

#8

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

General Counseling

Q2

1.2 Lead Author:

My-Linh Nguyen

Q3

I.3 Collaborator(s):

General Counseling: Raad Jerjis, Sophia Armenta, Michelle Campuzano, Ticey Hosley, Lilia Pulido, and Osvaldo Torres.
Classified Staff: Brianna Cuellar and Cathy Fritz

Q4

Dean/Manager(s):

Dean Nicole Jones

Q5

I.4. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Spring 2021 program reviews on the program review webpage.

Since the last program review, the Counseling Department has honed in on our online service delivery model. We continued to fine-tune our processes for offering online services and meet the needs of our students, while functioning for the full year under remote working conditions through the end of Spring 2021. As we prepared for the start of Fall 2021, planning was underway to prepare for return-to-campus and office procedures that would reintroduce face-to-face counseling services.

At the curriculum level, Counseling 120 and WEX 110 assessed SLOs in Spring 2021. Counseling 101 was identified to be assessed during Fall 2021.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area. Please include information on the implications for practice (e.g., on how your service area used the data for improvement).

Cuyamaca College's Counseling department provided remote services in 2020-2021 due to the ongoing COVID-19 pandemic. In this modality, approximately 25% of all students enrolled at Cuyamaca College in the 2020-2021 academic year received counseling services between July 1st, 2020 and June 30th, 2021 (3,293 of 13,148 students). In comparison, approximately 31% of all students enrolled at Cuyamaca College in the 2019-2020 academic year received counseling services between July 1st, 2019 and June 30th, 2020 (4,363 of 13,900 students).

In 2020-2021, the Counseling department served an overrepresentation of white students (51% compared to 45% college-wide). Conversely, the Counseling department served a slight underrepresentation of African-American/Black students (5%, compared to 6% college-wide), a slight underrepresentation of Asian students (4% compared to 6% college-wide), a slight underrepresentation of Native American students (<1% compared to 1% college-wide) and an underrepresentation of Hispanic/Latino/a students (32% compared to 35% college-wide).

The General Counseling Access Persistence Report 2020-2021 examines equity in access to the different counseling services (appointments, drop-in sessions, and e-advising), as well as fall-to-spring persistence for students that participated in these services. This shows that white students and female students were overrepresented in each counseling service type in 2020-2021, and that students younger than 20 were underrepresented in each counseling service type.

Focusing specifically on persistence, students who received Counseling in 2020-2021 were more likely to persist from Fall 2020 to Spring 2021 at Cuyamaca College (77%), compared to all students (58%). This is an increase in comparison to the 2019-2020 General Counseling Comparison Report that showed approximately 74% of students who received counseling persisted from Fall 2019 to Spring 2020 compared to all other students. In 2020-2021, students who attended at least one drop-in session were most likely to persist (84%), while students who attended at least one appointment or e-advising session persisted at similar rates (78% and 77%, respectively).

Implications for practice

Our service area uses the data to identify where we can improve. There continues to be a large gap in the number of students being served in comparison to all enrolled students, but particularly we see the equity gap in the access data by race/ethnicity. This data is driving us to ask the questions of what the barriers may be that keep students from accessing our services. Counseling used much of the outcomes data, specifically persistence, to support the value of students receiving counseling. However, when we take into consideration the access data, this tells us that there is a large number of students that we need to reach in order for all students to benefit from increased student outcomes such as persistence. Although the department has discussed practical steps to consider such as increased marketing campaigns, working with the launch of Puente, and extended hours, we intend to spend the upcoming spring semester and next fall working with IESE to develop and conduct focus groups that will provide more insight on access barriers that will closely tie to our goal #3.

Q7

II.2. What did your service area learn from the transition to remote operations over the past year? How can this be used to improve the student experience in the future?

In the transition to remote operations over the past year, the Counseling Department was dedicated towards making sure students seamlessly continued to have access to our services. We learned that we needed to adapt as our technology tools were fine-tuned (such as added functions to our SARS program capability). We have continuously worked to identify the best practices for how students can be scheduled for appointments, and managing our coverage to meet students needs. We learned that we could adequately provide services to students in a remote environment. We will need to use this to improve the student experience in the future as we return to in-person services and will need to assure that students have the same experience in a hybrid environment.

We are learning from our Point of Service Survey how satisfied students are with our online services and meeting students needs, however in the future, we need to delve further to identify where any dissatisfaction with our online services comes from. We are also looking to identify what barriers may be keeping students from accessing our counseling services - especially now that we have online scheduling readily available. Although we have eased the process of appointment scheduling and increased availability to connect with a counselor through the launch of e-Counseling, the data still shows that not every student receives counseling services.

Q8

II.3. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

It was identified that there was a slight decrease in the percentage of students served this past year. Although, there could have been a number of factors as to why (including effects of the pandemic on student behavior and enrollment), the data still shows that not every student receives counseling services as a whole. In light of the goals set in our program review, our department would like to improve equitable student access and outcomes in the coming year by focusing on the representational equity gaps in access to Counseling by Black and Latinx students. We understand that students who obtain counseling services yield higher outcomes, such as persistence. Based on the representational equity gaps, we plan to learn more about the barriers that keep Black and Latinx students from obtaining counseling services. Having spent the past year collecting data through our Point of Service Survey and utilizing our access reports, we plan to spend this year under the guidance of our Institutional Effectiveness team to evaluate the information we have gathered to inform our next steps.

Q9

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Cuyamaca College General Counseling Access Persistence Report 2020-2021 20211027 (1).pdf (172KB)

Q10

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Cuyamaca College General Counseling Access Report 2020-2021 20210913.pdf (139.5KB)

Q11

Yes

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

Q12

Yes

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

Q13

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

Goal 1: Increase the use of technology in the administration/implementation of counseling services and programs

Over the past year, the Counseling Department has continued to increase our use of technology in administration of counseling services. We provided counseling services for an entire year in full remote operations, where students utilized e-Counseling, Virtual Drop-in and Online Counseling appointments to connect with a counselor. We also held meetings and provided workshops in online format. Our implementation of Virtual Drop-in and appointments provided students a viable option for connecting with a live counselor to meet their needs. Implementation of e-Counseling offered students a simple way to ask a question and receive answers via email. Although our assessment findings show that less students accessed counseling services over the past year, report data show that students who did obtain counseling services yielded higher outcomes. What we will change over the next year in relation to technology will be to identify ways in which we can improve how our online services are being provided, such as identifying best practices and fine-tuning our office procedures. Implementation of our new orientation and advising software will be a major technological improvement as well.

Goal 2: Research and develop a Counseling Model for Guided Pathways

The Counseling Department conducted Student Success Team Inquiry Research in 2019 that laid the foundation for a vision of a Cuyamaca Counseling Guided Pathways Model. That research was shared and presented with various groups on campus in the 19-20. Furthermore, in Spring 2020 a ASCCC Rostrum article was published to highlight the process counseling was going through: <https://www.asccc.org/content/strengthening-counseling-voice-guided-pathways>

The Counseling Model for Guided Pathways has currently been on hold since Spring 2020 so that the team can first focus on working with the overall college Guided Pathways efforts. By participating in the larger college efforts, we can then get to a place where our Counseling Model for Guided Pathways can then be further discussed in a practical way.

Goal 1 & 3: Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters.

Over the past year, the intention was to administer a Point of Service Survey to gather data on student's usage and satisfaction with our online counseling services. The rate of responses was very low at the beginning and counselors were encouraged to include email links to the survey upon completion of a counseling point of contact. Reminders were sent out and suggested email context provided to support obtaining more survey responses. The Counseling Point of Service survey was updated in Spring 2021 to incorporate demographic questions in order to capture supporting data to measure this goal. These changes will provide more rich data for the department to evaluate.

Q14

1. Previous Goal 1:

Increase the use of technology in the administration/implementation of counseling services and programs

Q15

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q16

In Progress - will carry this goal forward into next year

3. Goal Status

Page 5: III. Previous Goals: Update continued

Q17

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q18

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Over the past year, Counseling has worked within the Pathway Navigation team to implement a new online orientation and advising software. This required working with those working on our Guided Pathways efforts, outreach and our IT Department. The intention of this software is to replace an outdated orientation and advising program with a software that has the capability of developing additional modules for our students (e.g. probation, categorical specific, etc.). This software and new orientation was slated for Spring 2021 and currently delayed until Spring 2022.

Our action steps for the next year is to continue our work with building additional modules within Comevo while awaiting for the orientation to debut. The online advising module is being updated with hopes that it can be implemented at the same time as the orientation. Once this is in effect, there will be new data to be collected at the end of the orientation, measuring student satisfaction with the orientation and counseling services.

We experienced a great resource loss in the past year when our Student Services IT Program Manager resigned. It has clearly hindered our progress towards achieving this goal. Without a dedicated IT member who is versed in the needs of student services and the technology programs specific to our service area, it is unknown when Comevo will be launched.

Q20

Yes

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q21

1. Previous Goal 2:

Research and develop a Counseling Model for Guided Pathways

Q22

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q23

In Progress - will carry this goal forward into next year

3. Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q25

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The Counseling Department conducted Student Success Team Inquiry Research in 2019 that laid the foundation for a vision of a Cuyamaca Counseling Guided Pathways Model. That research was shared and presented with various groups on campus in the 19-20. Furthermore, in Spring 2020 a ASCCC Rostrum article was published to highlight the process counseling was going through: <https://www.asccc.org/content/strengthening-counseling-voice-guided-pathways>

During the 20-21 year, through the pandemic remote environment, Counseling continued participation and collaboration to support the overall college Guided Pathways efforts. Members of our department participated in the Student Success and Equity Committee that was overseeing Guided Pathways. Counselors were invited to assist in leading breakout groups at the Spring 2021 Flex Week "Program Map Workshop".

Action steps for 21-22 include participation on the Cuyamaca Pathways Planning Team, now under the leadership of Sr. Dean of Institutional Effectiveness, Success, and Equity. The Counseling Model for Guided Pathways has currently been on hold since Spring 2020 so that the team can first focus on working with the overall college Guided Pathways efforts. By participating in the larger college efforts, we can then get to a place where our Counseling Model for Guided Pathways can then be further discussed in a practical way. This includes working within the Cuyamaca Pathways Planning Team to look at defining the Exploratory ACP, identifying an ACP lead, and consider the role of counseling in this pre-ACP. An additional action step will be for the counseling department - as an instructional discipline, to redevelop its course webpage to align with other instructional department ACP webpages.

Q27

Yes

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28

1. Previous Goal 3:

To identify factors that may contribute to lower outcomes for African-American/Black and Latinx students served by Counseling as compared to other demographic groups.

REVISED GOAL STATEMENT: Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters.

Q29

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q30

In Progress-will carry this goal forward into next year

3. Goal Status

Page 11: III. Previous Goals: Update continued

Q31

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q32

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q33

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The Counseling Point of Service survey was updated in Spring 2021 to incorporate demographic questions in order to capture supporting data to measure this goal. Due to the nature of providing primarily online services this past year, the department encouraged counselors to include email links to the survey upon completion of a counseling point of contact.

During the Fall 2021 Counseling Division Retreat - the General Counseling Department utilized support from the SLO coordinator to revise this Program Review goal and align SAO accordingly. Revision of this Program Review goal will allow our department to more specifically target our intended outcomes and identify tangible and meaningful action steps towards them.

Original Goal #3 as stated from the last Comprehensive Program Review and Annual Update 20-21: To identify factors that may contribute to lower outcomes for African-American/Black and Latinx students served by Counseling as compared to other demographic groups.

Revised Goal #3: Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters

As a result, two revised outcome statements were mapped to this program review goal with intended action steps for the 21-22 year:
SAO 1: Identify barriers that keep Black and Latinx students from accessing counseling services.

Action Steps: Evaluate results of Point of Service Survey and deep dive into the data; Develop plan for implementing Fall 2022 Focus Groups to gather rich data into the barriers. These will be done in collaboration with the Office of Institutional Effectiveness

SAO 2: Create more equity-minded processes and procedures in counseling.

Action Steps: Seek data-driven resources and professional development tools; Conduct a self-assessed web scan as an initial intervention. Our department web pages are often a first point of contact for our students and utilized as a student resource. We will view our web pages as artifacts of practice and evaluate them for six equity-minded practices that can help to advance racial/ethnic equity. This will be guided by a resource from Center for Urban Education. (2020). Equity-minded inquiry series: Web Scan . Rossier School of Education, University of Southern California.

Q34

No

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q35

Respondent skipped this question

1. Previous Goal 4:

Q36

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q37

Respondent skipped this question

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q38

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 15: III. Previous Goals: Update continued

Q39

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 16: IV. New Goals

Q40

No

Would you like to propose any new goal(s)?

Page 17: IV. New Goals continued

Q41

Respondent skipped this question

1. New Goal 1:

Q42

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q43

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q44

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q45

Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q46

Respondent skipped this question

6. How will this goal be evaluated?

Q47

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q48

Respondent skipped this question

1. New Goal 2:

Q49

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q50

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q51

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q52

Respondent skipped this question

5. Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q53

Respondent skipped this question

6. How will this goal be evaluated?

Q54

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q55

Respondent skipped this question

1. New Goal 3:

Q56

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q57

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q58

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q59

Respondent skipped this question

5. Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q60

Respondent skipped this question

6. How will this goal be evaluated?

Q61

Respondent skipped this question

Do you have another new goal?

Page 20: IV. New Goals continued

Q62

Respondent skipped this question

1. New Goal 4:

Q63

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q64

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q65

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q66

Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q67

Respondent skipped this question

6. How will this goal be evaluated?

Page 21: Resources Needed to Achieve Goal(s)

Q68

Faculty Resource Needs,
Technology Resource Needs

What resources is your program requesting this year to achieve the program's goal(s)?

Page 23: Final Check

Q69

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
