Best Practices for Department Chairs Reference Manual

By Graciela Casillas
Counseling Department
Fall 2017 - Sabbatical Project

Table of Contents

Best Practices for Department Chairs

Oxnard College Counseling Department Reference Manual

Background and Statement of Purpose

I have spent numerous years in the role of Department Chair within both instructional programs and that of counseling. When I reflect back to becoming the first Department Chair in the Physical Education and Health Department, I was given no training. I relied on the page and a half description outlined in the American Federation of College Teachers (AFT) contract to understand my role as a Department Chair. It did not take long to realize that the role of a Department Chair goes beyond what is written on page 65 and 66, section 13.1-13.1I. Beyond the contract, I sought out others who had knowledge in the areas I needed assistance with and fortunately had excellent mentors in Dr. Carolyn Inouye and Ana Maria Valle-Villa

My motivation in requesting this sabbatical was to be able to take the time to evaluate, and document the role, responsibilities and duties of a Department Chair in order to produce a step by step reference manual that future Department Chairs may choose to follow, and use as a guide at Oxnard College.

Since becoming Department Chair of counseling I have noticed that the chair of counseling has much more on their plate than that of instructional chairs whose role more closely aligned with the AFT contract, where the Department Chair of counseling resides in 13.1.I (10) Other duties as determined jointly by the faculty in the department, and the Dean/immediate supervisor which are reasonably related to the needs of the Department and the College.

Although the primary focus of this document are the duties and tasks of the Counseling Chair, much of what is presented here relates to Instructional Department Chairs. As an example, according to the AFT contract, it is the Department Chair's responsibility to evaluate faculty within the department. Even though, the AFT contract states responsibilities and duties, it does not provide instructions as to how to perform such duties. Therefore; where does one begin? What is the process for staffing courses within the department? When and how the new Department Chair is informed that there is a longevity list that must be honored? These are just a few examples of challenges that a new Department Chair may face.

Role of the Department Chair

The Counseling Department is a core support service at Oxnard College. Per the AFT contract a Department Chair is to provide leadership to faculty within the department. Beyond overseeing the day to day operations of the department; a Chair's role includes assessing the department's needs along with how the department's objectives, and goals support the mission of the college. This includes developing a positive and interactive relationship with campus wide committees, and departments that share the common goal of serving students.

The Chair also serves as the liaison between Faculty, Deans, Vice-President of Student Development/Instruction, and any manager that supervises the department.

One of the biggest challenges faced by Department Chairs is maintaining a balance while juggling the responsibilities of the two positions they serve. It is easy to get caught up in the daily paperwork and office issues and lose sight of more significant issues that affect the department. Instructional faculty teach classes while functioning as chair of their department, receiving little to no release time which depends on the size of the department. Similarly, Counseling Chairs are given release time based on the number of full and part-time Counselors employed within the department. Since the implementation of the Student Success Act of 2012 (3SP) counseling chairs have taken on more responsibilities, and as a result maintaining that balance has become more of a challenge. The Chair is tasked with developing schedules, staffing classes, reviewing yearly calendars for coverage, evaluating faculty, being part of the tenure process for new Counselors, overseeing curriculum development, and serves on hiring committees. Meanwhile there is also the overall goal of the department which is to meet the needs of students by offering the best counseling services and course offerings with the goal in mind that they will complete their program of study and achieve their educational goal.

Below is the contractual language that describes the role and duties of a Department Chair as outlined by our AFT Contract. Be mindful when asked to perform duties beyond the scope of the contract that you have the right to expect only reasonable request from your supervisor. "Reasonable "may be subjective and based upon degree of difficulty (labor intensive) and release time provided for you to function as Chair of a department.

Language Defining Role of a Department Chair

Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO

ARTICLE 13

Department Chairs/Facilitators

13.1 The number and designation, creation, rearrangement, and selection of Department Chairs shall be established by the District.

> 13.1. A The Department Chair will be a faculty member nominated at an announced department meeting and elected by secret ballot by contract and non-contract faculty members of the department present at the advertised department meeting. The Department Chair is subject to approval by the College President. In the event the College President fails to approve the elected chair, the department faculty will submit another name for approval to the College President. In the event the department members decline or fail to select a Department Chair, the Dean/immediate supervisor shall recommend a faculty member to the College President. Any faculty member so recommended may refuse to serve as Department Chair. A Department Chair will be appointed for a term of two years.

> 13.1.B. In departments such as , but not limited to, DSPS, EOPS, Athletics or Nursing, Transfer Center, and Off-Campus Programs, which have a Coordinator, the Coordinator shall function similarly to a Department Chair. However, a Coordinator is assigned to oversee specialized programs, and is compensated differently than Department Chairs. All other departments will have a Department Chair.

> 13.1.C. A department may be composed of one or more disciplines. All faculty members will be assigned to a department by the EVP.

13.1.D Department Chairs shall be evaluated annually by the Dean/immediate supervisor and annually by faculty members in the department and shall be evaluated with regard to the duties of Department Chairs. Evaluations of Department Chairs will be submitted for review to the Executive Vice President who will make a recommendation to the College President

13.1.E.   A Department Chair may be removed from the assignment by the College President for unsatisfactory performance, budget considerations, or at the written request of a majority of the contract and non-contract department members.

13.1.F   Reassigned time shall be computed using a count of the total number of faculty assigned to teach classes for the department. The total number of faculty shall be calculated as the average number of such employees from the previous year's fall and spring semester:

(1) Reassigned Time

3 or less	0 FTE
More than 3 to 10	.2 FTE
More than 10 to 16	.4 FTE
More than 16	.16 FTE

FTE in a department is computed based on 1 FTE for each full-time regular contract employee (a full-time regular contract employee assigned to more than one department will be computed on a pro-rata basis) and 0.2 FTE for each hourly faculty member. The number of full-time regular contracted faculty members and non-contract faculty members for an academic year shall be determined by the average number of such employees from the previous year's fall census and spring census.

(2) Monthly Salary Differential

A monthly salary differential of $250.00 for a total of ten months will be paid to each Department Chair who qualifies for any reassigned time for the assignment of a Department Chair. A Department Chair who does not qualify for reassigned time shall receive a monthly salary differential of $350.00 for a total of ten months for the assignment of Department Chair. This salary differential shall be added to the contract faculty member's regular salary STRS purpose if allowed by the STRS.

(3) Hourly Pay To Participate in, and coordinate evaluation Of, And Interface With, Hourly Faculty

For every hourly faculty member in the department determined by the average of the number of hourly faculty members at the previous academic year's fall census and spring census, the Department Chair shall be paid a total for the year of one hour of pay at the appropriate hourly rate.

(4) Additional Weeks of Employment Per Year

Commencing with the 2013-2014 academic year, Department Chairs will be granted one additional week of employment per year to be scheduled by the Dean/immediate supervisor. If the Department Chair is granted .6 reassigned time pursuant to this provision, then that Department Chair also shall be granted an additional one week of employment per year (for a total of two additional weeks of employment) to be scheduled by the Dean/immediate supervisor. If a department has 20 FTE or more faculty over the previous year's Fall and Spring census, then the Department Chair will be granted two

additional weeks of employment) to be scheduled by the Dean/immediate supervisor. Additional weeks shall be added to the contract faculty member's regular salary for STRS purpose if allowed by the STRS.

13.1. G All Department Chairs who have not served as a Department Chair during the last three years shall be required to participate in Department Chair orientation not to exceed two hours.

13.1. H. The Department Chair may request that an Assistant-chair be appointed. The Assistant Chair will be a faculty member nominated by department members through a process established by the department. The assistant Chair is subject to approval by the College President. An Assistant-Chair will be appointed for a term of one year. The Assistant-Chair shall assist the Department-Chair in the performance of her/his duties in accordance with the needs of the department as determined by the department.   The Assistant-chair shall be paid a pro-rata share of the hourly pay calculated in Section 13.1 F (3) that would have been paid to the Department Chair. An Assistant-Chair assigned to the Department Chair with duties other than evaluation shall receive a pro-rata share of the release time calculated in Section 13.1.F (1) that would have been provided to the Department Chair.

13.1. The Department Chair shall provide leadership to the department and shall assist the Dean/immediate supervisor in duties such as:

(1) Recruitments, selection, and orientation of the new faculty and classified employees who will be assigned to the department.

(2) Development of department's instructional schedule.

(3) Development and revision of curriculum including course outlines and course and catalog descriptions

(4) Evaluation of faculty in the department

(5) Development and conducting of department meetings, and preparation and distribution of minutes of all such meetings

(6) Communications with students, faculty, and other employees.

(7) Maintenance and improvement of facilities, equipment, and supplies.

(8) Representation of, and liaison/advocacy for, the department within the   College/District.

(9) Development and revision of program review and student learning outcomes assessment processes.

(10) Other duties as determined jointly by the faculty in the department and the Dean/immediate supervisor which are reasonably related to the needs of the Department and the /College.

As Department Chair, your leadership style, attitude, mannerism and behavior set the tone for how others perceive the department. Supporting the mission of the college and working to realize the goals requires campus wide support and collaboration. As the Department Chair it is important that you not only become familiar with the mission of the college, but, also embrace its values and goals.

Oxnard College Mission Statement

Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.

Values Statement

We, the members of Oxnard College, are inspired by and will strive to exemplify through our collaborative actions the following core values:

Diversity and Commonality-We value others and ourselves as unique individuals and embrace the commonalities and the differences that promote the best of who we are.

Excellence – We value vision, creativity, risk taking and innovation to achieve and sustain excellence

Integrity and Civility – We value integrity, honesty and congruence in action and word by demonstrating kindness and respect in all our interactions.

Learning – We value learning as a lifelong process in the pursuit of knowledge and personal growth.

Shared Decision Making – We value shared decision making (shared governance) as the process that provides each of us the opportunity to build consensus.

College Goals

- Provide instructional programs and student services that meet the current and future needs of students so that they may excel in a positive learning environment.
- Provide faculty and staff with continuous improvement through professional development opportunities that will allow them to excel in the current and future work environment.
- Provide students. Faculty and staff with appropriate technology in the classroom and work environment that supports student learning outcomes and productivity.
- Provide a campus environment that enhances student learning.

Student Success and Support Program (3SP)

Scope and Intent of 3SP

…Student success is the responsibility of the institution and student, supported by well-coordinated and evidence based student and instructional services to foster academic success.

Title V, Section 555000

The Mandate

SEC.4.

Section 78211.5 of the Education Code is amended to read:

78211.5

(a) The purpose of the Seymour Campbell Student Success Act of 2012 is to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions. The focus of the Seymour-Campbell Student Success Act of 2012 is on the entering student's transition into college in order to provide a foundation for student achievement and successful completion of student' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement. The Seymour-Campbell Student Success Act of 2012 targets state resources on core matriculation services that research has shown to be critical in increasing the ability of students to reach their academic and career goals. By focusing funding in these core areas and leveraging the use of technology to more efficiently and effectively serve a greater number of students, the goal of the Seymour-Campbell Student Success Act of 2012 is to provide students with a solid foundation and opportunity for success in the California Community Colleges.

The intent of the 3SP mandate refocused Matriculation services that were have been in existence in the college. In most cases these services adequately helped students given their scope, but as the reach of 3SP called for a greater number of students to be served, counseling and other support services required augmentation and remodeling.

As a result of extensive dialogue during many department in-services, the Counseling Department met with Counselors from Ventura and Moorpark College and formulated an action plan to address 3SP. The plan took into consideration the current operational needs of the Counseling Department and acknowledged services and processes in place that already complimented 3SP objectives. Other critical information was drawn from the Program Review Process, where specific initiatives were spelled out (listed below) after the extensive collection and review of baseline data used to justify said initiatives. In several cases, the Program Review process set the groundwork for creating the change essential to successful implementation of 3SP. For example, initially, there was no 3SP coordinator and the Department Chair of Counseling served as both Department Chair and 3SP Coordinator. The following are some of the initiates that were originally presented and have come to fruition:

In the area of Technology.
- Purchased laptops for the Counseling Department and its students
- Purchase 23' double monitor for all counseling offices

Staffing
- Hire a full time 3SP Coordinator: Today with have an Assistant Dean who serves as the Dean of Student Success and Support Services.
- Hire a full-time Counselor to meet needs of 3S
- Increase hourly counseling budget
- Maintain current level of counseling

Facilities
- Develop a dedicated area to serve as a Career Center and Transfer Center

As the Chair of the Counseling Department it is imperative that you keep abreast of changes within the 3SP mandate. Especially, when services provided by Counselors play a major role in the funding formula.

Student Success Act of 2012 SB 1456

Requires orientation, Assessment and Ed Plans
(http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/SSSP%20Handbook%202014/2016%20SSSP%20Handbook_FINAL%20(3).pdf

- Requires student to declare a Program of Study
- Incentivizes success with BOGW conditions
- Establishes Enrollment Priorities
- Links funding to Delivery of Services

Funding based on core services provided

40% - Base funding based on Headcount

60% - Based on # Student Served:

- o Initial Orientation- 10%
- o Initial Assessment-10%
- o Abbreviated SEP – 10%
- o Counseling/Advising – 15%
- o Comprehensive Ed Plan – 35%
- o Other Follow-up Services- 5%

Overseeing the function of the Department

The overall mission of the Counseling Department is to provide essential support to community college students. Oxnard College counseling programs performs a set of core functions through individual and group interactions including counseling and instruction. These functions are fundamental to the mission community college counseling that every program, whether general, categorical, or aimed at specific populations such as the Omega program, should perform them. These functions are derived from the California Education Code, materials from the California Academic Senate, and the American Counseling Association.

The Counseling Department strives to facilitate the achievement of student's academic goals by providing a comprehensive academic, career and personal counseling vital to them completing a program of study at Oxnard College. The goal of the Counseling Department is to assist students, full and part time, with the process of determining their educational objective and developing a plan to achieve that goal. Educational paths include earning an AA/AS degree, transfer to a four-year institution with or without an AA/AS degree, enrollment in certificated programs, skill or work related enhancement classes, recreational courses, ESL and English Learner Classes, Basic Skills classes and or other preparation classes. Additional options include personal growth and career research, job and career and life exploration.

With the Student Success Act of 2012 being implemented,, the department has focused on creating processes designed to meet the mandated requirements. Counseling services have morphed from past practices of meeting one to one with students in order to provide services, to looking for creative ways to offer the same services while reaching a larger number of students. The following services offered include but are not limited to:

- Developing Abbreviated Educational Plans
- Developing Comprehensive Educational Plans
- Completing Degree Evaluations
- Assistance with Financial Aid appeals
- Developing Ed Plans for Athletes
- Evaluating external transcripts
- Developing academic success agreements/plans
- Transfer plans and information
- Associate for transfer verifications
- CSU and IGETC certification
- Academic renewal
- Pre-requisite approval waiver
- Review and interpret assessment scores
- Identifying a transfer pathway
- Multiple measure for math and English placement
- Career counseling
- Personal counseling
- New Student Orientations
- Personal Growth classes
- Participate in high school college nights and open house events
- Career and College Days
- Outreach events
- Letters of Recommendation for students
- Veterans counseling, educational plans and service forms
- Transfer Day
- Provide counseling for ESL and English Language Learners
- Readmission and Continuing Enrollment Petition
- Referrals to appropriate campus services; tutoring, EAC for testing, financial aid, health center, learning center, and community agencies

The Department Chair is responsible for all the moving parts of the program, including updating all forms used to provide the services listed above. When changes occur as they often do in regards to how forms are processed or petitions filled out, again, it is the role of the Chair to keep abreast of such changes and to bring that new information or training to the department.

Go-to Person

Running interference and putting out fires comes with the territory and being able to think quickly on your feet while adapting to unexpected changes also comes with the position. You become the cement that holds the department together. You may arrive at your office with your scheduled planned out only to be met by unexpected demands; unscheduled events, issues with students that are upset or unhappy for some reason, a

Counselor needs to change his/her schedule, an instructor is out sick and now you have to decide whether to cancel or find a substitute teacher, and banner is down so you can't print transcripts. Unexpected issues arise in all forms.

Establishing a Positive Culture within the Department

On any given weekday we spend more time with each other than we do with our families. The Chair sets the tone for how faculty interacts with one another. Building a positive working environment is the reason faculty looks forward to working within the department. It is important for the Chair to encourage and foster a collegial environment where faculty feel valued, as part of the team. How one feels working within a department will directly affect performance and attitude towards students and other faculty. The inability of some to get along may have a major impact on the department. The Chair's role is to help faculty work through differences when issues arise. Having a strong team that respects one another allows the department to focus on important tasks such as addressing and meeting the needs of students.

The Chair must contemplate what impact if any will arise by accommodating individual needs of each faculty member within the department. At times you may be faced with making concessions to an individual who needs to be off contract during a time that normally calls for "all hands on deck." The Department Chair will oftentimes be called upon to make decisions that may impact the department in one way or the other, keeping in mind that all decisions should benefit the department as a whole.

Regardless, of what your leadership style is, being fair and treating all faculties equitably should be of the utmost importance. Equity is paramount in order for a department to succeed. Furthermore, making sure that no one person is asked to take on more of a work load then others is important. Evaluating how work is parceled out and what the expectations are of each individual should be a shared effort where no one person is overloaded with work. Balancing expectations and duties can prove to be quite overwhelming at times. For this reason it is important to involve faculty and to not be afraid to delegate task to those who express the willingness and have the capability to take on such task. Otherwise, you may end up in a situation where you take on task that could have been assigned to another in the department. Encouraging others to take on leadership roles helps the department evolves and grow as a whole. A department that is **not** 100% dependent on its Department Chair is a functional, healthy department.

Recognize strength amongst Faculty

Identifying individual strengths amongst faculty can serve to uplift, develop a strong and effective team and department. The objective should be to multiply strength as opposed to diminishing potential. It is important to allow faculty to take on new challenges, especially those who express the desire to take on more than their typical assignment.

In the area of instruction this may mean taking a chance on a new instructor who expresses an interest in teaching a new course or, increasing their current load. Within counseling there are many initiatives that required attention and commitment in order to be realized. Never discourage those who express interest as long as taking on new projects does not interfere with their current assignment.

When working with faculty, become familiar with each individuals strengths and weaknesses. Delegate based on those strengths. Support them where they reveal a weakness by offering training or addressing issues during department meetings. Never single out one faculty member. If one individual does not understand a process,

review it with the entire department in case others are in the same boat. For example, if you are aware that one faculty member does not feel comfortable doing presentations, assign him/her to another task. Focus on multiplying their strengths by giving them assignments or task that they will feel comfortable and effective. Do not be a "diminisher" by discouraging those who express a desire to do more or take-on new projects.   Often times, strengths of an individual go unnoticed. Other times they are noticed but, not allowed to flourish by a chair that may believe they are giving up control.

Creating processes and implementing change within the department

Developing a collegial, positive and functional cultural may require implementing new processes that facilitate positive change. Those who have worked within the department for years may struggle with change because they have grown accustomed to how things have been. Whereas, newer faculty will adapt more easily. Vetting new processes and procedures through departmental meetings allows faculty to have input. When faculty is able to participate in the decision making or development of new processes, they will be more willing to implement new processes or initiatives, thus, bringing success to the department.

Connection between the department and administrators

The Department Chair works with the Dean to address issues that affect the department. While the Chair reports back to the department, issues or concerns that faculty may have are also communicated to the Dean. As the representative and spokesperson for your department, you take on the role of advocate for your department and the students you serve. The Chair brings back to the department the perspective and concerns of the Dean. At times you may take on the role of a "manager," implementing policy; however, at the end of the day, it is important that you remember you are faculty, not management.   On the other hand, if there is a conflict between what the departments has collectively agreed are its needs and what is presented by the Dean as the college's needs, the Chair serves as the intermediary, conveying the department's perspective to the Dean, and the Dean's perspective to the department. If an issue is particularly controversial, the Dean may meet with the whole department

You are not alone

There may be times when you are called upon to make difficult decisions that may affect others. You may have to tell an adjunct that you will not be offering them a contract for the following year. If you are not confident on how to proceed, seek out counsel, advice from others who may have more experience, such as a more seasoned Department Chairs or your Dean or Vice-President.   If it is a contractual issue, you contact your union representative.

Training of New Faculty

New faculty goes through an adjustment period and relies on the Chair for guidance.   Make sure new faculty are provided with training and guidance as they acclimate to their new position. Make them feel welcomed and comfortable asking questions.   If they are a new Counselor, allow them to shadow several of the experienced Counselors. Those who may be seasoned Counselors or Professors, yet new to the college will benefit from the training. The most important thing you can do for the new person is to make them feel welcome as an integral member of the department and to communicate to them that you support them and will assist them through their transition. Be considerate when developing their schedule.   Although the

department needs should come first, if you are able to offer a schedule that works for both the department and the faculty, accommodating their needs will help ensure their success.

I remember when I first left counseling and moved to another department to teach. I was given a schedule where I would teach one class, then have to wait three hours before my next class. My schedule was all over the place. When setting up the schedule for new Professors, try to give them classes that they are comfortable teaching. At least until they acclimate to your college. Assigning them several sections of one course will also cut back in the prep time and be less stressful for the new faculty.

New faculty member should receive a basic orientation that focuses on the specifics of the department beyond the orientation given by the district. Giving new faculty support and mentoring is critical. New faculty should attend meetings where information is being disseminated and they should know who to go to when they have questions. Check in with the new faculty to see if there is anything they need. They will feel your support if they know that they can come to you at any time.

Tenured Faculty

Newly tenured faculty continues to need mentoring and support. Oftentimes we do not pay as much attention to those who are tenured yet; they should know that they can come to you or anyone else in the department if they have questions. Encourage them and remind them that even though they are not under the microscope any more, they should always strive to learn more.

Introducing New Faculty to Department

Introduce the new faculty member to everyone within your department. Assign them to shadow other Counselors for the first two weeks. Professors are in a unique position where it is difficult to shadow other Professors; however, introducing them to tenured Professors that can serve as mentors will help them evolve as Professors.

Office

 Make sure they have an adequate workspace that provides them the ability to serve students in a confidential environment. Offices are assigned based on longevity.

Process for assigning office to new full-time faculty

1. Approval by Dean/VP
2. Submit a request to Academic Senate President
3. Once approved by Senate, assign the office
4. Adjunct Counselors: May be assigned office space without seeking approval from the Senate.

Keys

Full-time faculty will most likely receive a key to the building and their office, whereas, adjunct (Counselors) will not, with the exception of instructional faculty.

Process:

1. Submit a request to the Dean/Vice President
2. Dean/VP will submit a written request to Maintenance and Operations (M & O)
3. M & O will contact faculty member once key is ready for pick up

Mailbox

Every faculty member is assigned a mailbox which can be found in the mail room located in the Administration Building. Although within the Counseling Department, a student worker normally collects the mail, it is the responsibility of every faculty member to check their box.

Parking Permit

Every faculty member is entitled to a free parking permit for their vehicle. The request form is located on the college portal.

Lync Phone System

Make sure their phone is set up and they have the clearance necessary to log-on through the computer. Fortunately, with the new Microsoft's system for unified communications in the enterprise, it goes where you go within the District as long as you have network connectivity. Other useful features useful include:

- Unifies voice and video calls, Lync Meetings, presence, and instant messaging (IM) in one easy-to-use-client.
- Unified communications securely over the Internet i.e. Skype
- Joining a Lync Meeting requires only a single touch or click on smart phones, tablets, and PC's
- Allows PC and Mac users to join a Lync Meeting from a browser.
- Menu that appears over a contact in the Lync contact list and shows available communication modes.

Process

1. Submit request to David Alexander
2. Test computer to make sure it is working for faculty member

Computer

The assigned computer should have all the software necessary for them to do their job.

Process

1. Submit request to Help Desk

2. Program clearance: Submit request to Admissions and Records (Joel Diaz) so that he can give the new faculty member access to:
   - Banner
   - GradesFirst
   - DegreeWorks
   - Department Email
   - OnBase

3. Counselors: Submit request to Victory Kitamura to add email addresses on computer: occousneling@vcccd.edu. clearmyprequisite@vcccd.edu, gradapplication@vcccd.edu, etc.
4. If problems arise, they should know who to contact: Help Desk, or by filling out a work order request. Also, make sure if they are using a new computer that it is programmed to a designated printer.

Mailing /Listserv

All faculty, including adjunct and non-tenure track should be included on the departmental mailing list so that they receive electronic communications such as emails, invitations to meetings, and events, while also making clear which are professional obligations and which are extended as a matter of courtesy. If you are uncertain what level of obligation are appropriate for a particular type of non-tenure track position, you should consult with the Dean.

Office supplies

The office space they will be working in should be equipped with basic offices supplies needed to do their job such as paper, pens, paper clips, college catalog, etc.

Photocopying

Provide the photocopying code used for making copies on the printer within the office. For those who teach courses, copies can be made within the office, however, any large amount should be sent to publications. For example, midterms or final exams.

Forms New Counselors should be made aware of all forms used within the department. Forms can be reviewed during the orientation.   It is important that as Department Chair, you become familiar with all forms used in counseling because when someone is not sure how to fill them out, they will come to use for guidance. Furthermore, keep up with any changes that need to be made in order to update forms that are commonly used.

Delegating

As Department Chair, try to delegate task which can be performed by others. Areas that can be delegated to others include:

- Training new faculty
- Taking minutes at meetings
- Developing a schedule for classroom visits
- Updating forms used within the department
- Updating department website
- Monitoring online service
- Monitoring department emails
- Phone calls - student campaigns
- Setting up workshops
- Supervising interns

When delegating tasks, assign based on the individual strengths. If one individual faculty member has strong organizational or technical skills, utilize those strengths when the opportunity presents itself. They may be selected to develop a newsletter for the department or post current events to the website.

At the end of the day the responsibility for seeing that the department runs smoothly and that all task are accomplished falls on you. When you assign task to others, make sure they are given clear direction on what the expectations are in completing the task. If the job is not being completed based on the timeline that was established between the two of you or your entire department, then address this issue one on one. Find out what is keeping that faculty member from accomplishing the assigned task. Ask, how can you be of assistance? Do they need additional resources? If they are unable to complete it, consider asking another faculty member to assist with the task.

Yearly Calendar

Counselors work an 11 month contract. Each year a calendar outlining the 193 days they are required to work is submitted to the Department Chair along with a plan for how they will use their weekly professional development hours. Provide a calendar guide which has noted all "hands on deck" dates when no one should be off contract. These are the times when there is the highest student traffic or major events taking place such as the last day to apply for graduation or to drop a *class (Sample calendar and instructions on how to fill out can be found in the Appendix section).*

Once the calendar is reviewed, they are submitted to the Vice President of Student learning or Dean for final approval. If changes are recommended by the Chair to meet the needs of the department, the calendar is given back to the Counselor in order for him/her to make the necessary changes. The VP has the final approval, however, in most cases will support the Chair who is more abreast of what the needs are for coverage.

Weekly Calendar

Counselor's work a 35 hour week. A weekly schedule is submitted along with the yearly calendar. The weekly schedule shall have the daily scheduled outlined including the three hours of professional development.

Professional Development Hours

These hours should be used to study or read up on new initiatives or to familiarize themselves with new processes. The three hours can also be used by adding several weeks in order to use them to attend an event. For example, if a faculty member wants to attend a six hour event, he/she can choose to use two weeks of professional development hours for the event. When submitting a weekly schedule for the year, professional development hours should be noted. Once you receive the professional development plan, it is submitted VP or designee

Office Prep Time

In addition to the three hours of professional development, Counselors are entitled to 30 minutes of office preparation time each day to be included within the 35 hours per week. Counselors are usually blocked off for the first 30 minutes of their day to review emails and prepare themselves for their day. Although it is not mandatory that all Counselors take their 30 minute prep time at the beginning of the day, this seems to be the best time for them to get focused.

Prep Time for Adjunct Counselors

Whether or not Adjunct Counselors receive prep time, is up to the discretion of each department. It seems that they too need time to prepare for their day.   If everyone is scheduled for the first 30 minutes of the day, the impact should be minimal to students who are getting checked in and transcripts are being printed.

Lunch

Although community college faculty is not governed by labor law, it is up to the discretion of the Dean or VP to require Counselors to take at least a 30 minute lunch break. Offering the best counseling services to students is of utmost importance. Working more than six hours without a break does not allow Counselors to put their best efforts forward. As the Chair you can insist with the support of your VP that Counselors take a break if they are working 7-10 hours per day.

Absence

Every Department Chair will establish a process by which Counselors report absences. Within our department we have established a process whereby Counselors text the chair and office assistant so that coverage can be adjusted or appointments rescheduled or assigned to another Counselor.

Absentee Reports

Counselors submit absentee reports to your office at the end of each month. Ask the Office Assistant to confirm the dates and then submit to the Student Services administrative assistance, or administrative assistant of the instructional department.

  Copies are made which are kept in a binder and the original one is submitted to the District by the Administrative Assistant.

Personal Necessity

Per the AFT contract Article 8, Accrued full-pay sick leave may be used by a faculty member at his/her election in the following cases of personal necessity:

(1) Death of a member of his/her immediate family when additional leave is required beyond that provided for Bereavement Leave by this agreement.
(2) Accident, involving his/her person or property, or the person or property of a member of his/her immediate family.
(3) Appearance in any court or before any administrative tribunal as a litigant party, or witness under subpoena or court order.
(4) Personal emergencies, which include recognized religious holidays, serious illness involving a member of the immediate family, and personal business of a compelling nature.
(5) Personal necessitates as determined within the discretion of the faculty member, provided that such leaves shall require reasonable advance notice (in cases other than emergencies, 48 hours constitute reasonable notice) to the Dean, and provided further that the District may limit the total number of faculty taking such leaves at any one time to a reasonable number.
Use of sick leave for the above purpose shall be limited to six days in any school year for a contract faculty member or 60% of one year's accrual of sick leave for a faculty member on non-contract assignment. The explanation goes on, however, for the purposes of Counselors, this suffices to explain its limitations.

"Immediate family," Per the AFT contract, is defined as mother, father, spouse, domestic partner, grandmother or grandfather of the faculty member or the spouse/domestic partner of the faculty member, sister, brother, son, daughter, uncle, aunt, niece, nephew, son-in-law, daughter in-law, grandchild, brother-in-law, sister-in-law, mother-in-law, father-in-law, step-child, step-sister, step-brother, or any relative of either spouse/domestic partner living in the immediate household of the employee.

Bereavement Leave

Any faculty member shall be allowed a leave of absence not to exceed five working days on full pay when such absence is occasioned by reason of death in the immediate family of the faculty member or by other acute bereavement.   It is important to check in with the faculty member who is missing work for the reasons stated above. Offer your condolences and support from the department. Plan for coverage while the faculty member is out. Reschedule appointments and assist in areas needed to serve students that might have been schedule with the Counselor that is out due to special circumstances. As for Professors, keep in mind that there is a minimum number of contact hours per class. Make sure that a substitute Professor is secured in order to not go below the minimum contact hours. Many departments do not obtain a substitute teacher until the second absence, however, if the course only meets once per week, we are looking at missing three hours of instruction which would equal a full week for courses that generally meet twice per week. Thus, you may ask your Dean if you are able to hire a substitute teacher for the first class, assuming you have been given advance notice by the Professor.

Subpoena and Jury Duty Leave

Anytime a faculty member is absent from work for any of the above stated reasons including jury duty, the issue of providing coverage for any projects, commitments, or appointments that faculty member may have

had, falls on the chair. In the case of jury duty, you may not know how long the Counselor will be missing work, and thus, it is important to plan ahead for his/her absence.

You can find more detailed information in your AFT contract, Article 8,

Department Meetings

The Student Services Division is comprised of various departments. Counseling services within the division include General Counseling, EOPS/CARE, CalWORKs, and the Veteran's Center. They all have their individual department meetings to address issues specific to their area..

Agenda

Department meetings are not governed by the Brown Act, and thus, you do not need to post the agenda publicly prior to the meeting. However, It is important to have an Agenda for all department meetings, even if it is a one agenda item meeting. Having an agenda keeps you on track and allows you to be effective in taking care of the business at hand; otherwise, the meeting can be derailed and go in every direction except the direction it needs to go. Having an agenda and documenting business is also useful for accreditation purposes. General counseling meets every Wednesday morning. The department as a whole was notified during a staff meeting that agenda items are to be submitted no later than the Friday, prior to the Wednesday meeting. I also send an email at the beginning of each semester to remind the department of protocol and processes we have collectively developed and agreed to. Faculty should receive the agenda at least one day prior to the meeting, whenever possible.

In general counseling, meetings always begin with a report from the Department Chair. Afterwards specific agenda items are addressed and lastly, faculty report on participatory governance committees they attend and any other announcements are made pertinent to the department.   Examples of topics include:

- The role of each faculty member
- Coverage: the need of the department to optimal coverage at all times.
- New Processes: A new process was developed for completing financial aid appeals.
- Old Processes: Checking in to discuss what is working and what needs to be changed.
- Training: Assessing the needs of Counselors. When the college adopts a new program such as DegreeWorks or GradesFirst, a needs analysis is completed to determine what and how much training is required for faculty to be able to use the new product.
- Activities: Who is doing what? For example, classroom visits, workshops, and outreach.
- Schedules: Are discusses and parameters are agreed upon by the department
- Program enhancement: An entire meeting can be dedicated to how to improve the services currently being offered.
- Assessment: Common Assessment status? What multiple measures do we employ?

During meetings, concerns that the group may have as a whole can be presented to the Department Chair who in turn will relay the concerns to the appropriate person, whether it be the Dean/immediate supervisor.

Minutes

How often have you tried to remember a conversation that took place between you and a colleague, and you both have a different perception of what was said? Minutes document important dialogue that takes place during meetings. Action items are documented and they serve as an important tool to memorialize what was said during the meeting. Minutes are also important for accreditation purposes.

Hallway Meetings

 Avoid meeting with individuals in the hallway, as you are running out the door to a meeting or just in passing. Oftentimes, you may forget what you said or what the faculty member said to you. Later, when asked you may not recall what you committed to doing. I have found it to be more constructive and reliable to always ask the individual to send an email to remind me to follow up on what was said. This also hold the individual accountable, and puts the impetus on them to follow up with you. Department Chairs usually have a full plate, and to trying to remember every conversation that takes place while you are on the go, will only serve to make you look unorganized, unreliable, and even incompetent when you do not complete a task you agreed to while getting onto the elevator.

How often to meet?

Most Counseling Departments meet once a week, while instructional departments meet at least once or twice during the semester. Once the meeting times are established, try to stick to the same time and day for consistency and continuity. Since the Student Services Division does not open until 10:00 am on Wednesdays, meeting in the morning works well.

Process: Having productive Department meetings

1. Establish a standing weekly meeting.
2. Send a meeting invite to the department so that they will automatically be blocked off on their calendar.
3. Discuss meeting etiquette in the beginning of the semester.
4. Although Robert's Rules of Order, are not necessary, come to an agreement as to what protocol will be implemented.
5. Remind faculty that meetings will go much smoother if one individual speaks at a time. Everyone's opinion matters and is meaningful. Ask them to raise their hand which will alert you to them wanting to speak. Call on them in the order they raised their hand.
6. Welcome and check in with everyone before you get down to business.
7. Be mindful of the time and keep the meeting moving based on how many items are on the agenda.
8. Let those who added agenda items know that you will try but cannot promise you will get to their agenda item. If you are unable to address their item it will be place on the agenda for the next meeting.
9. Let guess speakers know how much time they have and hold them to the time, unless your schedule is flexible and you have a light agenda.

Meeting Etiquette

As participants we agree to:

1. Listen actively—respect others when they are talking
2. Keep an open mind
3. Ask clarifying questions to make sure we understand others
4. Be aware of balance in our own and other's participation-step up or step back as appropriate
5. Share our own experiences and opinions with "I" statements, rather than generalizing with "We" or "They" comments
6. Respectfully challenge ideas, not people
7. Respect the groups' time and keep comments' brief and to the point

Division (Joint Counseling Meetings)

Each department meets individually to address department issues. Division meetings are designed to bring all the Counseling Departments within Student Services together to share information and to benefit from training and professional development. Division meetings, per our AFT contract are held twice per month for two hours (1:00pm-3:00pm). The following are common topics that are usually addressed during division meetings. Often times program directors from other units within Student Services are invited to do in-house training or update Counselors on new initiatives.

- Articulation: New ADT's, courses and programs that have been approved, GE, IGETC and CSU articulation agreement with universities
- Admissions and Records updates on petitions, graduation and transfer (petition) process
- Financial aid updates: Appeal process AB540 students
- Veterans-update on requirements for program approval
- Dental Hygiene requirements and admissions process
- Assessment: Faculty from the Math and English Department collaborate with faculty to establish multiple measures for placement

Planning Process for Division (joint counseling) meetings:

1. Meet with division/in-service committee, which is usually comprised of the Department Chair, a representative from EOPS/CARE and the Educational Assistance Center (EAC) to establish the dates and times for the year.
2. Send the calendar to the division.
3. Wait for feedback in case there are conflicts that the committee was not aware of, such as the CSU or UC conference.
4. Once confirmed, email a copy of the calendar to all Counselors.
5. Send meeting invites to all Counselors for all meetings
6. Post a copy on the counseling website.
7. Send a copy to the office assistant so that she can make sure faculty members are blocked off in case they did not respond to the meeting invite.

In-Services

In-Services are designed to bring the entire counseling division together for a monthly all day event (8:30am-3:00pm). In-Services could be viewed in terms of professional development. The monthly in-services are

assigned to each department on a rotation basis. Each department has the opportunity to organize an in-service. Some events that may be offered during an in-services include:

- Going off-campus for a retreat
- The division may choose to use the day to work together to come up with a new process for assisting students that are at risk
- A motivational speaker could be invited to improve the moral of the division
- Hands-on training can be offered on new software

Training and Professional Development

Faculty, especially Counselors and counseling programs share a responsibility to provide competent academic, career, personal and crisis intervention counseling services to students. Therefore, programs must ensure that professional development activities are made available to all counseling faculty.

Adjunct Faculty and Meetings

Within our district, it is at the discretion of the Department Chair and the department whether to include adjunct or non-tenure track faculty fully in departmental matters and meetings. It varies dependent upon the position they hold. Nonetheless, the more information they receive the better informed Counselors they become.   Whenever possible, adjunct and non-tenure track should be included in meetings. If they are unable to attend due to department needs, the information distributed during meetings should be made available to them. Some may argue that adjuncts who only work minimal hours should not attend. However, one can also argue that whether they work one to fifteen hours per week, how many students lives are they affecting, if they do not have accurate information due to the fact that they are excluded from important articulation or other meetings where this information is being dissimilated? It is never quite the same to receive information after the fact, as opposed to being present during the meeting whereby you have the opportunity to ask questions and hear feedback.

Non-tenure track positions:

Non-tenure track faculty contributes and brings much value to our department. Being able to depend on a solid adjunct Counselor helps the department run smoothly.   Non-tenure track faculty may be hired provisionally, during impacted times of the year, or the department may be supplemented with adjunct faculty on-going. Adjunct or non-tenure track faculty such as our Equity or CalWORKs counseling faculty should be integrated into the department wherever possible and should always be treated with professional regard and consideration and respect. Their contributions to the department are instrumental to having an effective and positive program. In many cases they take on tasks and roles no different than our tenured faculty, without the guarantee of a permanent position.

Interns

The Counseling Department accepts graduate interns, who are provided training and close supervision during their internship to ensure quality service to students.   Interns are closely screened to determine their knowledge and readiness before they see students outside the presence of a counseling faculty member.

Interns can assist Counselors with projects, make calls to students and assist in many facets while staying within the parameters of their position. Inquiries from prospective intern should be directed to Leah Alarcon, Assistant Dean of 3SP.

Developing leads within the Department

In the area of counseling there is a lot to keep up with. It is difficult for one Counselor to be an expert in every area. For this reason, Counselors who express an interest in one area become the lead Counselor. They keep up with new initiatives' and update the rest of the department when changes are made that affect that student population. Some areas include: Dental Hygiene, Veterans, Transfer and Career counseling.

While some focus on specific disciplines, others take the lead in offering special workshops such as academic probation, transfer, career and application workshops.

Communication

Establishing good communication between the chair and the department goes a long way in having a positive working relationship and strong department. When you listen to concerns or feedback and respect their contributions during one on one or group meetings, they feel valued as an integral part of the process. Developing relationships based on honesty and respect is paramount to having a solid department. Being accessible as a chair is important, faculty should know that they can come to you with issues, and in your absence, someone else should be identified that can address concerns. I rarely close my door, and Counselors know that they can come in at any time if they have a question or concern. I believe this helps with the office moral because faculty know that they have a voice and their voice is heard.

When receiving emails, or phone messages, try to respond in a timely fashion. Understanding that you receive numerous emails per day, scan your inbox for any emails that are from faculty within your department or your Dean or VP. It is easy to miss important communication. Even when you are diligent, emails can fall through the cracks. Let your department know that if it is an urgent matter, to follow up with a phone call if they do not receive an immediate response. Faculty may not comprehend how overwhelmed chairs can be with the demands of the department, faculty and the administration. Department Chairs are usually the first point of contact for all others who need to communicate with faculty, whether it be the financial aid office, registrar, health center, Dean, or Vice-President of Student Development.

If and when there is a misunderstanding within the department, use the department meetings to clarify the issue unless the issue is affecting one individual. In this case try to meet one on one to get to the bottom of the misunderstanding. Nevertheless, if there is disagreement, faculty should be able to work together and be productive as long as respect for one another is maintained. Individuals have the right to disagree, and are entitled to their own opinions and philosophy. However, respect and collegiality should be maintained at all times in order to have a healthy working environment. Everyone should feel they can voice concerns without being chastise by others within the department. As mentioned earlier, as Department Chair it is important that you use your weekly meetings as a forum to clarify and resolve issues. Besides fostering a positive working environment, meeting on a consistent basis is important.

Hostile Work Environment

Hopefully, the time will never come within your department where you are required to take action against a fellow faculty member due for behaving in such a manner that a hostile work environment is being created by the actions of that individual. If respect is not demonstrated to one another and faculty are made to feel uncomfortable by the actions of another, the issue should be addressed immediately by reporting the incident to your supervisor, Dean or Vice-President of Student Learning or in the case of instructional faculty, Vice President of Instruction. The following is the U.S. Equal Opportunity Employment Commission (EEOC) definition of a hostile work environment.

	U.S. Equal Employment Opportunity Commission
	EEOC Definition of Hostile Work Environment

https://www.eeoc.gov/laws/types/harassment.cfm

Harassment

Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA).

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people.

Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance. Harassment can occur in a variety of circumstances, including, but not limited to, the following:

- The harasser can be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non-employee.
- The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.
- Unlawful harassment may occur without economic injury to, or discharge of, the victim.

Prevention is the best tool to eliminate harassment in the workplace. Employers are encouraged to take appropriate steps to prevent and correct unlawful harassment. They should clearly communicate to employees that unwelcome harassing conduct will not be tolerated. They can do this by establishing an effective complaint or grievance process, providing anti-harassment training to their managers and employees, and taking immediate and appropriate action when an employee complains. Employers should strive to create an environment in which employees feel free to raise concerns and are confident that those concerns will be addressed.

Employees are encouraged to inform the harasser directly that the conduct is unwelcome and must stop. Employees should also report harassment to management at an early stage to prevent its escalation.

Employer Liability for Harassment

The employer is automatically liable for harassment by a supervisor that results in a negative employment action such as termination, failure to promote or hire, and loss of wages. If the supervisor's harassment results in a hostile work environment, the employer can avoid liability only if it can prove that: 1) it reasonably tried to prevent and promptly correct the harassing behavior; and 2) the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer.

The employer will be liable for harassment by non-supervisory employees or non-employees over whom it has control (e.g., independent contractors or customers on the premises), if it knew, or should have known about the harassment and failed to take prompt and appropriate corrective action.

When investigating allegations of harassment, the EEOC looks at the entire record: including the nature of the conduct, and the context in which the alleged incidents occurred. A determination of whether harassment is severe or pervasive enough to be illegal is made on a case-by-case basis.

If you believe that the harassment you are experiencing or witnessing is of a specifically sexual nature, you may want to see EEOC's information on [sexual harassment](#).

As a faculty member, it is important that you know your rights and understand that you do not have to tolerate behavior that is offensive or negative. One should be afforded a working environment that is positive and mentally healthy. Ignoring negative behavior will only create an environment in which you do not look forward to working in without feeling stress and hostility.

Student Complaints

Complaints usually are brought to the attention of the Department Chair before they go to the Dean or VP. How complaints are addressed depends on the culture of the department. If a student complaint against a faculty member is received, you may choose to address the faculty member in question or explain to the student that they have the option of filing a formal complaint through the office of the Vice-President of Student Development.   Within my Department, it was a consensus that Counselors would be made aware of the complaint by another faculty member or student to give the Counselor the opportunity to discuss the situation. This only applies if a formal complaint has not been submitted to the VP.   Once it is submitted to the VP, discussion of the situation should cease.

Keep in mind that students are students, and we are the professionals. There should be zero tolerance for those who take advantage or mistreat students in any way. In such a case the situation should be brought to the attention of the Dean or VP. If the situation is not resolved, encouraged the student to proceed to the President or Chancellor if necessary.

Evaluations:

Pursuant to the AFT contract, Article 12 Department Chairs are responsible for conducting evaluations for adjunct, tenured and non-tenure track faculty.

According to Article 12.4.C., Non-contract faculty shall be evaluated at least once during the first semester of employment with the District and at least once every six semesters thereafter.

Regular faculty members shall be evaluated at least once every three years. The Ventura County Community College District Office will send you a list of who (full-time) is scheduled to be evaluated along with the dates.

Tenure Track Committees: Department Chairs serve as co-chairs on tenure track committees for new Counselors.

The process for evaluations is detailed within the AFT contract in Article 12, pages 53-63.

Longevity List

The longevity list is used for two primary purposes.

(Current list can be found in the Appendix section).

1. **Assigning Personal Growth (PG) courses (Counseling) and all courses within Instructional departments**

    It is the duty of the Department Chair to assign faculty to teach courses. The longevity list must be followed when making these assignments. Start at the top of the list and offer the course to the highest ranking faculty member. Do not proceed to the next faculty member until you receive a response. Expedite this process by setting a deadline by which you need to hear from faculty before moving on to the next person on the longevity list. Regardless, if you know by word of mouth that a faculty member is not interested in teaching, request that they send you their response via email in order to document their response. Skipping a faculty member on the longevity list for class assignment or

2. **Assigning extra hourly to Counselors**
    Depending on the needs of the department and available budget, full-time faculty may be awarded up to 108 extra hours beyond the 35 hours per week assignment.

    a. Fall and spring semesters: Full-time faculty may not exceed 108 hours of extra hourly. Adjunct Counselors may not exceed 410 hours per semester.

b. Summer: The AFT contract is silent as to how many hours can be assigned during the summer. However, as a department, it has been an agreed upon past practice that hours be divided up evenly and offered to full-time faculty first, and then to adjunct faculty. Keep in mind when assigning hours to faculty, full or part-time, that hours are assigned based on the department's need for coverage, not when it is convenient for faculty. If budget is not an issue, determine how many hours of coverage you need, especially since full-time faculty may be off-contract during the summer months and adjunct are still limited to 21-23 hours per week.

Process

1. Announce during a department meeting that you are planning for coverage for the next semester or summer.
2. Follow up with an email. Set a date by which you will need a response as to who is interested in working extra hours so you can plan ahead.
3.   If you do not hear from them by the specified date, you may proceed with the understanding that they will not receive extra hours. Ask everyone to respond by email, not verbally.

3. **How does one get onto the Longevity List?**

Per the AFT contact, Article 5, adjunct faculty must work four semesters during a four-year period prior to being placed on the longevity list. Full-time tenured faculty are automatically placed on the longevity list based on their hiring date. Listed below full-time faculty will be the adjunct faculty based on how many semesters they have been teaching. If a faculty member receives an excellent rating by the majority of the evaluation committee, they are listed as "preferred" and placed at the top of the list. The only way their status can change is through the evaluation process. In the case assigning courses, the faculty member with a "preferred" rating must be offered the course first.

4.   **Previously Assigned Load (PAL)**

When faculty are assigned extra hours in counseling or courses to teach, the amount of hours or courses are assigned a number to determine the load. For example, a 3.0 unit class is assigned a .2 whereas a 1.0 unite class is a .0666

Formula for determining load

For Professors who only teach classes, they are assigned a load based on their Previously Assigned Load (PAL), unless budget cuts affect PAL. However, full time faculty must carry a minimum load (courses). Whereas, full-time Counselors are limited to a maximum load of .18 which equals the 108 hours. Adjunct Counselors are limited to a maximum load of .67 for the semester which equals 410 hours.

Assignment Request Forms (ARF) Article 5 e.. Page 29 of the AFT contract

In order for a faculty member to receive extra hours or a course assignment, they are required to submit an ARF, otherwise they may not be offered either. ARF's are submitted in advance of the term in which they wish to teach or receive extra hourly for counseling. They are submitted electronically and can be

found on the faculty tools on the portal. As Department Chair it is important to email faculty to remind them when they are due and the importance of submitting them on time. If not submitted on time, they may still be submitted, however, they go to the bottle of the list and those who submitted an ARF on time will have the option of receiving an extra assignment before those who submitted them late. Per the AFT contract, the following is the time-line for submitting ARFs:

1) For Fall Semester Assignment:
   - Post ARF during the second week of the previous fall semester.
   - Submit completed ARF at the end of the sixth week of the previous fall semester.
2) For Spring Semester Assignment
   - Post ARF during second week of the previous Spring S
   - Submit completed ARF at the end of the sixth week of the previous Spring Semester.
3) For Summer Intersession Assignment:
   - Post ARF during the second week of the previous Fall Semester
   - Submit completed ARF at the end of the sixth week of the previous fall semester.

Contract for Hourly Assignments (CHA)

In order for faculty to receive a contract for extra hourly assignment in counseling, as Department Chair, you will submit a CHA to whoever is assigned to generate a contract.

Process for generating CHAs

1. Determine how many hours or classes the faculty member will be assigned
2. Fill out a request with the hours listed or submit to your Dean assigned courses (within instructional departments, the Dean usually determines load)
3. Counseling-Email the CHA request form to Blanca Barrios once you have conferred with you VP of student learning hours that Counselors will be receiving
4. Blanca Barrios will submit to VP for final approval
5. Blanca or Nubia Lopez-Villegas will generate a contract that will be sent electronically to the faculty member
6. Faculty will accept or reject, sign electronically and submit

If there is agreement an existing agreement in place between you and the Dean/VP as to how many hours Counselors receive, submit to Blanca who in turn will submit for final approval and signatures to the Dean/VP. Instructional chairs will receive a banner copy of the roll-over schedule where changes are made and Professors are confirmed. Once this is done, submit to your Dean.

When to Submit Work Offers-CHA's- Per AFT Contract Article 5, f. page 29

1) For Fall Semester Assignment:
   - Issue work offers in April of the previous spring semester. Faculty must return signed work offers in May of the previous Spring Semester.
2) For Spring Semester Assignment:

- Issue work offers in October of the previous Fall Semester. Faculty must return signed work offers in November of the previous Fall Semester
3) For Summer Assignment:
- Issue work offers in March of the previous spring semester. Faculty must return signed work offers in April of the previous spring semester.

A faculty member who fails to return a signed work offer in accordance with the timeline specified in Section 5.4.C (3) may not be assigned a workload for that specific semester.

Class Cancellation

In the event that a faculty member assigned on a non-contract basis has any part of his/her assignment as indicated in his/her offer of employment cancelled during the period between the time when the offer was made and seven calendar days before the first day of instruction for the Fall and Spring terms, the faculty member(s) with the least longevity in the same department/discipline (as defined in the current version of "Minimum Qualifications for Faculty and Administrators in California /community Colleges" and in accordance with 5.4 B (1)a. (Appendix L) to restore his/her cancelled assignment.

Within the Counseling Department, a faculty member whose course was cancelled may bump another faculty member with less seniority, however, in most cases the hours allotted for the course are usually converted to counseling hours and this way the faculty member does not lose the hours.

Counseling faculty: Teaching assignment

Keep in mind that counseling faculty work a 35 hour week. If they are teaching a course, the hours spent teaching during the time they would normally be counseling must be accounted for (made up) during the week. Teaching a course is voluntary and not a part of the counseling load. The easiest way to keep track of the hours is by having Counselors teach after their work schedule has ended for the day. This way the two are kept separate. Counselors are issued a contract for the extra course beyond their counseling hours and payment is based on the contract, divided into five equal payments if teaching during the fall and spring semester. Time sheets are not filled out.

Travel Request for conferences and professional development:

The role of a Counselor is to serve students. In order to increase or sustain ones knowledge, Counselors may want to attend conferences to receive additional updates and training. If the college is paying for travel and conference or training expenses, the following is the process for submitting requests for Student Success and Support Program (SSSP) Related Travel.

- Travel request forms must be complete and include a flyer or agenda, information on registration fees, hotel costs and rental car costs (if applicable). You may leave the 'Acct.' area blank and this will be entered upon approval. The mileage reimbursement rate for 2017 is $.535 per mile.
- All travel requests must first go to your immediate supervisor or Department Chair at least 17 days before travel is to take place. Any travel requests submitted after 17 days will not be approved. All forms

must be signed by your supervisor or Department Chair, Assistant Dean of Student Success and Vice President for Student Development. It is recommended that you keep a copy of your travel request for your records.

- All travel (even local) must have a travel request submitted if you think you may need to seek reimbursement. If you are carpooling, you should still submit a travel request as you may decide to drive. Your mileage (or anything else) would not be reimbursed without an approved travel request.
- All travel must be related to SSSP goals and activities (assessment, orientation, educational plans, and follow up). The Assistant Dean and Vice President for Student Development will determine if travel is related to SSSP.
- When choosing SSSP related events, if possible, choose locations that do not require an overnight stay.
- SSSP will not cover out of state travel or memberships.
- Travel must be approved before making travel arrangements.
- When renting a vehicle, please select the most economical choice to meet your needs.
- Upon return from travel, please review the form from Fiscal Services stating required documentation and submit to your supervisor/chair for signatures within one week of your return.
- If you did not complete your travel, you still need to submit the travel request form. Please make a note that you did not travel.

Please reference AP 6336 and AP 6337 and pages 24-26 of the
2016/2017 Faculty Handbook for travel related policies and procedures.

Professional Development Funds: Faculty may also apply through the Professional Development Committee for funds to attend a conference or workshop or other activity

AFT Contract: Article 9-Calendar/Flex Days

9.5. A. Mandatory Flex Days are days on which faculty will perform appropriate flex activities. Contract faculty members are required to attend Mandatory Flex Days and must report absences in accordance with Section 8.2 Faculty may request to complete other activities on the Substitute Activity for Mandatory Flex Days Forms (Appendix H, Form B! or B2). The request must be submitted and approved by the faculty member's Department Chair or Dean before mandatory flex day.

In terms of flex Day Activities, they are designed for teaching faculty and not counseling faculty. The AFT contract, Article 9.5.A does apply to Counselors, however, 9.5 (2)-E does apply.

9.5D. Self-assigned flex day activities include, but are not limited to, the following or the current Title 5, Section 58180

1) Course instruction and evaluation;
2) Staff development, in-service training and instructional improvement;
3) Program and course curriculum or learning resource development and evaluation;
4) Student personnel services;

5) Learning resource services;
6) Related activities, such as student counseling, guidance orientation, matriculation services, and student, faculty and staff diversity;
7) Department or division meeting, conferences and workshops, and institutional research;
8) Other duties as assigned by the District.
   The District agrees to avoid assigning other duties during mandatory flex days. The District reserves the right to schedule additional mandatory activities only when required to comply with Federal or State law. The District will seek concurrence of the Federation regarding these statutory mandatory activities prior to their implementation.

Approval and Reporting of Flex-Day Activities

9.5. Flexible Calendar Day Reporting Procedure

(1) Each year faculty shall complete a Master Flex Day Contract (Appendix H, Forms B1 or B2) by the last day of finals week of the spring semester. Activities can be completed by June 30 provided the activities are recorded on the submitted Master Flex Day Contract.

(2) Although prior approval is not required for self-assigned flex activities, form B1 or B2 shall be completed by faculty member, then reviewed and approved by the Department Chair, department designee or Dean for consistency with the current *Guidelines for the Implementation of the Flexible Calendar Program* (published by the California State Chancellor's Office).

9.6 Non-Classroom faculty shall attend mandatory flex day unless the College President in writing exempts the faculty member from attending because enrollment will be adversely affected by their participation. All faculty exempted from the mandatory flex day activity will schedule an alternate flex day activity during the academic year to be approved by the Department Chair or Dean. Self-assigned flex days may be taken on any day during the academic year; scheduling is subject to approval by the Department Chair or Dean.
Reporting of flex day activities will be done in accordance with Section 9.5.E

9.7 It is assum*e*d that flex day activities will meet the Education Code requirement of a six hour day.

Flex Reports are turned in to the Department Chair by the last day of finals. The Department Chair submits them to their Dean or Vice President of Student Learning within the Counseling Department.

Additional Duties of the Department Chair

Curriculum updates and development:

The Department Chair is responsible for updating curriculum for Personal Growth Courses taught though the Counseling Department while other chair' are responsible for taking the lead within their respective department. In doing so, a work-group is established which includes all Counselors who are currently teaching the PG courses. Outside of counseling, departments will also meet to have input into how course outlines will be updated. Oftentimes, the primary Professor teaching the course will be assigned to take the lead in updating

curriculum.   The Department Chair or designee updates the course on CurricuNet. The course goes through the Curriculum Committee process every five years or as needed.

Student Learning Outcomes (SLO's) and Assessment for PG courses

The Department Chair overseas and work with faculty to develop, update and assess SLO's for courses, including PG courses. Training can be set up to assist faculty who teach but, may not understand the process for assessing SLO's. eLumen is the software program where SLO's are recorded and assessed.

Program Review

The Department Chair is responsible for completing program review for the department. Each review should be performed a minimum of once per accreditation cycle and should be linked to the college program review, budgetary planning, and student learning outcomes processes.

1. Data for the review process should be gathered from students, faculty, classified staff and administration. At a minimum, data should include numbers of students served per year and the types of services delivered.
2. Student learning outcomes for counseling/instruction should be developed by faculty and measurement data should be used to improve the effectiveness of services, increase student success, and advocate for needed resources.
3. Campus research professionals, Lisa Hopper and Dr. Cynthia Herrera provide the appropriate methods for collecting, compiling and analyzing the data.
4. After being collected and analyzed, program data should be reviewed by all faculty who participated or work within the department, whether that be instructional or counseling.
5. Program strengths and weaknesses should be documented, shared, and integrated with campus-wide student learning outcomes and planning. Staffing needs and resources should also be communicated. A plan for program improvements to address weaknesses should be developed.

This is an important process and requires the input of the entire department. Program review gives you the opportunity to analyze and determine what is working for the department and what is not.

The process program review process differs from counseling to instructional programs. A counseling program assesses services as opposed to student performance within the program. Therefore, the template used for counseling will reflect the needs of program review and how the services are to be assessed.

Resource Request are submitted based on similar criteria regardless of department. Request are prioritized by the department based on need and submitted to the Program Effectiveness & Planning Committee (PEPC) if it is an instructional program or the Planning and Budget Council (PBC) if it is Student Services Program such as counseling. Resource request may stem from a computer to a new teaching or counseling position. An example of a Program Review report can be found at the end of this report.

Participate in College Governance Process and Advocacy

Department Chairs should play an active role in interpreting and advocating the needs of students to administrators, faculty, and staff. Such advocacy should include, but not be limited to curriculum, academic

policies and practices, and student rights and responsibilities. Faculty should participate actively in campus, regional and state governance processes to carry out such advocacy. Faculty should provide leadership in articulation and curriculum development through consultation with other faculty.

There are many committees to choose from, however, the following are committees or Task Forces either require your participation as the chair or allow for greater advocacy for your department and students as well as offer support to those who request your participation.

1. Curriculum Committee:
2. EOPs Advisory Committee: The purpose of the advisory committee is to assist the college in developing and maintaining effective extended opportunity programs and services.
3. Academic Senate
4. Planning and Budget Council
5. Program Effectiveness and Planning Committee
6. District wide Student Success Taskforce
7. Department Chair Meetings
8. District wide Technical Review Workgroup
9. Banner workgroup

Confidentiality

When students want to be seen by a Counselor and come into the office accompanied by another student, adult or parent, have Counselors ask the student whether or not they give their permission for them to sit through the counseling appointment. Develop a onetime waiver that the student can sign stating that they give permission for the other individual to be in attendance during the counseling session.

Enforce the Family Educational Rights and Privacy Act (a.k.a FERPA) or the Buckley Amendment) is a federal legislation enacted in 1974 that controls student records. It grants student the right to access their own educational records as well as limiting, for privacy reasons, the release of those same records to anyone other than the student and /or the student's designee. FERPA applies to all current and former student of the college.

Children on Campus

Per Board Policy and Administrative Procedure 3504, all children must be accompanied by an adult while on campus, unless enrolled in a college sponsored program or activity. Children ae not allowed in the classroom or in the worksite and are not to be left unattended in any campus facility. Children may not be present at an employee's worksite.

Only enrolled students may be present in classrooms or lab facilities. Children may not attend class, or class activities such as field trips, along with enrolled students.

Children may not be present at an employee's work site during a staff member's assigned work hours. This does not preclude short visits when the child is accompanied by an adult.

College employees must advise students that it is a violation of college policy to allow children in the classroom. Students who do not comply with a request to remove dependent children from class will be dealt with in accordance with the Standards of Student Conduct and Disciplinary Action.

College employees and students are not allowed to leave unattended children on campus. Staff or students who observe children who appear to be unattended should contact Campus Police.

Software Resources

Banner is used to:

- Pull student transcripts
- Look up information on student such as address, phone number
- Clear prerequisites
- Assessment Test Scores

GradesFirst: Used for scheduling student appointment and workshops, and conducting student campaigns.

OnBase: Used to access transcripts and submit and track petitions (Instructions can be found in the Appendix section)

eLumen is our management system for student learning outcomes (SLO's) Faculty enter their SLO assessment information into the system facilitating both reporting and program review. This online tool is available at http://elumen.oxnardcollege.edu.

SharePoint: The Microsoft SharePoint serve is an online space for storage of important community documents, such as meeting minutes and notes, accreditation documents, senate forms, and more. It is accessible online at http://omoss.oxnardcollege.edu. Keep in mind that Internet Explorer is the best browser to use with this tool.

CurricUNET allows for online management of course outlines. With this program, you can access course outlines and submit revisions online, and the curriculum approval process can be managed more efficiently. Access it at http://www.curricunet.com/oxnard

OXNARD COLLEGE ORGANIZATIONAL CHART 2017-2018

VCCCD Board of Trustees

Chancellor

President

- Comm. Dev./Institutional Advancement Specialist
  - Oxnard College Foundation
- Vice Chancellor Human Resources
- Vice Chancellor Business & Administrative Services
  - Marketing Specialist
- Dean Institutional Effectiveness
  - Institutional Research
  - Grants Development
- Associate Vice Chancellor Technology Services
  - Director Technology Services
    - Information Technologies
    - Telecommunications
    - Equipment & Services
    - Web Coordination & Services

Vice President Business Services

- Campus Security & Safety – Campus Police (Liaison) Student Business Office
- Director Facilities, Maintenance & Operations
  - Capital Project Coordination
  - Custodial Services
  - Grounds Maintenance
  - Maintenance
  - Measure S Coordination
  - Operations
  - Physical Plant
  - Van Pool
- Supervisor College Fiscal Services
  - Accounting & Budget
  - Purchasing
  - Payroll
- Supervisor College Services
  - Bookstore (B&N)
  - Contracts
  - * Civic Center Permits
  - PAB Technician Services
  - OC Copy Center (RICOH)
  - Receptionist/Switchboard/Mail Services

Vice President Academic Affairs & Student Learning

- Articulation
- Instructional Support Services

Dean Transitional Studies/Library /Health/PE /Athletics
- Adult Education
- Athletics
- English as a Second Language (ESL)
- Health Education
- Learning Skills
- Library
- Learning Resources
- Physical Education
- Transitional English
- Transitional Reading
- Director BSSOTP Grant

Dean Math/Science/ Health/ PE/Athletics
- Anatomy
- Astronomy
- Biology
- Chemistry
- Environmental Science
- Geography
- Geology
- Marine Center
- Marine Studies
- Math Center
- Mathematics
- Microbiology
- Physical Science
- Physics
- Physiology

Dean Liberal Studies
- Anthropology
- American Sign Language (ASL)
- Art
- Communication Studies
- Dance
- Economics
- English
- Ethnic Studies
- Film, TV and Electronic Media
- Foreign Language
- History
- Music
- Political Science
- Philosophy
- Psychology
- Sociology
- Theater Arts

Dean Career & Technical Education
- Accounting
- Automation/Control Systems
- Addictive Disorders Studies
- Auto Body
- Auto Technology
- Business
- Computer Applications/ Office Technology
- Computer Networking/ IT Career Pathways
- Culinary Arts/ Restaurant Mngmnt
- Dental Assisting
- Dental Hygiene
- Early Childhood Education
- Environmental Control Technology
- Foster Education/Kinship Care
- Hospitality Management
- Paralegal Studies

- Director Science, Technology, Engineering & Mathematics (STEM) Grant
- Condor High School
- Assistant Dean Fire Technology
  - Emergency Medical Technician (EMT)
  - Fire Technology
  - Fire Academy

Vice President Student Development

- Assessment
- CalWORKs
- CARE
- EOPS
- EAC
- Financial Aid
- Foster Youth
- Student Activities
- Student Heath Center
- Transfer Center
- Veteran Affairs

- Assistant Dean of Student Success
  - Admissions & Records
  - Counseling
  - Matriculation
  - Outreach & Recruitment

Vice Chancellor Business & Administrative Services

08/17/17

Division Deans and Assistant Deans

Department	Dean	Office	Number
Career & Technical Education	Dr. Christina Tafoya	OE-14	678-5824
Fire Technology/Academy/EMT	Ms. Gail Warner	FSTA-124 (C)	383-8102
Liberal Studies	Dr. Art Sanford	LS-C17	678-5804
Math/Science	Dr. Carolyn Inouye	AA-105	678-5897
Student Success & Support	Ms. Leah Alarcon	SS-150	678-5195
Transitional Studies/HED/PE	Dr. Luis Gonzales	LLRC-134	678-5949
VP of Student Development	Dr. Oscar Cobian	Student Services	678-5814
VP of Instruction			

Appendix C

Oxnard College Support Services Directory

General Information | College Website: http://www.oxnardcollege.edu

Student Support

Student Support	Services	Hours	Contact Person	Phone	Email	Building
Admissions & Records	Admissions, Registration, Official Transcripts, GI Bill Benefits, Petitions, Residency, and Portal Assistance (MyVCCCD)	M, Th: 8-5 T: 8-7 W: 10-7 F: 8-12	Joel Diaz	678-5810	OCAdmissions@vcccd.edu	SS-134
Bookstore	Textbooks, Supplies, Clothing, Electronics, Software, Sundries, Snacks, and more. Check website for store hours.	See website for current store hours.	Chris Renbarger	678-5826	SMB101@bncollege.com	OE
Campus Safety	Accidents, Parking, Escorts, Crimes, Lost & Found	7-Midnight	Campus Police	678-5805	cromero@vcccd.edu	CSC-A131
Child Development Center	Offers childcare and early childhood education to children between the ages of 24 months and 6 years.	M-F: 7-5:15	Center Director	678-5801	OCCDC@vcccd.edu	CDC
Financial Aid	Assistance and information about fee waivers, grants, and work-study.	M: 10-4 T, W: 10-6:30 Th: 10-4 F: 8-11:30	Linda Robison	986-5828	OCFinAid@vcccd.edu	SS-140
Scholarships	Oxnard College Foundation/Scholarships. Scholarship Applications are distributed in the Spring and are awarded in the Fall Semester	M-Th: 10-3 F: closed	Connie Owens	678-5889	Cowens@vcccd.edu	AA-220
Student Business Office	Pay fees, bus passes, ASG Cards, and 3rd party vouchers	M, T: 8-5 W: 8-6 Th: 8-5 F: 8-12	Cindy Gullekson	678-5811	cgullekson@vcccd.edu	SS-130
Welcome Center	Peer assistance with MyVCCCD for college and financial aid applications, registration appointment date, enrollment, adds, drops, unofficial transcripts, PIN changes, and general information.	M, Th: 8-4:30 T, W: 8-6:30 F: 8-5	Katherine Pierce	678-5907	OCWelcome@vcccd.edu	SS-154
Counseling/Careers/Health Center Services						
CARE Program	Educational Resources for Single Parents	M, Th: 8-5 T: 8-7 W: 10-7 F: 8-12	Everardo Rivera	678-5827	OCEOPS@vcccd.edu	SS-254
College CalWORKS	Offers CalWorks students paid and unpaid internships, trainings and support services	M, T: 8:30-5 W: 10-5 Th: 8:30-5 F: 8:30-12	Letty Mojica	678-5887	OCCalWORKS@vcccd.edu	SS-240

Oxnard College Counseling Department Activities

Activities	Dates
Early Registration: Express Counseling	Jan/July
Educational Plan Campaign	Continuous
Probation Student Campaign	Continuous
REACH Workshops	Continuous
OC Nights, OC Fridays, OC Week	Spring
Academic Success Workshops	Continuous
Referral Service to Community Resources	Continuous
Group Counseling	Jan/July
Graduation Application Campaign	Oct/Feb FP
Field Trips to Universities, Scheduling University Reps	Spring
Transfer Workshops	Fall
Career Day, Transfer Fair	Fall
Transfer Reception	Spring
Educational Plan Workshop	Sept-Oct/Feb-April
Joint Counseling Meetings	Continuous
In-Services	Continuous
Counseling Meetings	Continuous
Omega workshops	Continuous
STEM Workshops	FP
Phi Data Kappa	Continuous
Collaboration with Community, OC Faculty & University Faculty	Continuous
CSU, UC Conferences, District Wide Conference (CTE)	Fall
High School Outreach	Based on invite
In-Reach to Students and Faculty	Continuous
Professional development	Continuous
Participatory governance and work groups (Charrette)	Contiguous
FYE	FP
Embedded Counseling	FP
Standards of Academic Progress Workshops (SAP) collaborate with Fin Aid	FP
FP: Future Planning	On-going

Participatory Governance Committees and Work-Groups

Participatory Governance Meetings		Meeting Time(s)	Participatory Governance Manual Reference	Student Services Representation- Fall 17	Student Services Spring 2018
Academic Senate		2nd / 4th Mon	● Health Center Coordinator ● Appointed Reps: A&R, Counseling, EAC, EOPS, Student Alt. Specialist	● Jose Vega ● Deanna Flanagan ● Gloria Lopez ● Della Newlow	● Jose Vega
CUDs		2nd Tues	● Health Center Coordinator ● Appointed Reps: A&R, Counseling, EAC, EOPS, Student Alt. Specialist	● Deanna Flanagan ● Daniel Goicoechea ● Leo Orange	● Daniel Goicoechea
Curriculum		2nd / 4th Wed	● Counseling ● Transfer Center ● Reg / Dean (ex-officio)	● Joel Diaz (Non-Voting Member) ● Judy McArthur ● Ana Valle	● Graciela Casillas
PBC		3rd Wed	● Class Supervisor Rep ● Administrative Rep ● Faculty Reps	● Oscar Cobian ● Linda Robison ● Leo Orange ● Graciela C. Tortorelli	● Graciela Casillas
PDC		3rd Mon	● Management Rep ● Department Rep	● Oscar Cobian ● America Barroso	● America Barroso
PEPC		4th Tues	● Management Rep ● PG / Department Chair	● ●	● Graciela Casillas
Student Success		1st Tues	● Dean of Student Services ● Student Services Rep	● Oscar Cobian ● Joel Diaz ● Letty Mojica ● Della Newlow ● Linda Webb	● Linda Webb
Distance Ed		1st Thurs	● EAC Rep ● Counseling Faculty	● Judy McArthur ● Julius Munyantwali	● Julius Munyantwali
Library / Learning Resources		1st Thurs	●	●	●
Sabbatical Committee		3rd Wed	●	● America Barroso	●
Technology Committee			●	● Rick Carnahan	●
Behavior & Intervention Team (BIT)			●	● Oscar Cobian ● Deanna Flanagan ● Leo Orange	● Goicoechea

				● Daniel Goicoechea	

Appendix F

Example of New Counselor Training

1. Oxnard College Mission

2. Faculty handbook/AFT Contract

3. Nuts and Bolts of responsibilities

    ● Timesheets: Maximum of 410 hours per semester, not to exceed 21 hours per week-based on contract
        ✓ Submit copy of contract to Department Chair/Dean once received.
        ✓ Due date: The last working day of each month
        ✓ Cutoff date written on timesheet: the 15th of each month with the exception of summer pay periods
        ✓ Pay day: Once per month-last working day of each month
    ● Department protocol
        ✓ Reporting absences: Text and email Department Chair, Graciela, (805) 340-4084 and Office Assistant (Marisa) (805) 901-0027 or area Dean
        ✓ Fill out absentee report and submit by the end of the month

4. Counseling staff meeting: If you are scheduled to work: Every Wednesday unless cancelled: 8:30-10:00am Student Services Conference Room

5. Joint Counseling Meeting: Dependent upon need for coverage-refer to Department Chair: Tuesdays from 1:00-3:00pm in the Student Services Conference Room

6. In-Services: Dependent upon need for coverage-refer to Department Chair: One Thursday out of each month from 8:30am-3:00pm (refer to enclosed schedule)

7. Evaluations: AFT Contract Article 12 (12.1-12.2B) page 60-63

    ● Every adjunct Counselor is evaluated the first semester of employment with the District and at least once every six semesters thereafter

8. Governance committees: Not required to participate

9. Conferences: Travel forms

10. AFT Flex Activities: Article 9 (2) AFT Contract, page 49. Request and Reporting Forms

Appendix G

2017-2018 Oxnard College Counselor WORK SCHEDULE CALENDAR

NAME: DATE:

JULY 2017

4 Independence Day
* New Students
*Grp Cnslg for New Students
*educational plans
DAYS WORKED:

S	M	T	W	TH	F	S
						1
2	3	X	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2017

8 End of Summer Session
11 Mandatory Flex Day
14 First day of instruction
*Program adjustments,
*financial aid appeals
*educational plans
DAYS WORKED:

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2017

4 Labor Day
*financial aid appeals
*educational plans
DAYS WORKED:

S	M	T	W	TH	F	S
					1	2
3	X	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2017

*educational plans
*graduation applications
*classroom presentations
DAYS WORKED:

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2017

*pending verif of reg days
HOLIDAYS: 10, 23- 24
Continuing student registration
*Grad app deadline
*educational plans
DAYS WORKED:

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	X	11
12	13	14	15	16	17	18
19	20	21	22	X	X	25
26	27	28	29	30		

DECEMBER 2017

*pending verif of reg days
23 - 31 Holiday Break
*Open student registration starts
*Final Exams: 11-15
DAYS WORKED:

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	X
X	X	X	X	X	X	X

JANUARY 2018

1 New Years Day
8 First day of instruction
15 MLK Day
*Program adjustments,
*last day to drop w/o W
*financial aid appeals
DAYS WORKED:

S	M	T	W	TH	F	S
	X	2	3	4	5	6
7	8	9	10	11	12	13
	X	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2018

16, 19 Pres days
*ed plans
*ASW; retention plans
classroom presentations
*graduation applications
DAYS WORKED:

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	X	17
18	X	20	21	22	23	24
25	26	27	28			

MARCH 2018

26-30 Spring Break
*Grad app deadline
*educational plans
DAYS WORKED:

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2018

*pending verif of reg days
*Last day to drop class with a W
*Cont student registration
DAYS WORKED:

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2018

28th Memorial Day
*Open student registration starts
*Graduation Ceremony
*Final exams: 14-18
DAYS WORKED:

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	X	29	30	31		

JUNE 2018

Total days worked fr year
11 months = 193
7/1/17-6/30/18
*Cont stud regist
*New stud ed plans
DAYS WORKED:

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dept Chair: _____   Name/Date: _____

VP Student Development: _____ Date: _____

Counseling Department

(1) Highlight your work days in yellow.

(2) Put the # of highlighted days in each box and it will calculate the total for you. X = Holidays/Campus Closed

-----   Identified are examples of activities we are involved in each month indicated by: *

-----   See highlighted light blue areas in calendar. Description is below calendar, identifying heavier student traffic and -the times when you are most needed for students.

(3)   ONCE your schedule is COMPLETED <u>SAVE</u> IN THE FOLLOWING FORMAT :
             1st Initial Last name_1718 schedule (e.g. gcasillas_1718schedule)

(4) EMAIL dept. chair (Graciela) this attachment of your work schedule, she will make a copy.

Busy/Crucial
Times…

<u>These are the times that are of heaviest volume:</u>
(1) continuing student registration time period thru 2nd week of classes
(2) Open Registration
(3) grad app period
(4)New student abbreviated/comp Ed plans for registering/priority registration
(5) Financial Aid Appeals ……………and ?

Instructions for filling out yearly calendar

Retrieving Documents in OnBase Webclient
https://obweb.vcccd.edu:8443/AppNet/

Documents can be retrieved in a couple of different ways. You can retrieve all documents scanned by a specific date, by a specific document type, or using custom queries. The custom queries have already been created and would be the easiest to use when retrieving documents.

1. **Retrieving Documents by a Specific Date**
   a. Select the document type you want to retrieve.
   b. Enter the date range in "From Date" and "To Date" field.

From Date	To Date	◀
01/15/2015	01/15/2015	
Keywords	Note	

   c. Click on to search for the documents.
   d. The documents in that date range will appear in the documents section. Double click on the student name to view the imaged document. You can print; zoom in and out to see the document.

2. **Retrieving Documents by a Specific Document Type**
   a. Select the document you want to retrieve.

   b. Enter the ID number and click on to search.
   c. The documents will appear in the documents section.

3. **Retrieving Documents Using Custom Queries (Recommended)**
   a. Click on Document Retrieval and select Custom Queries.
   b. Click on A&R All Documents

   c. Enter the ID number and click on to search.
   d. All documents scanned and associated with this student will appear in the documents section.

OXNARD COLLEGE
Schedule Production Calendar
2017/18

DESCRIPTION	SPRING 2018	SUMMER 2018	FALL 2018
Banner Roll Date/ENSTATs to Dept. Chairs	7/25/17	12/4/17	1/16/18
Deans/VP work w/ Dept. Chairs for Schedule Dev.	7/26 – 8/27/17	12/5 – 1/8/18	1/17 – 2/9/18
Schedules to the VP	8/28/17	1/9/18	2/12/18
Data Spec. input schedule into Banner	9/5 – 9/18/17	1/15 – 2/8/18	2/20 – 3/5/18
Run Payroll Script	9/18/17	2/8/18	3/5/18
CHA's due to Human Resources *(DSC)*	10/6/17	3/9/18	3/9/18
SCHEDULE POSTED ON WEB	9/18/17	3/15/18	3/15/18

Early Registr. Appt. *(EOPS/EAC/CALWORKS)*	10/9/17	4/2/18	4/2/18
Continuing Student Athletes	10/13/17	4/6/18	4/6/18
Continuing Students Appt. *MYVCCCD (Web)*	10/16/17	4/9/18	4/9/18
Returning Students Appt. *MYVCCCD (Web)*	10/30/17	4/23/18	4/23/18
New Students Appt. *MYVCCCD (Web)*	10/30/17	4/23/18	4/23/18
Open Registration Appt.	11/6/17	4/30/18	7/2/18
Special Admission Grades 11 & 12	11/8/17	5/2/18	7/5/18
Walk-in Registration	1/2/18	5/14/18	8/6/18

SPRING BREAK   March 26 – March 30, 2018

7/10/17 Schedule2/2018 Production Calendar

A SNAPSHOT OF HOW SSSP DATA IS REPORTED AND USED

Types of data being collected for SSSP

1. Reportable Data: Service and how many times, based on frequency formula, it is allowed to count for a student in order for campus to receive credit (see table below)
2. Functional Data: All services provided to a student (unduplicated by day)

Service	%	MIS Data Element	Frequency in Formula
Initial Orientation	10%	SS06	Once during time student is served by the college*^ -Follow up orientation does not receive credit
Initial Assessment	10%	SS07	Once during time student is served by the college*^
Abbreviated Ed Plan	10%	SS09	Once during time student is served by the college*^
Counseling/Advising	15%	SS08	Once per year per student during time student is served by the college
Comprehensive Ed Plan	35%	SS09	Once during time student is served by the college* (revisions or a new SEP in subsequent terms are counted under "other follow up service"
At Risk Follow Up Service	15%	SS10	Once per term during time student attends the college (after first term)
Other Follow Up Service	5%	SS11	Up to four times during the year during time student attends the college (after first term)

*Pre-enrollment services provided to potential students can be counted for funding if they complete a college application to create a basic student record.
^A student re-enrolling at the reporting college after an absence of six or more primary semesters, or nine or more primary quarters, or the equivalent of 3 academic years may be considered a new student for funding purposes.

Where the data comes from, where it goes and how it is used

- *Initial Orientation* entered into **GradesFirst** or **online orientation**
- *Initial Assessment* entered into **Banner** (SOATEST)
- *Ed Plans* (abbreviated and comprehensive) entered into **DegreeWorks**
- *Academic Progress* (at risk and other follow up) entered into **GradesFirst**

Reportable MIS Data to the State	Functional Data in Tableau for Campuses
SSSP Funding	Planning and Resources

Things to keep in mind about the data

- Since the reportable data has limitations, it will almost always be lower than the functional data since that counts number of all services.
- Data reporting for each semester begins on the first day of the semester.
- All data should be entered in the semester for which the service was provided.

Glossary of Enrollment Management Terms

ADA = Average Daily Attendance
- o ADA is no longer used for community college funding. This was replaced by FTES.

Attendance Accounting Method
- o Each section is associated with an attendance accounting method based on the specifics of the section offering. Examples:
  - Weekly Census
  - Daily Census
  - Positive Attendance (Actual Hours of Attendance)
  - Independent Study/Work Experience

Census Date
- o The census date is the day nearest to 20% of the term. It is the date that enrollment is determined in a class for funding purposes.
- o For Weekly Census classes (full-length primary term classes), the census date is usually the Monday of the fourth week. (Example: for Spring 2008 Weekly Census classes, the census date was Monday, January 28, 2008.)
- o For Daily Census classes (short-term classes), the census date is 20% of the number of days the section meets. (Example: for a class that has 15 meeting days, the census date is the 3rd meeting day.)
- o A census date does not apply to Positive Attendance classes, as actual hours of student attendance must be recorded by the instructor.

FTEF = Full-Time Equivalent Faculty
- o Refers to a full-time equivalent faculty load. Total FTEF is the load of all full-time faculty, as well as that of part-time faculty and extra-hourly.

FTES = Full-Time Equivalent Student
- o For state accounting purposes, a full-time student = 1 FTES
- o 1 FTES = 1 student taking:
  - 5 classes per semester x
  - 3 hours per week x
  - 17.5 weeks per semester x
  - 2 semesters
  - (15 hours x 17.5 weeks x 2 semesters = 525)
- o 1 FTES represents 525 student contact hours.

PPDR – Program Planning Data Report
- o An automated Banner-generated data report developed by the VCCCD for enrollment management and program planning purposes. The **525 Report** is a somewhat abbreviated version of the PPDR. The reports are based on real-time Banner data, so reports run during a term that is still in progress should be considered preliminary.

Productivity
- o   See WSCH/FTEF.

WSCH = Weekly Student Contact Hours
- o   Represents the total number of class hours per week multiplied by the number of students in the class.
- o   525 WSCH = 1 FTES.

WSCH/FTEF = Weekly Student Contact Hours per Full-Time Equivalent Faculty
- o   A measure of **productivity** (or efficiency).
- o   The accepted state-wide productivity standard or benchmark = 525 WSCH/FTEF.
- o   Example of a full-time faculty load:

    a faculty member teaches five 3-unit classes
    (each class meeting three hours per week)
    with 35 students in each class
    generates a productivity of 525

    5 classes x 3 hours per week x 35 students per class = 525

Appendix M

Discipline: COUNSELING

ID	NAME	STATUS	LONGEVITY	PAL
900000509	Corral, Margaret C.	PL	54	.20
900007633	McArthur, Judy	C	48	.08
900000874	Casillas, Mary H.	C	41	.20
900007294	Fontes, Ross A.	C	36	.12
900052502	Lopez, Marla G.	C	32	.34
900000530	Vega, Jose	C	31	.18
900008173	Lopez, David	C	27	.30
900007862	Goicoechea, Daniel	C	27	.09
900257607	Rivera, Everardo G.	C	23	.10
900529778	Flores, Cesar	C	15	.18
900276052	Mojica, Leticia	C	14	.18
900007433	Casillas-Tortorelli, Graciela	C	13	.41
900007510	Orange, Leo	C	10	.29
900179101	Melendez, Marnie A.	C	9	.42
900394048	Espinoza Sanchez, Gema	C	3	.62
900680753	Webb, Linda S.	C	3	.59
900122257	Flores, Maria D.	C	3	.16
900254264	Ramirez, Charles D.	C	2	.11
900739855	Carachure, Rosario	C	2	.00
900701535	Munyantwali, Julius S.	C	1	.00
900000455	Waits, Emma	NC	39	.56
900000613	Sahota, Doris E.	NC	28	.20
900000131	Valle Villa, Ana M.	NC	23	.47
900181904	Redmond, Terry F.	NC	14	.62
900280652	Ayala, Renee D.	NC	9	.59
900203852	Barroso, America G.	NC	6	.62

COMMANDER PRINTED PRODUCTS • (605) 988-5880 • (800) 722-3676

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
Travel Request

E0034179

Name _____ Ext. _____ Travel Dates _____

Travel Purpose _____

Budget Acct. _____ Encumbered Amt. _____ Final Expense Amt $_____

Budget Acct. _____ Encumbered Amt. _____ Final Expense Amt $_____

Refer to VCCCD Purchasing Department website for travel procedures and current rates.

Estimated Expenses	DATES	ACTUAL EXPENSES (Must include advances and amount due vendor)							TOTAL
$_____	*Registration								
$_____	*Lodging								
$_____	Meals								
	Breakfast								
	Lunch								
	Dinner								
$_____	Transportation								
	Airfare								
	Car Rental								
	Parking/Tolls								
	Shuttle								
	Mileage ____ @ ___ ¢ (Actual miles)								
$_____	Miscellaneous								
	Telephone/Fax								
	Other								
	Other								
	Other								

$_____
Total Encumbered Amount

Total Expenses $_____

Less Total Advances $(_____)

_____   _____
Division/Budget Mgr. Travel Request Approval   Date

* For Advanced Payment Request Indicate Payee & Amount			Amount Due Vendor	
Payee	Amount	Banner I#	Travel Agent / Airfare	$(_____)
Reg. _____	_____		District VISA / Procurement	$(_____)
Hotel _____	_____		Other:	$(_____)
Personal Adv. _____	_____	Total Advance $_____	Total Due Employee	$_____
			Refund Due District	$_____

Final Expenditure Approvals

Ventura County Community College District

EMPLOYEE ABSENTEE REPORT

(To be completed monthly *only*)

Check one:

Management _____   EMP ID: _____

Faculty:
    Contract _____   Employee: _____
    Non-contract _____
Classified _____   Location: _____

MONTH OF _____ 20_____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Bereavement (B)	_____ hours	Vacation (V)	_____ hours
Injury on the job (I)	_____ hours	Sick Leave (SL)	_____ hours
Date of Injury	_____	Floating Holiday (FH)	_____ hours
Leave of Absence w/o pay (L)	_____ hours	Jury Duty/Subpoena	_____ hours
Personal Necessity (PN) *	_____ hours	Parental Leave (Faculty only)	_____ hours
CT (Comp Time) Taken	_____ hours	Maternity Leave (Classified only)	_____ hours
		Compassionate Leave (CL) **	_____ hours

* Chargeable to sick leave.   ** When all other applicable leave exhausted.

Explanation (Personal Necessity reason or relationship for Bereavement Leave) _____

See appropriate contract for specific details on above leaves.

Signature of Immediate Supervisor/Administrator   Date   Signature of Employee   Date

. . . .

For Payroll Dept. use only

_____ Payroll Deduction $ _____ for _____ hours at _____ /hour.

Date: _____ Payroll: _____

Comments: _____

Original (White)–District Payroll Office   Yellow–Employee

Districtwide Form #13003 Rev. 05/09

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Department Chair Calculation Form
Effective for All Department Chairs Beginning A New Two-Year Term
on July 1, 2013 or Later

DEPARTMENT CHAIR: Sample_____ ID: ___900000131_____

COLLEGE: ___Oxnard_____ DEPARTMENT: ___Counseling_____

EFFECTIVE ACADEMIC YEAR: 2016-2017_____ Current 2-year term Began: 8/14/17(Fall/Spring) of Fall Year)

The number of full-time regular contract employees and hourly faculty members for an academic year shall be determined by the average of the previous year's fall count and spring count.

1. Full-time (regular contract) Faculty___7___ x 1.0 = ___7_____FTE
   Average the Fall and Spring semesters. Do not include full-time faculty overload. A full-time regular contract faculty assigned to more than one department will be computed on a pro-rata basis. (e.g., 6 full-time faculty in Fall plus 7 full-time faculty in Spring = average 6.5)
2. Part-time (hourly) Faculty___7___ x 0.2 = ___1.4___FTE
   Average the Fall and Spring semesters (e.g., 25 part-time faculty in Fall plus 23 part-time faculty in Spring = average 24) Do not include full-time faculty overload.

DEPARTMENT TOTAL FTE ___8.4___

- -

Formula for Reassigned Time

Department Total FTE	Chair Reassigned FTE
3 or less	0
More than 3 to 10	2
More than 10 to 16	4
More than 16	6

TOTAL REASSIGNED FTE .2____

_____

Formula for Compensation

1. **Salary Differential** *(paid monthly)*: $250 x 10 months $ 1,250.00 (1 semester, interim Chair)

   -OR- A department chair who does not qualify for reassigned time (.0) shall
   receive a monthly differential of $350 (instead of 250) for a total of 10 months

2. **Contract Extension** *(paid monthly)*
   a. If granted less than 0.6 reassigned time, provide a 1-week contract extension
   b. If granted 0.6 reassigned time, provide a 2-week contract extension $ ___0_____
   c. If 20 or more FTE, provide a 3-week contract extension
   DEAN: Select total number of weeks this person will be extended: ☐1week ☐2weeks ☐3weeks
                                                                        0 weeks

   Formula: Annual base contract salary $ 21,550.83 divided by 10 5 months; then x by .25, .5 or .75 (for 1, 2 or 3 weeks)
   Total to be Included in Contract Pay $ 1,077.54____
                                                    Annually

3. **Adjunct Support Services** *(paid in one (1) payment in Spring Semester)*
   1 hour of pay per Part-time Faculty member calculated as an
   average of the Fall and Spring semesters: 7 at the hourly rate of $ _84.68__
   To be paid out of the following Account Number:

   __ __ __ - __ __ __ __ - __ - __ __ __ - __ __ __ __ - __ __ __ __ __ -

   Total Support Services Stipend $ 677.44____

_____

Department Chair:_____   Date: _____

Dean/Supervisor:_____   Date: _____

Executive Vice President:_____   Date: _____

FORWARD COMPLETED FORM TO DISTRICT HUMAN RESOURCES DEPARTMENT
HR Tools
http://my.vcccd.edu

11/7/13

Area: General Counseling	Manager: Graciela Casillas-Tortorelli
March 5, 2017	

A. Program Overview
1. Program Description

The Counseling Department is a core support service of Oxnard College. The counseling department is an integral part of the college's mission to meet the diverse needs of its student population. Legislatively, the Oxnard College Counseling Department is a significant part of the college's institutional response to the Seymour-Campbell Act of 1986 (aka Matriculation) and the more recently enacted Student Success Act of 2012 which directed California Community Colleges to better ensure that all students pursuing a certificate, degree, or transfer program receive comprehensive counseling support and educational planning to increase their chances of reaching their goal in a more expedient manner.

With the Student Success Act of 2012 (3SP) rolled out and its mandates implemented, Counselors are now faced with new challenges. With the BOGW fee waiver being tied to academic performance, counseling has had to accommodate students who have the need to appeal the loss of their fee waiver. Furthermore, we have had to become more intrusive with our follow-up services for students on academic, progress probation and dismissal.

While the college maintains a variety of special support services, the counseling department works collaboratively with other departments to ensure that duplication of services do not occur. Oftentimes students seek out general counseling support, in addition to special services they may be receiving from other categorical programs. To avoid duplication of services, when appropriate, students are redirected back to their special support services program. However, most of the time, general counselors serve as a reaffirmation of the services being provided by the specialized unit. This collaborative approach includes networking with programs such as Extended Opportunity Program and Services (EOPS), CalWORKs, Educational Assistance Center (EAC) or Cooperative Agencies Resources for Education (CARE). Special high school students and re-entry students are also included.

The counseling department also helps students integrate into the institution and to persist from one semester to the next with the expectation that they will ultimately achieve their

academic goal, whether it be one course, proficiency awards, a certificate, associate's degree or transfer. More specifically, counselors assist students in achieving their educational goals by providing academic, transfer, career, vocational, social and personal counseling services. Some of the areas where counselors provide students with assistance include but are not limited to:

- Developing Abbreviated Educational Plans
- Developing and updating Comprehensive Educational Plans
- Completing Degree evaluations
- Assistance with financial aid appeals
- Developing and updating Athletic educational plans
- Probationary student/academic dismissals
- Readmission petitions
- Continued enrollment petitions
- Developing academic success agreements
- Developing an action plan for grade improvement
- Transfer Plans and information
- English as a Second Language, basic skills
- Veteran's services: Course recommendation and educational plans,\
- AA, AS, AA-T, AS-T checklist
- Graduation applications
- ADT verifications
- CSU and IGETC (CSU and UC) certifications
- Academic renewal and other petitions
- Pre-requisite approval waiver
- Review and interpretation of assessment scores
- External transcript evaluations
- Review Degree Works
- Choosing a program of study and pathway
- Selecting the most appropriate sequence of coursework to meet academic requirements
- Clarifying and selecting career goals
- Identifying a transfer pathway
- Guidance and advisement on how to effectively connect with the college's array of special services, including financial aid, tutoring, and, if applicable, special support services programs such as EAC, CalWORKs, EOPS and CARE.
- ESL: Counseling for English as a second language and English language learners is provided by our bi-lingual counselors. This service offers customized counseling and matriculation support to assist students with the appropriate sequencing of language training courses that lead to English fluency and integration into mainstream programs.

- Information on community and other services available both on and off campus as it relates to personal counseling, dental services, medical access, job information, homelessness
- Providing personal growth classes for academic success and career planning
- AB540: Providing referral services to Dream Act students.

Summer 2015

	Service	%	MIS Data element	Total
1	Initial Orientation	10%	SS06	1,139
2	Initial Assessment	10%	SS07	1,030
3	**Abbreviated Ed Plan**	**10%**	**SS09**	1,027
4	**Counseling/Advising**	**15%**	**SS08**	3,100
5	**Comprehensive Ed Plan**	**35%**	**SS09**	934
6	**At Risk Follow Up**	**15%**	**SS10**	267
7	**Other Follow Up Services**	**5%**	**SS11**	2,351

Fall 2015

	Service	%	MIS Data element	Total
1	Initial Orientation	10%	SS06	1,077
2	Initial Assessment	10%	SS07	785
3	**Abbreviated Ed Plan**	**10%**	**SS09**	665
4	**Counseling/Advising**	**15%**	**SS08**	3,615
5	**Comprehensive Ed Plan**	**35%**	**SS09**	1,859
6	**At Risk Follow Up**	**15%**	**SS10**	203
7	**Other Follow Up Services**	**5%**	**SS11**	2,627

Spring 2016

	Service	%	MIS Data element	Total
1	Initial Orientation	10%	SS06	1,043
2	Initial Assessment	10%	SS07	967
3	**Abbreviated Ed Plan**	**10%**	**SS09**	847
4	**Counseling/Advising**	**15%**	**SS08**	3,228
5	**Comprehensive Ed Plan**	**35%**	**SS09**	1,099
6	**At Risk Follow Up**	**15%**	**SS10**	176
7	**Other Follow Up Services**	**5%**	**SS11**	2,575

	Service	%	MIS Data element	Total
	1516 Totals			
1	Initial Orientation	10%	SS06	3,259
2	Initial Assessment	10%	SS07	2,782
3	**Abbreviated Ed Plan**	**10%**	**SS09**	2,539
4	**Counseling/Advising**	**15%**	**SS08**	9,943
5	**Comprehensive Ed Plan**	**35%**	**SS09**	3,892
6	**At Risk Follow Up**	**15%**	**SS10**	646
7	**Other Follow Up Services**	**5%**	**SS11**	7,553

Source: VCCCD MIS Submissions

Activities: Counseling support to students is also provided through outreach and orientation efforts

- **Group Counseling**: In addition to one-to-one counseling, counselors participate in group counseling. The initial focus of group counseling was to provide an avenue by which counselors could satisfy the 3SP mandate that requires all new students to have an electronic education plan. With only seven full-time counselors, group counseling became a more expedient way of accommodating new students.
- **Back to School Nights:** Counselors participate in high school back-to-school nights, open house events, career and college days functions, and numerous on-campus outreach events.
- **Transfer Day**: Oxnard College students are able to visit with representatives from a variety of universities.
- **SOAR Week**: High school students were invited to Oxnard College and complete the matriculation process in anticipation of the enrolling in the following semester.

Personal Growth (PG) Courses:

The counseling department is also charged with offering and teaching personal growth courses, which include within the subject matter: career planning, college success, and college orientation. In this setting and in addition to general instruction, counselors review and interpret assessment scores, as well as external and internal transcripts. This information is used to advise students when exploring or selecting career paths or academic majors. This process may lead to referrals to special support services units, such as EAC specialized courses, financial aid, EOPS, CalWORKS, health services, student success workshops, writing and math centers as well as community agencies. PG courses are an excellent and highly feasible manner of reaching more students with more information. To a great extent these courses allow counselors to conduct a form of group counseling, in addition to facilitating the interactive learning process that students are able to enjoy in a "classroom" setting.

Probation: The counseling department has actively focused on follow up services (SS10) that address the student population that is currently on academic/progress probation and dismissal.

Having a performance based funding model means that the services that generate 80 % of our funding are provided primarily by the counseling department. The counseling department has seven full time counselors compared to the twelve full time counselors in past years and additional office assistance. The expectation that the department will be able to address 3SP requirements which primarily falls on counselors has forced the department to come up with alternative ways of addressing student needs, at times sacrificing quality for quantity. With the exception of assessment and orientation, counselors provide the services that drive the majority of our budget. Counselors also play a role during college orientations by providing group counseling during the orientation.

Activities for at-risk students: The department has been encouraged to work more creatively in order to address student needs while meeting the 3SP mandates. In response to this expectation the following activities have been developed:

- Express Counseling
- REACH Workshops
- Academic Success workshops and follow-up for at risk students
- Classroom visits
- Student counseling appointments
- Academic Standing Workshops
- New student group counseling sessions
- On-line counseling
- Developed on-line resources for student to email the counseling department with their needs
- Personal growth classes
- Academic Success In-reach: 1-1 phone calls, texts and emails to students
- Career exploration
- Career services
- Employment preparation

Even with additional activities designed to maximize our efforts, there have been numerous times when counselors are spread too thin while attempting to meet the demands of the State along with our Institution.

Provide qualitative and quantitative data to demonstrate services provided and traffic patterns

Traffic Patterns

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Series1	1,096	1,274	537	667	918	748	774	592	598	618	733	926
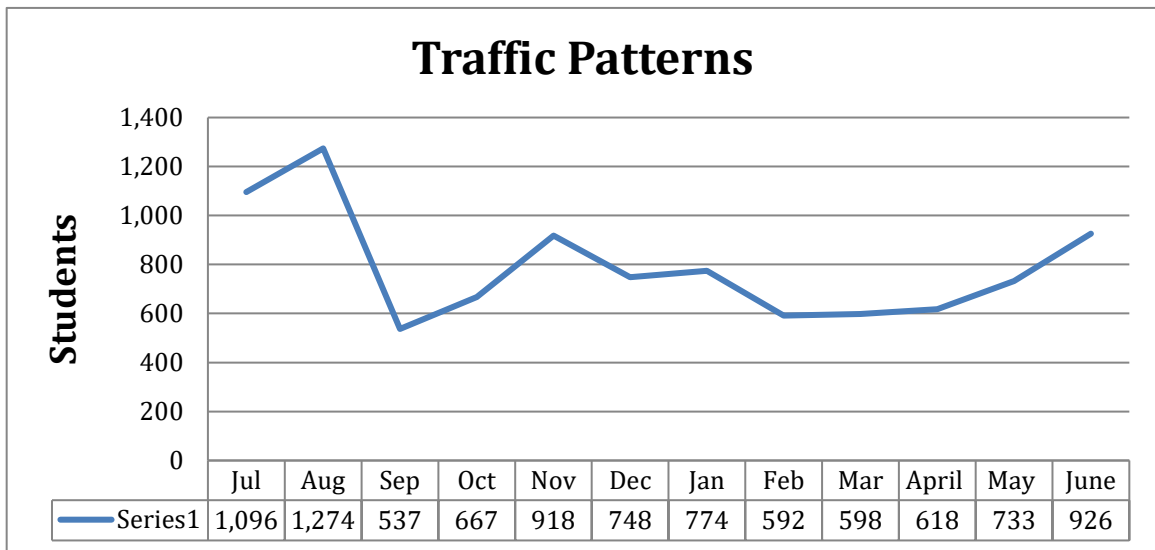
The graph below demonstrates services provided for 2015-2016

2015-2016 Counseling Services
Codes   **MIS**

- Counseling — 9,943
- Comprehensive Ed Plans — 3,892
- Abbreviated Ed Plans — 2,539
- At Risk Follow Up — 646
- Other Follow Up — 7,553
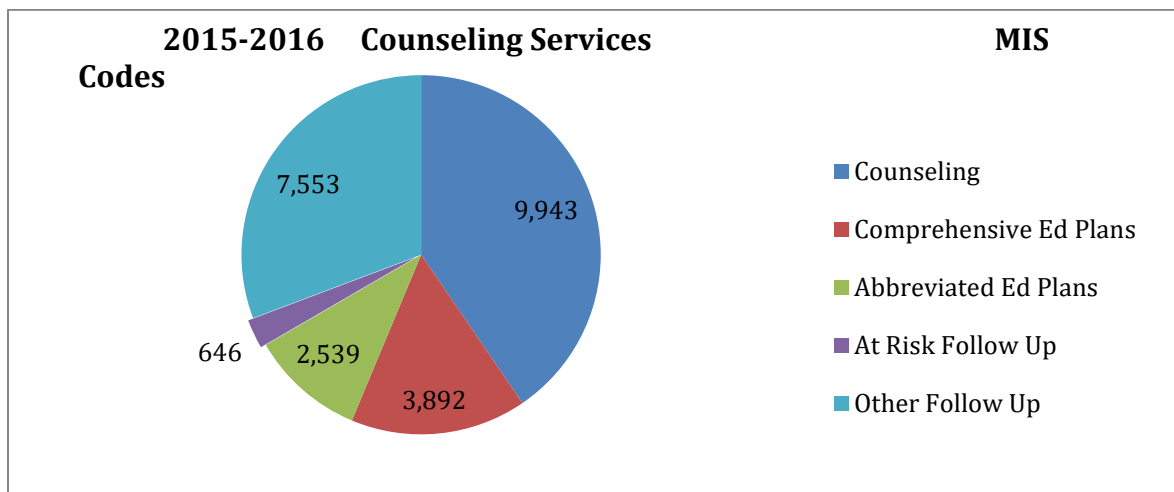
Students come into the counseling department for a variety of reasons. Above are services provided that do not include other points of contact and reasons why students

may have come in to see a counselor. These services are aligned with MIS Codes that determine funding based on services provided.

With Oxnard College developing Associate Degrees for Transfer, counselors have been encouraging students to pursue these pathways in order to offer students an efficient and more seamless transition to a university. We offer eighteen Associate of Arts/Science for transfer and the college is currently working on developing others.

Oxnard College Counseling Services 2015-2016

Service	Count
Associate Degree for Transfer	200
CSU/IGETC Certification	292
Degrees Awarded	634
Certificates	381
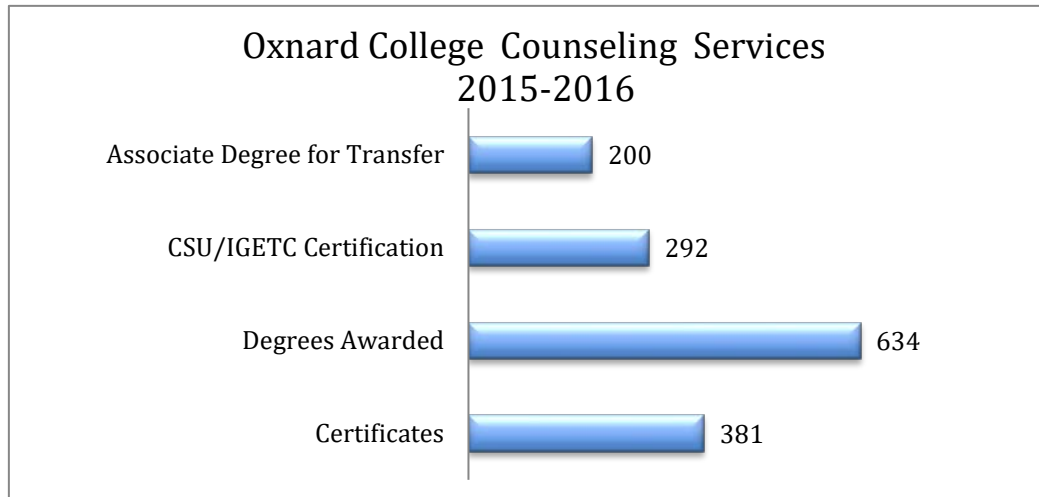
<u>What is working well in your area</u>**?**

Outreach to our students has been working to bring those in that need to complete one of the 3SP components.

Classroom visits and collaboration with instructional faculty has been effective in increasing the number of student coming in to the counseling office which is helping during high traffic periods. During Spring 2016 we made contact with 1,456 students.

DegreeWorks, a degree auditing program has been instrumental as an educational planning tool which allows Counselors to develop electronic educational plans that can be documented for 3SP purposes.

GradesFirst has been a tool used to document services offered to students and has served to document those services for MIS reporting and allows Counselors to access additional features that serve students.

Training for counselors via joint counseling meetings, in-services and conferences has helped keep up with the constant changes taking place on the state level in regards to the 3SP, Equity and Basic Skills, transfer and articulation changes/updates

Bi-lingual Counselors: Our counselors are bilingual, knowledgeable and have a healthy working relationship with other Student Services departments.

Part-time Counselors provide some of our basic services to students in educational planning and at-risk student interventions. They are provided ongoing training to ensure they are knowledgeable in addressing student needs. This service allows our campus to more fully address student needs.

<u>What is not, and why</u>**?**

Staffing: The Counseling Department is highly impacted during registration periods. With new changes to title 5 requiring students to have a comprehensive educational plan that maps out the program of choice in its entirety. It has been a challenge to develop an effective process that ensures that every student develops an educational plan. Beyond developing the process, we then must find a way to ensure the quality of services offered when we are impacted by students who wish to see a counselor during peak periods. Without additional faculty and support staff, this will present greater challenges. Completing a comprehensive educational plan cannot be done in thirty minutes.

Lack of staffing is a budget issue.

Office support: The office functions with one office assistant that is responsible for meeting all the clerical needs of the department. If she is out ill, or working on a project such as processing all graduation applications, there is no one to pick up the slack. The office is left to be overseen by students. These students while outstanding in fulfilling their job responsibilities does not allow for consistency of service from a department so integral to the success of our college mission.

What changes have occurred in/to your program since the last program review?

BOGW: The fee waiver is now based on student academic performance which signifies that more time will need to be allotted to address the needs of these students who need to appeal the loss of their fee waiver.

Assessment Test: Our contract with COMPASS ended and we are in-between adopting a statewide common assessment and using Ventura Colleges assessment test in the interim.

Multiple Measures: The State is requiring multiple measures to be used when placing students in English and Math courses. Until we adopt a common assessment, counselors must evaluate high school or other external transcripts, to confirm that the assessment test is accurate, or to place the student in the appropriate coursed based on multiple measures.

Academic Success Workshops for students placed on academic, progress probation or dismissal are required to attend prior to meeting with a counselor.

REACH Workshops: Once a student is placed on academic, progress probation 2 or dismissal, the student is not only required to attend an Academic Success Workshop they are also required to attend a REACH workshop that addresses non-academic barriers to success.

CTE high school articulated courses including PG R101 - career & life planning,

CTE Career Counseling, planning of future career center to open in spring 2017, CTE career pathways planning to address the 25 workforce recommendations by the CA workforce task force.

1. **Planning**

   <u>What plans are being developed to address these changes</u>?

   - **Upgrade and evolve technology**: The college adopted DegreeWorks which develops and documents electronically an educational plan and provides the data to the state as to how many plans are being developed. However, at this time there is no mechanism in place to notify the counseling department once a student has submitted an educational plan.   Thus, we are misrepresenting to the student that we will be receiving the education plan, reviewing and approving it. We are hopeful that this programming issue will be resolved.
   - **Embedded Counseling**: We will be stationing counselors within various departments on campus in order to be more accessible to students
   - **On-Line Counseling**: We continue to develop on-line counseling services for our students.
   - **GradesFirst** does not allow full counseling confidentiality districtwide which violates a student's right to privacy and the counseling code of ethics. In addition, the system does not allow faculty to utilize the program as a tool to reach out to students nor to interface with the counseling department (this does not mean access to reading counseling notes). We need to give faculty access, similar to the early alert system which is embedded in grades first. The college is looking into replacing GradesFirst with a more efficient program that meets the needs of the counseling department.
   - **Collaborations and developing partnerships**: We are focusing and developing positive relationships with our instructional faculty which in turn will assist in meeting the needs of our students.
   - **Additional adjunct career counselors** to work on specialized projects and areas.

- **Career tests** for the PG R101 career course and one-on one career counseling. The Myers Briggs was given in the class in the past to support other assessments.

Budget: What are the budget implications/needs for your area**?**

Needs: Additional staffing

With the new requirements of Title V regarding completing an educational plan, which requires more than a thirty (30) minute counseling session, the counseling department continues to be at a disadvantage.

- **One full-time counselor**: We do not have enough coverage to accommodate student needs. According to our AFT contract, it shall be a joint goal of management and the counseling staff to provide FTE appropriate-credential counselor per 550 to 800 graded students on each campus. Current ratio is 1 to 1.250

- **Additional part-time counselors** for general coverage and who can back fill when counselors are attending joint counseling meetings, in-services or conferences and to assist during high traffic periods:

- **Additional part-time counselors to work on specialized projects and areas:**
  > Career
  > Academic Probation
  > On-line counseling

- **Clerical support:** The front desk is managed by student workers. The counseling department does not have an administrative assistant. We currently have one Office Assistant whereas, prior to budget cuts we had one student services assistant, one administrative assistant and one office assistant. The latter position was the only one preserved to date. The lack of support, has forced the current office assistant to take on additional duties which include but are not limited to:
  - Managing the office
  - Maintaining schedules
  - Running reports
  - Supervising student workers
  - Trains student workers, counselors and staff
  - Assist with Transfer Activities
  - Power user for GradesFirst---assist other departments

o Processes all graduation, certificates, CSU/IGETC certification and degrees for transfer petitions.

She is also relied upon heavily by counselors for all their clerical needs. Much of what the office assistant does goes beyond the scope of her job duties. In addition to her daily task, if and when she is absent there is no back-up support in the office.

2. Resource Requests

In light of program needs, what are your top 3 – 5 resource requests?
(Note: Staffing requests must be supported by data to indicate increased need.)

1. One Full-time counselor
2. One part-time career counselor
3. Office assistant
4. One part-time counselor (on-line counseling)
5. LCD Screens and projector for Counseling department
6. LCD screen for waiting area
7. Career Assessment Resources
8. Printer for VET Center that allows one to print transcripts off of Banner.