

**RANKINGS OF ONGOING REQUESTS FOR PARTNERSHIP OF EXCELLENCE
FOR EACH OF THE WORKGROUPS (In ranked order for each work group)**

Student Success Work Group Group (Att. 1)		Amount Requested
1. Permanent mental health counselor position Susan Broderick		\$29,613
2. Adjunct Counselor for Career Advancement Center Lydia Deems		\$31,568
3. Pre-assessment courses for math I. Alarcon		\$2,428
4. Infusion of student development concepts in classrooms J. Pike and G. Lewin		\$49,000
5. Communication Lab full-time LTA G. Duran		\$19,898
TOTAL FUNDS REQUESTED		\$132,507
VocEd/Economic Dev't Work Group (Att. 2)		Amount Requested
1. Marketing		\$15,000
2. Technologies Division Aide		\$39,939
3. Cosmetology Academy LTA		\$39,283
TOTAL FUNDS REQUESTED		\$94,222
Technology Mediated Instruction Work Group (Att. 3)		Amount Requested
1. Online Instruction Aides		\$56,000
2. FRC staffing increases		
Faculty Resource Assistant		\$4,757
User Support II		\$12,857
Digital Media Specialist (US II)		\$20,565
3. FRC faculty training/online course development		\$25,000
TOTAL FUNDS REQUESTED		\$119,179

College Planning Council (Att. 4)	Amount Requested
1. Dean of Educational Technologies Position*	\$53,694
2. Web Master Assistant	\$62,267
3. Network Security Specialist	\$62,267
* (50% of funds from 1999-2000, 50% from 2000-2001 PFE allocation	
TOTAL FUNDS REQUESTED	\$178,228
Human Resources, (Att. 5)	Amount Requested
1. New contract faculty training	\$4,100
2. New adjunct faculty training	\$4,100
1. Oracle finance	\$38,300
2. Oracle Web applications	\$2,080
TOTAL FUNDS REQUESTED	\$48,580
Marketing (Att. 6)	Amount Requested
1. Computerized assessment request	\$24,761
TOTAL FUNDS REQUESTED	\$24,761
TOTAL ONGOING FUNDS REQUESTED	\$597,477

**Santa Barbara City College Performance for Excellence Student Success Request
PERMANENT MENTAL HEALTH COUNSELOR POSITION**

DEPARTMENT: Student Services/Student Health Services and Wellness Program

COLLEGE PLAN: Goal 4: Objective 10,11,12&17, Goal 7: Objective 26,&27

PROPOSAL: Establish a permanent, full-time, certificated mental health counselor position in the Student Health Services and Wellness Program.

AMOUNT OF REQUEST: \$29,613 for 50% of a full-time, 10month certificated position.

BACKGROUND: During the Spring Student Services Program Review (SSPR) critical elements emerged regarding the need for a permanent mental health counseling position. During the spring of 1999 a study team was convened to evaluate the role of mental health counseling on a community college campus and the need for a permanent mental health counseling position at SBCC.

FINDINGS:

1. Research literature indicates a positive link between mental health counseling and student academic retention and success.
2. Short-term six session model is effective in resolving success limiting issues.
3. There is a 72% retention rate by the students who utilized SBCC mental health counseling.
4. The top three presenting issues are stress/test anxiety, depression, and lack of motivation related to low self-esteem.
5. 17% of the clients served in 98/99 were international students.
6. 42% of the clients served in 98/99 were 25 years or older.
7. During the 1996-1999 academic years 63% of SBCC students 17-25 years of age were from areas outside of Santa Barbara County and thus were away from their family and community support systems.
8. College students have limited time and resources to easily access mental health services in the community. Community based counseling services have limited availability and fees can be prohibitive for college students with restrictive budgets. County services are limited to serve only the gravely disabled.
9. Faculty surveys indicate the belief that mental health counseling increases the possibility for academic success of their students.
10. Student surveys indicate that students who have used SBCC mental health counseling services consider the counseling to have assisted them in coping effectively with stress. Further, it has helped with issues such as self-esteem, goal clarification (both personal and academic) and concentration.
11. SBCC counseling case profiles demonstrate positive outcomes for students who have utilized the short-term counseling model.
12. The current system of delivery for mental health counseling services is limited by its temporary status. Existing funding is unpredictable with no long-term, permanent, budget commitment.
13. The current mental health position is reactive rather than proactive, providing predominately one-on-one counseling. A permanent mental health coordinator position can address a broader campus-wide education/prevention model.
14. The Mental Health Study Team's unanimous final recommendation stated the need for a permanent mental health counseling position at SBCC.

¹ Mental Health Study Team: Jan Anderson, Ray Launier, Jody Millward, Kathy Molloy, Jerry Pike, Debbie Mackie, Susan Broderick, Alyson Zimmerman, Madeline Burrige, Georganne Alex, Liberty Murphy (student representative) and Brandy Tulloh (County Mental Health)

A copy of the full report available upon request.

STRATEGY/RECOMMENDATION: The Mental Health Study Team recommends that a permanent mental health counseling position be made available to Santa Barbara City College. With the development of a permanent position there will be a “mental health program manager” who will function more actively in the college community and will provide permanent and consistent availability of mental health services. In addition to individual and group counseling, the added program coordinator’s responsibilities would include:

- Faculty, staff and student training/workshops
- Personal development classes
- Supervision and augmentation of the mental health intern program for needed expansion, at no cost, to meet student demands
- Development of faculty and staff manuals
- Development of a stronger liaison with community agencies for the purpose of collaboration and student long-term and specialized referrals
- Assign walk-in hours
- Supervision of on-site counseling hours for high-need student service programs (e.g., CARE, EOPS and ISSP)
- Expand campus-wide mental health screenings (e.g., depression, eating disorders and anxiety)
- Expand classroom presentations and consultation on curriculum infusion

RESOURCE/BUDGET:

Permanent full-time mental health counselor

Salary range:	Class III, level 6	
Current salary at this range:	\$46,547	
Current maximum benefit package:	\$ 7,306	
Current employee expenses @ 11.54%:	<u>\$ 5,372</u>	
Total	\$59,225	<i>85% time: \$50,340</i>

Budget Options:

Option A Full-time 10 month	Option B Full-time 10 month	Option C Full-time 10 month	Option D 85% time10 month
100% District* funded: \$59,225	70% District : \$44,419 30% SHS: \$17,768	50% District: \$29,613 30% SHS: \$17,768 20% EOPS, CARE, ISSP: \$11,845	50% District: \$25,170 35% SHS: \$17,619 20% EOPS,CARE, ISSP: \$7,551

*District funding: Partnership for Excellence

Lydia Deems, Career Center Counselor/Interim Director
Proposal for Partnership for Excellence Funds
September 23, 1999

Proposal: Adjunct counselor, 21 hours a week, 10 months a year for the Career Advancement Center,
\$29,568 plus benefits (\$32/hr, 44 weeks/year)

\$2000 annual stipend to pay for Career Interest Tests for low income students

Goal 7, Objective 27 is to increase by 15% the number of students who participate in goal setting, decision making, educational planning and career development activities. Last year, the number of unduplicated students served in the Career Center increased 51% from the previous year from 2600 students in 97-98 to 3921 students in 98-99. Aside from the fulltime director/counselor position, which is primarily administrative in nature, all other counseling hours are provided by adjunct counselors, which were reduced 28% this year, from 50 hours a week for the past 5 years to 36 hours a week during 1999-2000. Fifteen of those hours are being funded by one time counseling department monies for this year, which will disappear at the end of 1999-2000. Grants from LINKS/New Horizons, which had paid for the extra hours in years past, have disappeared as funding sources.

Also under this goal, I propose an annual fund of \$2000 be established to pay for career interest test packages for students unable to pay for the fee, which will be increased from \$15 to \$30 this year, to cover the actual costs to the college. With a \$2000 annual fund, we could give free tests to 66 students for the year or offer tests at half price to 132 students, enabling low income students to take greater advantage of the interest tests. Last year 349 test packages were sold to students.

Goal 4, Objectives 10,11,15,16,17,18; Career Counseling can help the college attain all of these objectives by working with increasing numbers of students to identify interests and set educational and career goals. With this strong foundation, and clear goals, students are more likely to pass classes, stay off academic probation, and complete a certificate or degree. Career Counseling is an essential link in the Academic Counseling and Transfer Counseling process. Students cannot transfer without having chosen a major and the 4-year college they wish to attend, which is part of the Career Counselor role.

Our number one goal is to serve as many students as we can as well as we can, believing if students take advantage of our services they have a higher likelihood of succeeding in college. Career Center counselors have been successful in increasing the number of college faculty, including ESL faculty, who have integrated Career Center research assignments into their courses. This helps hundreds of students every semester to set educational and career goals by learning about their interests, potential majors, potential careers and colleges to which they could transfer. ESL students who have completed this process are more likely to have a plan for continuing their college education at SBCC or another institution. We need to increase or at least maintain previous years' level of counseling hours in order to properly serve this increasing number of student users.

Career Counselors actively promote SBCC's certificate and degree programs in technologies, business, health and human services to students and interested potential students and information about these programs is prominently displayed in individual notebooks.

College Plan: Goal 3, Objective 6. Internships, mentorships, job referral, and job placement assistance are all coordinated through the Career Center and counselor time is heavily utilized to inform students about and assist students with these services. Verbally describing the services, helping students access the information via Internet or written sources, critiquing resumes, teaching interviewing skills, explaining the job search process, all take counselor time.

Thank you for the opportunity to present this proposal.

Santa Barbara City College. Partnership for Excellence Student Success Request.

Proposal: Preassessment Courses in Mathematics

Ignacio Alarcón/Department of Mathematics

COLLEGE PLAN: Goal 4, Objectives 11,12,13,14

Anecdotal evidence suggests that a large number of ESL students do not take or postpone their assessment in Mathematics while they are in the ESL program. Many of them do not take any assessment, choosing to start at the most basic level of mathematics that the college offers, Math 1, or 7th grade level mathematics. In many instances, this is not an accurate reflection of the students' mathematics proficiency level, which leads to understandable frustration and resentment.

The department of Mathematics will design and offer 0.5 unit (9 hours) preparation courses prior to the assessment in Mathematics. ESL students, very particularly those at levels 4 and 5, will be encouraged to assess earlier than they normally do.

Santa Barbara City College currently uses the instruments of the UC/CSU Mathematics Diagnostic Testing Project for assessment and placement. We will focus on the tests used for placement into Math 4/Math 100 (level 1) and Math 100/Math107 (level 2.)

Starting in the Summer of 2000, we plan to offer:

- Two Level 1 and Two Level 2 Preassessment courses scheduled around the Assessment Dates for Fall 2000.
- Two Level 1 and Two Level 2 Preassessment courses scheduled around Assessment Dates for Winter 2001.

This proposal is inspired by needs of our ESL student body, but we won't limit our offerings to these students. It is our belief that there are many students who could make use of these Preassessment courses to give the assessment "their best shot." It is our expectation that this will help in reducing the time needed for many students to start and complete their mathematics requirements.

Funds Requested:

Stipend/Release Time for 1 TLU to be used developing the two 0.5 unit courses (Spring 2000)	\$ 822.12
Funds for Instructional Aides (2 per course)	<u>\$ 1606.00</u>
Total (IA/Sept 1999)	<u>\$ 2428.12</u>