual environment Spring 2020, counselors and advisors continued to use Navigate and Degree Works but transitioned to using a system called Cranium Café which had primarily been used for students who could not meet in person and by the Online Counselor. Cranium Café became our source to meet with students as well as Zoom when needed for student appointments, Zoom for all workshops, Q & A sessions, and meetings. Canvas which in the past had only been used by instructional faculty was used by the categorical programs and used by a few other counselors who developed a shell to allow them to communicate with their student population. We began to discuss updating our Counseling and Advising website Spring 2020, but the update was completed by the beginning of Fall 2020. Much more communication has occurred as a result of the virtual environment and much of it happens through technology. We have analyzed how we can best serve our students; we continue to have the option online with “Ask a Counselor a Question” and the number of students that contact us has increased. We have been available to assist students Fall 2020 and this Spring 2021 for a Drive Through Counseling/Advising Services, Zoom Q & A’s, and we continue virtual in and outreach efforts. Every spring semester our counselors go out to the high schools to meet with high school students and develop a two-semester education plan, which will take place virtually this spring. We have put a great focus and effort to making sure students complete their Comprehensive Education Plan (CSEP) by our counselors contacting students, via phone calls, emails, text messages, but starting this spring 2021 all general counselors will develop appointment campaigns on the Navigate system where students can then schedule themselves an appointment to develop a CSEP. As the CSEP is completed, counselors also make sure students matriculation components are completed. This spring 2021, we are really moving forward with developing a more focused onboarding process, scheduling follow-up appointments as we meet with them, as that allows us to build rapport with students and refer students to other support programs and services on and off campus. We have been part of the conversation regarding Umoja, DACA services have been provided to our students with one of our counselors taking the lead, we provided a Student Services Fall 2020 Retreat for all staff, counselors, and advisors at the start of the term, and we held our first Virtual Transfer Fair in the fall as well.  We have had some staff and faculty changes too:   * DRC Counselor is now our Transfer Counselor * Hired a DRC Counselor - COF * Our Transfer Counselor retired * Athletics Counselor – COF (funding came to an end) * One of our Counselors focuses on Matriculation and is Academic Senate President – only provides 8 hours of counseling * One of our Counselors is the Division Chair * Athletics Counselor – COF (began fall 2020) * All Counselors and Advisors now focus on a specific student population * None of the Counselors or Advisors focus only on our general student population * The committee meetings counselors participate in is based on their role and has changed in these past three years   Counselors and Advisors Have Transitioned All Duties to the Virtual Environment:   * Provide counseling and advising services * Document student contacts * Plan according to their role and responsibilities * Coordinate events * Give workshops on various topics * Conduct SAO’s * Out-reach and in-reach services * Work on projects * Refer students to support services on and off campus * Teach INST and STSS courses * Attend committee and division meetings, provide trainings, participate in professional development, and much more.   ***Program Strengths***  We have a great team: Administrators, Counselors, Advisor, and Front-Line Staff. The communication, teamwork, hard work, and dedication to serve our students is what drives the division. Everyone transitioned to the virtual environment Spring 2020 together and helped one another through the changes. We went from paper to paperless immediately. We use various technology systems, have been provided trainings but have trained one another to make sure everyone’s questions are answered. We use Navigate, Cranium Café, Zoom, and Banner on a daily basis, but have incorporated Canvas and Discord. For the first time we held our first Virtual Transfer Fair using Discord. We always strive to improve and make changes as needed. We have participated in the drive throughs, helping with the production of videos, and updated our websites. Counselors and advisors play an integral role in collaborating with support services for students across campus and instructional faculty and we are working toward making that collaboration stronger. The challenges we faced have become improvements and accomplishments in the services counseling and advising provides to our students at Porterville College.  Counselors are part of committees, participate on professional development, Student Services meetings, division meetings, we have counselors assigned to attend specific division meetings, participate in events, in and outreach, provide workshops, trainings, presentations, and coordinate as needed. Five of our counselors are assigned to Personal/Mental Health Counseling and are also part of the BIT Team.  Counselors and advisors provide academic, transfer, career, and personal counseling and now with more students facing personal and mental health challenges. COVID has played a different role in an increase of various student needs. More than ever, we ensure to develop strong rapport, build a connection, have follow-up appointments, and refer to other support services.  Intrusive Counseling and Advising  The role of counselors has evolved into a more intrusive approach in the virtual environment, where many touch points and follow-up student contacts are necessary to assist students. Focused counseling and advising ensuring intentional services allow students to be and feel directed, focused, nurtured, engaged, connected, and valued. The counseling and advising faculty and staff provide individualized support services and built a connection where students feel comfortable, supported, and guided.  Three of our courses were changed from Interdisciplinary Studies to Student Success 2018-2019 as courses came back to the Student Services division.    ***Areas for Improvement***   * Onboarding Process: Develop a plan * Calendar Communication with Students: Text Messages and Emails * Develop a Plan for all General Appointments from the time the students begin until they finish their educational goal, Probation/Disqualification (create appointment campaigns), and INST and STSS Courses (students should take within their freshman year) * Continue to Develop Navigate Appointment Campaigns * Counselors Reports on Committee Meetings During Our Student Services & Division Meetings to Improve the Communication * Have Division Chairs report changes at our Student Services Meetings * Continue to Maximize the use of Navigate * Increase Matriculation Component Completion * Increase CSEP Completion * Continue the Focus on Intrusive Counseling * Reduce Duplication Efforts * Improve Technology and Streamline Systems * Continue to Participate in Professional Development * Change one more course from INST to STSS * Participate in Implementation Guided Pathways as it relates to Counseling and Advising |
| **Goals** (This section is for you to report on progress on ***previously established goals***. If your program is addressing more than 2 goals, please duplicate this page)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion  (if any) | | 1. Increase Transfer Center hours of operation | Fall 2018 | Funding | Student Services Administration | Funding Priorities |   Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)  Item 1\_\_\_ Item 2 X Item 3 \_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal: Completed.  X Completed (Date Summer 2019, July)  \_\_Revised (Date )  Comments: With increasing AA-T and AS-T degrees, it has increased the demand to have a full-time counselor to keep abreast with transfer requirement changes.  **The Transfer Center was re-located to AC-126 to be accessible to all students during Counseling Center hours. There is a transfer education advisor and counselor available to serve students.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion  (if any) | | 2. 2. Increase utilization of Student Services Lab | Spring 2019 | Funding | Student Services Administration | Funding Priorities |   Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)  Item 1\_\_\_ Item 2 X Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal: Completed.  X Completed (Date Fall 2019)  \_\_\_\_Revised (Date )  Comments: Student Services lab is under use due to lack of staff coverage. This person will serve as resource to students.  **The Academic Advisors and JEC Program Coordinator have been re-located to the Student Services lab. It is also used during registration peak time, registration events, and ESL services.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion  (if any) | | 3. Increase fully matriculated 1st time students by 5% | Spring 2019 | Funding, more counselors and ongoing training. | Student Services Administration | Funding Priorities |   Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)  Item 1\_\_\_ Item 2 X Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal: Completed  \_X\_\_Completed (Date X Spring 2019)  \_\_\_\_Revised (Date )  Comments: Continue ongoing training to improve the matriculation process and adapting new technologies.  **Fully Matriculated Data:**  2015-2016: 61%  2016-2017: 70%  2017-2018: 71%  2018-2019: 75%  2019-2020: 66%  Spring 2021: 70.3%  **This is a continued goal for the upcoming three years, which is part of Goal #1.** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goals** (This section is for you to report ***new goals*** for your program. If your program is creating more than 2 goals, please duplicate this page)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion  (if any) | | 1. Follow Up Contacts/Appointment | Spring 2023 | Counselors/Advisors and ongoing training | Student Services Administrators | Funding |   Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)  Item 1\_\_\_ Item 2 X Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments: Develop a focused onboarding process and increase follow-up counseling and advising appointments with students as we meet with them. This will allow us to continue to provide intrusive counseling, make sure students meet the matriculation components, build rapport with students, and continue to provide and refer to other support services as needed. The goal is to maintain follow-up contacts with students above 80%.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion  (if any) | | 2. Maximize Use of Technology | Spring 2023 | Counselors/Advisors and ongoing training | Student Services Administrators | Funding |   Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)  Item 1\_\_\_ Item 2 X Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments: Develop a plan of how the Counseling and Advising Center will maximize the use of the Navigate system. Create a calendar of what capacities of the Navigate system will be introduced and used in the next two years. Provide training to counselors, advisors, and front-line staff. The goal is to increase the number of appointment campaigns, use Progress Report option, cross refer students to other services, and use other capacities of the system.  Coordinate and collaborate within the division to develop a master plan of communication to students (emails, text messages, phone calls) to prevent duplication.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion  (if any) | | 3. Guided Pathways: Pirate Maps | Spring 2023 | Counselors/Advisors and ongoing training | Student Services Administrators | None |   Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)  Item 1\_\_\_ Item 2 X Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments: Participate in the continuous development and introduction of Pirate Maps as it relates to Counseling & Advising. The goal is to develop a plan of how counselors and advisors will assist, provide expertise, and provide services to students following the various Pirate Maps. Each division has an assigned counselor to participate in discussions and provide input during division meetings. |

STAFFING REQUEST

General Counseling/Advising

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Staff Resources:** | | | | | | |
| Current Staffing Levels Full-time Staff | | | Part-time Staff | | | |
| Faculty | | 6 Counselors | Faculty | | 4 Adjunct Counselors | |
| Temporary | |  | Temporary | |  | |
| Classified | | 3 Advisors | Classified | |  | |
| Management | |  | Management | |  | |
| Two full time counselors as well as the division chair .20 % (chair responsibilities) are paid out of counseling general funds. All other counselors/advisors/adjuncts are funded out of general fund budgets such as Transfer or other categorical dollars. Request for New/Replacement Staff | | | | | | |
|  | Title of Position | | Classification  (Faculty, Classified, or Management) | Full or Part  Time | | New or Replacement |
| Position 1 | Wellness Counselor | | Faculty | Adjunct | | New |
| Position 2 | Articulation Counselor | | Faculty | Adjunct | | New |
| Position 3 |  | |  |  | |  |
| Two recent/new adjunct counselor positions have been created to support Wellness and Articulation. Both positions have been approved and will open soon for applicants to apply. The new adjunct positions will be paid out of general dollars/CARES funding. | | | | | | |

TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

|  |  |
| --- | --- |
| Technology Need | Justification |
| Item 1 |  |
| Item 2 |  |

FACILITIES REQUEST

|  |  |
| --- | --- |
| Facilities Need | Justification |
| Item 1 | Office space for counselors/adjuncts is limited. Currently, two adjunct counselors are sharing a work office. With two additional new upcoming positions that are going to be filled, we will need to find a work space/location for the new counselors. |
| Item 2 |  |

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

|  |  |
| --- | --- |
| Safety & Security Need | Justification |
| Item 1 |  |
| Item 2 |  |

PROFESSIONAL DEVELOPMENT REQUEST

|  |  |
| --- | --- |
| Professional Development Need | Justification |
| Item 1 | Degree Works Report Training |
| Item 2 | Guided Pathways |
| Item 3 | Navigate |

BUDGET REQUEST

General Funds Budget – GU001

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Budget | Amount of Change | Revised Total |
| 2000 (Student Worker Only) |  |  |  |
| 4000 | 500 | 0 | 500 |
| 5000 | 1500 | 0 | 1500 |
| Other |  |  |  |
| Justification: Please note: Student Success and Support Program and Student Equity categorical funding also supports the counseling/advising needs in Student Services. | | | |