#5

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Counseling

Q2

2. Lead Author:

My-Linh Nguyen

Q3

3. Collaborators:

General Counseling: Michelle Campuzano, Anthony Griffen, Donna Hajj, Lena Heckbert, Raad Jerjis, Jonathan Ng, Khrystyn Pamintuan, Vivi Ricardez-Veasey, Christopher Torres, Osvaldo Torres

Transfer: Amaliya Blyumin

Counseling Center Supervisor and Classified Staff: Isaiah Nailon, Cathy Fritz, Yesenia De La Torre

Q4

4. Dean/Manager:

Agustin Orozco

Q5

5. Initial Collaboration Date with Dean:

Date your program met with **08/15/2023**
your dean to discuss your
vision, goals, and resource
needs/requests:
MM/DD/YYYY

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

The Cuyamaca College Counseling Department works collaboratively with all areas of the college to promote student success and equity by empowering students to make informed decisions that advance their educational, career and personal goals.

Q7

7. Is the service area description in the current college catalog up to date and accurate?

Yes

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

In reflecting upon the College's new vision of "Equity, Excellence, and Social Justice through Education", the General Counseling service area helps advance this in many ways. We believe that students who receive counseling services, particularly comprehensive counseling services, have increased persistence outcomes. As a service area that is open to serving all students, we aim to help reduce such equity gaps through increased access to our service area through offering a multitude of services and modalities using contemporary technology, in addition to engagement with instructional departments and campus activities. Where excellence is striving to do more and be great even if it is not perfect along the way - we are intentional in our use of tools and data to inform our best student-centered practices. The outward expression of our passion to serve students is our excellence. Our department is heavily involved in participatory governance, cross-campus collaboration and engagement, knowing that we are advocates for our students and represent the most diverse department at our college. We strive for all students to feel safe and valued. We work alongside our larger Counseling Division, which includes special programs such as Veterans, DSPS, CalWORKS, and EOPS, in addition to offering student success programs such as Umoja and Rising Scholars.

The Counseling department reflects the College's mission in the same way that we advance the vision. In so many ways that we just described above, our work is also reflected in the more detailed statement of the College mission. Our department is built upon the commitment for student-centered practices and serves as advocates for our students. We thrive on innovative approaches because we know that we cannot just sit here and wait for students to come to us. Both our Counseling curriculum and service area provide a learning space for students where their own values, challenges and goals are explored.

We specifically reflect the College's values in the following ways:
● Student-centered: Commitment to student-centered practices; Serving as advocates
● Equity: Utilized data to identify equity gaps; Reduce equity gaps by widening access to counseling services as a means to increase persistence outcomes; increased course sections utilizing OER; increased number of courses articulated to the CSU and UC system
● Student Success: Increasing access; Engaging with students through embedded counseling and increased participation in cross-campus activities
● Innovation: Utilizing data to inform best practices in providing services; Implementing improved processes and collaborating with other departments (Embedded ACP Counseling and COUN 101 Pilot)
● Excellence - Regularly reviewing our data to reflect and inform our best practices; Leaning on our Innovation value to pilot new things as we constantly strive to provide better services; The outward expression of our passion to serve students is our excellence
● Social Justice - Leaning on our work in all of the other values so that our students can feel safe and secure; Involvement in participatory governance allows us to serve as a voice and take part in many decisions that affect our students; Creating student success programs that promote inclusivity and equal opportunities to succeed
● Community: Collaboration with instructional departments, community and regional partners; Embedded Counseling; Participation in both in-reach and outreach activities

Page 3: III. Student and Instructional Service Area Assessment & Data Analysis

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

We annually pull "Access to Services and Persistence" data reports, however, this year, we decided to include a deeper dive and include additional data reports:

● Access to Comprehensive Education Planning (CEP) Services in 2021-2022, Persistence, and Use of Counseling Services in 2022-2023
● Access to Comprehensive Education Planning (CEP) Services in 2022-2023

We also explored some of our data under the notion of the "general student population" when "special populations" such as DSPS, CalWORKs, EOPS, Veterans and NextUP are disaggregated.

Q10

10. How do the students served by the service area differ from the College's overall student population, if at all?

General Counseling students mirror the general population of Cuyamaca students with the following minor differences:

● we served a slightly higher population of White/Non-Hispanic (~5% in 2022-2023, down 1% from the prior three academic years including the last reported comprehensive review in Spring 2020)
● we served a slightly higher population of students between the ages of 20-24 (~4%, increasingly over the past three academic years)
● we served a slightly lower population of students under the age of 20 (~3% in the past 3 academic years)

Within General Counseling, we also house several smaller programs and reassignments that provide additional high touch counseling and services to specific populations: Cuyamaca Rising Scholars (for our formerly incarcerated/justice-impacted students), Cuyamaca Umoja Scholars (students identifying as Black/African-American/African), Athletic Counseling, and Foothills Adult Education Center.

Q11

11. Please discuss any equity gaps in access or success.

2022-2023 served as our first fully reopened year (no vaccine mandates in place), in comparison to the prior two years largely impacted by the Covid-19 Pandemic. As we reopened with no restrictions and a more formal delivery model of mixed modality counseling services, approximately 24% of all students enrolled at Cuyamaca College in that academic year received general counseling services between July 1st, 2022 and June 30th, 2023 (2,903 of 12,936 students). In comparison to the two prior years: 23% in 2021-2022 (2,906 of 12,427) and 25% in 2020-2021 (3,293 of 13,148)

This year we included looking at our data in terms of what we may consider a "special population" student vs a "general population" student. Special population students are typically a part of programs that provide more high-touch counseling services in addition to extra program services, often functioning with smaller total number of students and lower counselor to student ratios.

In 2022-2023, approximately 17% of our students (2,217/12,935 students) received EOPS/CARE and/or CalWORKs services, or might have been eligible for DSPS, UP!/NextUp, and/or Veterans services (this includes students with a verified disability, students who are former foster youth, and students who are verified military veterans—regardless of whether they received DSPS, UP!/NextUp, and/or Veterans services at Cuyamaca in 2022-2023).
● This 17% reflects 2,217 students out of our population of 12,935 students.
● The remaining 10,718 students are part of what we may consider as our "general" student population.
Of the 3,165 students who received at least one General Counseling service in 2022-2023…
● Approximately 22% (684 students) were part of this "special population" of EOPS/CARE/CalWORKs/DSPS/UP!/NextUp/Veteran students. General Counseling served 30% of this "special population" (684/2,217 students).
● The remaining 78% (2,481 students) were part of our "general population" (i.e., not an EOPS/CARE/CalWORKs/DSPS/UP!/NextUp/Veteran student). General Counseling served 23% of this "general population" (2,481/10,718).
● ~1 in 5 students that General Counseling served were part of or eligible for a special program/service, while ~4 in 5 students were part of the "general population."

EQUITY GAPS IN ACCESS
The General Counseling Access to Services and Persistence Reports examines equity in access to the different counseling services (appointments, drop-in contacts, and eCounseling), As well as fall-to-spring persistence for students that participated in these services.
Equity gaps in student access to services by race/ethnicity include:
● Overrepresentation of white students:
○ 2022-2023 (50% compared to 45% college-wide; narrowed by 1% from prior years)
○ 2021-2022 (49% compared to 43% college wide)
○ 2020-2021 (51% compared to 45% college-wide)
● Slight underrepresentation of African-American/Black students:
○ 2022-2023 (5% compared to 6% college-wide; returned to 1% from 2020-2021)
○ 2021-2022 (4% compared to 6% college wide)
○ 2020-2021 (5% compared to 6% college-wide)
● Slight underrepresentation of LatinX students:
○ 2022-2023 (35% compared to 36% college-wide)
○ 2021-2022 (36% compared to 37% college wide; narrowed by 2% from prior year)
○ 2020-2021 (32% compared to 35% college-wide)
● Slight underrepresentation of Asian students:
○ 2022-2023 (4% compared to 6% college-wide)
○ 2021-2022 (4% compared to 6% college wide)
○ 2020-2021 (4% compared to 6% college-wide)

The Counseling department narrowed the equity gap in access for Latinx students from a three percentage point gap in 2020-2021 down to just a one percentage point gap in 2021-2022, maintaining that one percentage point gap through 2022-2023.

Equity gaps in student access to services by age and gender include:
- Underrepresentation of students under 20 years old:
  - 2022-2023 (24% compared to 27% college-wide)
  - 2021-2022 (23% compared to 26% college wide; narrowed by 1% from prior year)
  - 2020-2021 (18% compared to 22% college-wide)
- Overrepresentation of students age 20-24 years old:
  - 2022-2023 (36% compared to 32% college-wide)
  - 2021-2022 (37% compared to 34% college wide)
  - 2020-2021 (38% compared to 36% college-wide)
- Our services were similar to college-wide proportions female and male students:
  - 2022-2023 (56% and 43% compared to 56% and 43% college-wide respectively)
  - 2021-2022 (57% and 42% compared to 58% and 41% college-wide respectively)
  - 2020-2021 (58% and 41% compared to 58% and 41% college-wide respectively)

EQUITY GAPS IN SUCCESS: PERSISTENCE

Overall, students who received General Counseling services in academic years 2020-2021, 2021-2022, and 2022-2023 had better fall-to-spring persistence outcomes than students who did not receive these services. This finding is consistent with our understanding that counseling services are critical to increasing graduation and transfer rates, as well as mitigating equity gaps. However, consistent with national data, there are some equity gaps for our African-American/Black and Latinx students.

Focusing specifically on persistence, students who received any counseling service were more likely to persist from Fall to Spring at Cuyamaca:
- From Fall 2022 to Spring 2023 (78% compared to 57% college-wide; 2% increase over previous years)
- From Fall 2021 to Spring 2022 (75% compared to 56% college-wide)
- From Fall 2020 to Spring 2021 (77% compared to 58% college-wide)

However, in 2022-2023 African-American/Black students (12 percentage point gap), Latinx students (4 percentage point gap), Native American students (14 percentage point gap), Pacific Islander students (10 percentage point gap), and students who identify with two or more races/ethnicities (9 percentage point gap) who received any Counseling experienced equity gaps in persistence compared to white students. Please refer to the supporting "Access to Services and Persistence in 2022-2023" data report submitted for the specific percentages.

Although students who received Counseling services in 2021-2022 were slightly less likely to persist than students who received Counseling services in the previous year, this pattern is consistent with the college-wide trend of declining persistence rates that year.

When considering by type of counseling services (attended at least one counseling appointment, at least one drop-in session, or received eCounseling services), students were more likely to persist from Fall to Spring at Cuyamaca as followed:
- From Fall 2022 to Spring 2023 (79%, 83%, and 78% respectively)
- From Fall 2021 to Spring 2022 (78%, 78%, and 75% respectively)
- From Fall 2020 to Spring 2021 (78%, 84%, and 77% respectively)

When focusing specifically on counseling appointments as our most comprehensive service, the equity gaps in persistence, by percentage points, in comparison to white students were as follows for 2020-2021, 2021-2022, and 2022-2023:
- African-American/Black (11, 20, 11 percentage points respectively)
- Asian (2, 16, 1 percentage points respectively)
- Latinx (7,1,4 percentage points respectively)
- Native American (18, 0, 7 percentage points respectively)
- Pacific Islander (0, 19, 0 percentage points respectively)
- Two or more (2, 0, 11 percentage points respectively)

When disaggregating between special and general populations, of the 2,447 students who attended at least one appointment in 2022-2023, 492 (20%) were from the "special population" (defined earlier) and 1,955 (80%) were from the "general population" of students. Approximately 22% of the "special population" students attended at least one appointment (492/2,217 students), and approximately 18% of the "general population" students attended at least one appointment (1,955/10,718 students).

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

Our service area uses data to inform our practices and identify where we can improve. There continues to be a large gap in the total number of students being served in comparison to all enrolled students (24%; 3,165 of 12,936 students in 2022-2023), even when only the "general population" students are considered (23%; 2,481 of 10,718). We also acknowledge there is still slight underrepresentation of access by multiple race/ethnicity groups.This data consistently drives 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.

The Counseling department proudly reported a narrowed equity gap in access for Latinx students from a three percentage point gap in 2020-2021 down to just a one percentage point gap in 2021-2022, maintaining that smaller one percentage point gap through 2022-2023. We believe this achievement is the result of the same efforts we continue to take in addressing the ongoing equity gaps.

The Counseling Department committed to a philosophy shift nearly 2 years ago as we decided to proactively market our counseling appointments (what we consider to be the most comprehensive service type) and by assuring we increased the available number of appointments to offer to students in both in-person and online modalities. Proactive marketing efforts included: upsell students receiving Drop-in to make followup appointments, increased social media presence, Canvas message blasts during off-peak months, increased engagement with instructional faculty which includes classroom presentations, and participation in campus-wide events and tabling, such as Find Your Pack. We plan to progressively increase these efforts year by year. We currently have two ACPs with Embedded Counseling (STEM and Behavioral Social Sciences) in which we believe promotes a higher rate of student contact due to targeted messaging and increased visibility. Based on all of these intentional efforts, we have seen increased student contact through our counseling appointments:

- 2022-2023 (19% of all students; 2,447 of 12,936)
- 2021-2022 (17% of all students; 2,146 of 12,427)
- 2020-2021 (18% of all students; 2,345 of 13,148)

As mentioned earlier, when considering this data, we wanted to consider additional disaggregation between special and general populations. Of the 2,447 students who attended at least one appointment in 2022-2023, 492 (20%) were from the "special population" (defined earlier) and 1,955 (80%) were from the "general population" of students. Approximately 22% of the "special population" students attended at least one appointment (492/2,217 students), and approximately 18% of the "general population" students attended at least one appointment (1,955/10,718 students).

There was a slight decrease in the percentage of students served in 2021-2022. However, it is in proportion to the decrease in overall enrollment that year. We acknowledge there could have been a number of factors as to why (including effects of the pandemic on student behavior and enrollment), but 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 has been aiming to improve equitable student access and outcomes 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.

The department continues to commit to practical steps such as increased marketing campaigns and campus-wide engagement, including ACP communities. This past year, we were working with IESE to conduct focus groups that would provide more insight on access barriers that would closely tie to our program goal #3. Unfortunately, recruitment for the focus groups turned out to be more challenging than expected, so we will be carrying over this research and assessment into our next SAO plan. We anticipate there will be better participation in a focus group next time around, due to newly formed student groups on campus and our new full-time Umoja Counselor/Coordinator to aid in recruitment.

As a part of our 2020-2024 SAO Plan, the Counseling Department conducted a web scan of our counseling web pages as an equity-minded inquiry project. The department then rewrote web page content into more intentional artifacts of practice to meet recommended equity-minded practices for websites (Welcoming, Demystifying, Creating a Partnership, Validating, Representing, and Deconstructing) - See supplemental data submitted "Counseling Web Scan - Pre & Post" Report. In our new 2024-2028 SAO Plan, we would like to continue with our equity-minded inquiry work by considering student feedback on counseling web pages and look into a possible document scan project.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

Goals set in our previous comprehensive review from Spring 2020 included:
1.   Increase the use of technology in the administration/implementation of counseling services and programs.
2.   Research and develop a Counseling Model for Guided Pathways.
At that time, we had added a new Program Goal #3.
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.

Between Fall 2020 and Fall 2021, assessment of program goals were largely disrupted by the Covid-19 pandemic. Furthermore, over the summer of 2021 our department transitioned under a new Department Chair and sought additional guidance with campus resources through the IESE office and SLO coordinator. When our Fall 2021 annual update was submitted, Program Goal #3 was thoughtfully rewritten to align more closely with outcomes that were meaningful to our department and addressed the specific equity gaps related to our service area.

Revised Goal #3 (submitted in Fall 2021): Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters.

The data that we examine annually has helped inform our department of what new upcoming program goals we should be focused on. We have also reflected on our previous goals and SAO plan to consider where we see our service area going next. The Covid-19 Pandemic allowed us to move our technology pieces at lightspeeds and we wanted to really consider what was important to us about our progress with counseling in guided pathways. Based on this, we will be reporting completion of goals #1 & #2 from our previous comprehensive program review and excited for newly developed goals to focus on over the next 4 years.

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

When reflecting on the most significant and impactful ways in which Counseling has worked across the college to advance the college's vision over the past year, we've identified the following:

Equity:

Within our service area, we want to widen access to counseling services as a means to reduce equity gaps and increase persistence outcomes. Over the past year, we have sought to increase our visibility and marketing of our services through engagement with instructional faculty and campus-wide events. In alignment with the college strategic goal to "Increase Persistence and Eliminate Equity Gaps," we are heavily involved in the college guided pathways work, piloting Embedded Counseling with STEM and BSS ACPs. Embedded Counseling served as new terminology for us and allowed us to rethink our model for counseling in guided pathways in the 2022-2023 year (moving away from prior years of planning towards a student success team model). In this current pilot, STEM no longer had a small program cohort model under the STEM HSI grant and was remodeled to function with an embedded Counselor that is available to all STEM major students.

In this past year, our department has made large strides in our faculty requests. Two of our most recent faculty request positions were directly related to Black and Latinx student success program needs. Our faculty request to hire our first full-time Umoja Counselor/Coordinator was approved in Fall 2022. This position was not hired/filled until September 2023 therefore we have yet to be able to showcase the ways in which this student success program will be working across the college in impactful ways. Regardless, we know that having this full-time position alone is a huge win for not only our department, but college-wide as the rebuilding of our Umoja program will greatly contribute to the college efforts to address the equity gaps of our African-American/Black students. In addition to Umoja, our 2022-2023 faculty request for a full-time Puente Counselor/Coordinator was ranked #1 on the faculty hiring prioritization and we had high hopes that we would be able to hire this position in order to support the college efforts to address the equity gaps of our Latinx students. Both programs include learning community practices that we look forward to integrating with our instructional colleagues. Unfortunately, at the time of finalizing this comprehensive review, we were notified that there was a discrepancy in the district's FON and therefore unlikely any positions would be hired. We plan to resubmit our faculty request for a full-time Puente Counselor/Coordinator and keep trying.

Excellence:

In defining excellence, we consider our passion to serve students, striving to do more and be better, and aligning our intentions with the impact that we wish to make. When reflecting on this definition with how we worked across the college, we see ourselves everywhere. From other student services areas such as Outreach, Admissions & Records, Financial Aid, Career Services to all instructional areas, Counseling has an opportunity to work with everyone. Student services areas have to work together, and we all have this common goal to increase access to the college and best provide the student experience. This means a lot of collaboration regarding processes and particularly policies that impact our students. To support the instructional areas who are working on goals towards course success, persistence and completion, Counselors work alongside our colleagues in order to help students in their planning. We embrace opportunities to work with others across the college to not only increase engagement, but also welcome innovative ideas to pilot (such as Embedded ACP Counseling and the STEM 101 + COUN 101 Pilot).

Articulation is a function critical to the success of students seeking to transfer to 4-year universities and the role of Articulation Officer (AO) is taken on by a reassigned full-time counseling faculty member. One of the goals of articulation is that students have access to as many major preparation courses as possible to best prepare for their transfer major. To this end, on a continual basis, the AO works with instructional faculty to identify gaps in articulation and seek out new articulation. Additionally, the AO works very close with faculty to ensure courses with course identification (C-ID) (required for Associate Degree for Transfer approval) are written to meet those standards, while not losing other approvals (i.e., CSU or IGETC or major articulation). Further, to meet students' needs it is critical that we have Associate Degree's for Transfer (ADT's) that allow students to apply and transfer broadly to CSU's. Since 2019 the AO has worked with faculty to develop and gain State approval for 3 new ADT's including: Computer Science, Business Administration 2.0 and Communication Studies 2.0 bringing the colleges total ADT's to 26.

Social Justice:

Our involvement in participatory governance allows us to work across the campus in many capacities and serve as a voice for our students. Much of our policies and processes take place in our governance structure, therefore being present at these tables assure that we take part in many decisions that affect our students. In these same committee and planning spaces, we work with our instructional faculty, administrators and district teams to create student success frameworks that promote inclusivity and equal opportunities to succeed. We also carry over this work by representing our college at district-level planning and as community organization liaisons. We view the work we described above to advance both equity and excellence as falling in line with the overarching vision for social justice.

Below we have highlighted some of the most critical governance structures where Counselors are currently (23-24) working across the college and commit to our representation in:

Michelle Campuzano - President's College Equity Leadership Alliance, Racial Equity & Social Justice Taskforce, Transfer Center Advisory Board

Raad Jerjis - Academic Senate

Donna Hajj - Program Review Steering Committee (PRSC), Griffin-Coyote Connection HS Matriculation Lead

Lena Heckbert - Pathway Navigation, Cuyamaca Pathways (Guided Pathways), Workforce Development Committee

Cindy Morrin - on sabbatical Fall 2023

My-Linh Nguyen - College Technology Committee, Student Services Leadership Advisory Team (SSLAT), Instructional Leadership Advisory Team (ILAT), Academic Calendar Committee, Cuyamaca Pathways (Guided Pathways), VPSS Leads & Extended Cabinet, Faculty Hiring Prioritization Committee (FHPC)

Vivi Ricardez Veasey - Curriculum Committee, Curriculum Technical Review Committee, Curriculum Prep, SSLAT, Credit for Prior Learning Taskforce, PRSC, Region 10 County Articulation Council, California Intersegmental Articulation Council

Osvaldo Torres - AFT Board Member rep for Cuyamaca, FHPC, Veterans Services Faculty Lead

At the time of this comprehensive review submission, we have 4 new counseling faculty taking part in their first year tenure-track with us: Khrystyn Pamintuan, Anthony Griffen, Jonathan Ng, and Christopher Torres. We look forward to them each identifying their personal areas of interest and supporting our representation in the near future.

As a Counseling Division, categorical counselors and the transfer center coordinator provide additional representation:

Johnny Barner - SSEC, Engagement & Validation Advisory Group, Public Safety Taskforce

Amaliya Blyumin - SSLAT, Transfer Center Equity Taskforce, Classified Hiring Prioritization Committee, Transfer Center Advisory Board, ILAT, Student Services Equity Council (SSEC), Regional CCC LGBTQ+ Group

Liza Kakos - PRSC Tri-Chair, Outcomes and Assessments Committee (OAC), Institutional Effectiveness Committee

Nicole Keeley - Foster Youth Student Services Team Faculty Lead, EOPS Region X Coordinators/Directors, SDSU EOPS Advisory Committee, PRSC, SSLAT

Rachelle Panganiban - Petitions Committee Faculty Co-Chair, Academic Senate as Student Services Officer-at-Large, Senate Officers Committee as Student Services Officer-at-Large, EEO Representative, Discretionary Committee, In addition to AFT Contract Faculty VP for Cuyamaca College: serving the following as the AFT representative: Cuyamaca College Council (CCC), ILAT, Emergency District Executive Council

Asma Yassi - Petitions Review Committee, Academic Senate, SSLAT, VPSS Leads & Extended Cabinet

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

2022-2023 served as our first fully reopened year (no vaccine mandates in place), in comparison to the prior two years largely impacted by the Covid-19 Pandemic. As we reopened with no restrictions and a more formal delivery model of mixed modality counseling services, approximately 24% of all students enrolled at Cuyamaca College in that academic year received general counseling services between July 1st, 2022 and June 30th, 2023 (2,903 of 12,936 students). In comparison to the two prior years: 23% in 2021-2022 (2,906 of 12,427) and 25% in 2020-2021 (3,293 of 13,148)

The pandemic may have caused a disruption of operations in 2020-2021, however, our operations are now fully functioning and it is possible that we need to look more deeply into the disruption of students' lives caused by the pandemic. When we consider what would be current challenges now - it may be more in relation to better understanding what those barriers may be that are keeping more students from both accessing and utilizing our fully operating counseling services.

The one true blessing that came in the disguise of the pandemic WAS the need to offer services in various modalities. What was originally just in its infant stages of true "online counseling services" in our department in 2019 is now a full-blown intentional delivery services model. Now that we have been operating under a hybrid services model where we meet the students where they are, we have been able to look at our data to identify the number of online vs in-person appointments fulfilled when students were given the option to choose their modality.

Q16

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

Cuyamaca%20College%20General%20Counseling%20Access%20Persistence%20Report%202022-2023_20230825_v4%20(1).pdf (167.5KB)

Q17

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

Cuyamaca%20College%20General%20Counseling%20CEP%20Access%20Report%202022-2023%2020230929.pdf (162.6KB)

Q18

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Cuyamaca%20College%20General%20Counseling%20CEP%20Access%20Persistence%20Report%202021-2022%2020230929.pdf (173.4KB)

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16.   Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

SAO%20Plan%2024-28.pdf (54.6KB)

Q20

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

Counseling Services/SAO

SAO #1: Identify barriers that keep Black and Latinx students from accessing counseling services.

Key assessment findings: We used our annual access and persistence data to identify that there was a gap in access. This was what very much lead to the new program goals and revisions that took place shortly after our last comprehensive program review.

● Point of Service Survey administered between April 15 and November 15, 2021 to assess student satisfaction with remote services in 2021 (347 responses)

○ Respondent characteristics included 6% Black or African-American and 29% Latinx

○ 100% (n=15) of Black and 94% (n=74) of Latinx students were satisfied or very satisfied with the counseling services they received, in comparison to 96% overall (n=297)

Reflection: When our program review goal #3 was rewritten to "Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters." in Fall 2021, SAO #1 was written as an outcome to align. This was after we had already spent a year just dealing with the transition to remote operations and the challenges of the pandemic. At the time, we were in the middle of gathering data through a Point of Service Survey to evaluate students' satisfaction with our services amongst other feedback and demographics. Last year, we continued to work with IESE to plan for focus groups that could more specifically gather qualitative data on the barriers that may keep our Black and Latinx students from accessing our services. Unfortunately, it was very challenging to recruit the participants we were hoping to find (i.e., students who had not received counseling in the prior two years, who are not involved in special programs, and who identify as Latinx, Black, and/or Indigenous). IESE had five participants join the focus groups facilitated in April and May 2023, and each of these students provided thoughtful responses to the questions, but many of those participants were students who participated in counseling, Umoja, or another program at Grossmont College, so they are not necessarily representative of the target population.

Upon consultation with IESE, we feel that it would be best to carry over this assessment goal into the next SAO plan, at which we can try to recruit more focus group participants some time in 2024. This will also give us an opportunity to include our new Umoja Counselor/Coordinator in the planning and utilize focus groups for additional data gathering that can support Umoja programming efforts.

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

Key Assessment Findings: In 2022, our counseling department conducted a Web Scan project that allowed us an opportunity to self-assess our web pages on the following equity-minded practices for websites: Welcoming, Demystifying, Creating a Partnership, Validating, Representing, and Deconstructing. We captured baseline pre-intervention images of our web pages, then all of our full-time general counseling faculty scored our pages and provided feedback. IESE helped us in compiling the data reports at which our department then used to inform changes we would make to our web pages.

Reflection: We have always acknowledged that our website is often the first point of contact our students will have with us. The Center for Urban Education's (CUE) Web Scan Guide was used as the basis of our project and self-assessment. Going beyond just considering our web page as a source of information, the Web Scan Guide considers our web pages as artifacts of practice. Choosing to work on this project the past year really gave us a chance to step back and rethink our presence online, the messages that we wanted to convey, and remembering that our web page content can be a form of equity-minded practice. This may have been the first time our department sat together as a group to go over the content of our pages, whereas in the past different people would update individual pages or pages would be carried over year after year without thorough updates or we would rely on our office supervisor/staff to manage pages without faculty input. Regardless of the limitations of certain features or layout due to the district purchased platform, we now have more ownership in our web page content. We made major primary revisions to our pages in Spring 2023, with some additional work still to be done. We would like to welcome student feedback in the future and as we continue to increase the equity-minded practices of our web pages.

SAO #3: Increase the availability and effectiveness of online counseling services to students.

Key Assessment Findings:

● Increased number of online appointments from pre-pandemic (2 online appointments out of 1,550 total appointments in Fall 2019) to post-pandemic hybrid operations where students choose the modality they prefer (1,448 online out of 2,221 total appointments in Fall 2022)

● Point of Service Survey administered between April 15 and November 15, 2021 to assess student satisfaction with remote services in 2021 (347 responses)

○ to access remote counseling services, 59% used a laptop/computer, 36% cell/smart phone, and 5% used a tablet or other device

○ 6% of students experienced difficulty accessing remote counseling services

○ Students experienced a number of challenges with technology that included both difficulties on the Counselor end and on the student end, in addition to technical/connectivity issues beyond control

○ Overall, 96% of students were satisfied or very satisfied with the Counseling services they received.

● CCC Counseling Online Services Survey administered between March 8-April 7, 2022 to identify best practices in online counseling services across California Community Colleges counseling departments.

○ Successes in counseling services: flexibility & access; lower 'no show' rates for online appointments

○ Implementation issues: training; connection issues; staffing

○ Two primary resources needed in order to provide a robust online counseling services model: More full-time counselors and More classified office support

Reflection: In 2020-2021, we were functioning in a full remote environment due to the pandemic and offered an array of online services for students. At that time, we were in a sense forced to increase the availability of our online counseling services, however, we started out in a very reactive nature and it took the past year to really normalize our operations and function from an intentional hybrid services delivery model that meets the students where they are. Over the past 4 years, we were able to implement several key changes/interventions in our operations that helped us improve our effectiveness in online counseling services: ESARS online appointment scheduling (2020-2021); developed Online Services Delivery Model & Resource Guide (Summer 2022); merged in-person and virtual Drop-in queue in SARS upon the reopening of our campus (2022); developed guided service identifier tool (Aug 2022); upgraded SARS system with hybrid appointment scheduling capabilities (Sept 2022); Comevo was finally launched this past spring - which houses our online advising module that guides students through a one semester education plan (Feb 2023). We would like in our next SAO plan to revisit student satisfaction with a new survey in a hybrid, post-pandemic setting.

Counseling Instruction/SLO

Assessment results across all Counseling courses indicates that the majority of students are acquiring knowledge and skills identified in the SLO's and applying it properly, even considering the challenges of the Covid-19 Pandemic on our online courses and related assignments. Students demonstrated proficiency in a range of areas including: understanding the components of an education plan, evaluating goals, knowing how to access academic resources, developing a resume and cover letter, etc. Specifics for each course are listed below.

COUN 95 - Academic/Financial Aid Planning - Two active SLO's assessed in October, 7, 2020 indicating that 92% of students that completed the course demonstrate knowledge of financial aid academic and progress policies, guidelines, and requirements in addition to creating an educational plan consistent with major and career goals.

COUN 101 – Introduction to College - Two active SLO's assessed October 20, 2021 indicating that 97% of students that completed the course demonstrate knowledge of academic and student support resources, in addition to developing an educational plan aligning with personal needs and goals.

COUN 110 – Career Decision Making – Two active SLO's were updated in Spring 2020 and then revised again in Spring 2023. During that time, COUN 110 was not offered therefore not yet assessed. Since the revisions in Spring 2023, we look forward to offering this course again in the upcoming year and assessing our new SLO's for this course.

COUN 120 – College and Career Success – Two active SLO's assessed between February 16, 2021 and March 31, 2021. Counseling 120 is our most offered and highest enrolled course. Various methods were used to assess the SLOs, resulting in the following

averages:

● SLO #1 indicates that students that completed the course demonstrated knowledge of how to evaluate career, academic, and personal goals.

○ Assessed February 16, 2021 section #6923 with 89% success rate

○ Assessed February 18, 2021 with Section #7762 88% and section #0320 86% success rates

○ Assessed March 5, 2021 section #0305 with 86% success rate

○ Assessed March 31, 2021 with section # 7853 77% and section #0882 92% success rates

○ Assessed March 31, 2021 with section #0315 75% and section #6326 100% success rates

○ Assessed March 31, 2021 section #1034 95% success rate

● SLO #2 indicates that students that completed the course are able to create an educational plan using various academic resources such as the college catalog, transfer resources, and/or career research websites.

○ Assessed February 16, 2021 section #6923 with 78% success rate

○ Assessed February 18, 2021 with Section #7762 63% and section #0320 50% success rates

○ Assessed March 5, 2021 section #0305 with 61% success rate

○ Assessed March 31, 2021 with section # 7853 92% and section #0882 59% success rates

○ Assessed March 31, 2021 with section #0315 61% and section #6326 100% success rates

○ Assessed March 31, 2021 section #1034 88% success rate

Instructors acknowledged that while the success rate of the first SLO's were high, the percentage of students completing the second SLO assignment of obtaining an educational plan were low (various sections reporting anywhere from 50-77% completion of the assignment). Instructors believed that the challenges of the Covid-19 Pandemic created barriers for students accessing virtual counseling appointments to fulfill the education plan assignment that year, affecting the success rate.

COUN 130 – Study Skills and Time Management – Two active SLO's were updated in Spring 2020 and then revised again in Spring 2023. During that time, COUN 130 was not offered therefore not yet assessed. It is unknown when we will be offering this course again.

COUN 140 – Self-Awareness and Interpersonal Relationships – Two active SLOs assessed on March 5, 2021, but then were changed to inactive status 5/31/23 due to revisions prior to the submission of this Comprehensive Program Review. For both SLOs, 100% of students completing the course demonstrated the ability to apply theories of change to exhibit a healthy sense of self-control and also identify healthy vs. unhealthy behaviors that impact interpersonal and intrapersonal relationships and communication. Two additional SLOs that had been moved to inactive status on 6/30/20 were additionally assessed on March 5, 2021 indicating that 100% of students who completed the course demonstrated stress management coping strategies in their personal lives and recognize the role of emotions and how they can be debilitative and/or facilitative.

COUN 150 – Transfer Success – Two active SLO's assessed September 27, 2022 and June 7, 2023 respectively. SLO #1 was assessed in Fall 2022 with 78% of students that completed the course demonstrating knowledge of the minimum eligibility requirements to transfer to University of California and California State University. SLO #2 was assessed in Spring 2023 with the outcome of students successfully creating an educational plan that included general education, major preparation and elective courses for their required transfer goal. Unfortunately, the specific success rate is currently not available to report on due to the TracDat administrator being on leave at the time that this comprehensive review was submitted.

WEX 110 – General Cooperative Work Experience Education – One active SLO assessed between January 28, 2021 and April 16, 2021. Various methods were used to assess the SLOs, resulting in the following averages:

● SLO #1 indicates that students that completed the course demonstrated knowledge of how to identify employee responsibilities and meet employer expectations while successfully participating in the work environment.

○ Assessed January 28, 2021 section #7779 with 100% success rate

○ Assessed February 25, 2021 with Section #1421 94% success rate

○ Assessed February 26, 2021 section #6101 with 100% success rate

○ Assessed March 1, 2021 with section #4820 100% success rates

○ Assessed April 16, 2021 with section #6532 100% success rates

Counseling as an instructional discipline offers the University Studies Degree (all emphasis), General Studies Degree (all emphasis), University Studies - IGETC CSU Certificate, University Studies - IGETC UC Certificate, and University Studies - CSU Breadth Certificate. Cuyamaca's University Studies Associate of Arts (AA) degrees are among the most awarded degrees from the college. Many students also want to earn a degree prior to transfer as it serves as an accomplishment and stepping stone to their next level of education. Students not seeking to transfer have the option of earning Cuyamaca's General Studies (GS) degree, which allows the option of selecting Cuyamaca's local general education pattern for this degree. The GS degrees are also among the most awarded, particularly in Business and Technology and Social and Behavioral Sciences. Please refer to our supplemental data on degrees and certificates awarded to review a breakdown by emphasis and by year.. Below are overall 4-year degree and certificate totals:

- Total University Studies Degrees 2019-2020 through 2022-2023: 1038
- Total General Studies Degrees 2019-2020 through 2022-2023: 219
- Total University Studies Certificates 2019-2020 through 2022-2023: 337

Q21

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

Counseling%20Web%20Scan%20-%20Pre%20%26%20Post.pdf (3.4MB)

Q22

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

Counseling Services/SAO:

Overall, our SAO data suggest that when students utilize our service area:

● they are very satisfied with the services (Point-of-Service Survey 2021),

● they continue to seek online counseling appointments when given the option of either modality (Sabbatical Leave Report, presented June 2023)

● they have increased success in persistence outcomes (Counseling Access and Persistence Report),

● but technology challenges were largely reported in 2021 when we were one year into remote operations and only functioning online at the time of survey.

● We are still working on identifying the barriers that keep students from utilizing our service area and see that as a major challenge.

Counseling Instruction/SLO:

SLO results have shown a downward trend, with Counseling 120 experiencing challenges with one of the SLOs. The results show that students are acquiring the specific knowledge and skill sets as described in our SLOs. Most data shows that upwards of 80% or more of students taking counseling courses are meeting the course SLOs, with some of our data being in the range of 90%-95%. Counseling 120 is our most offered and highest enrolled course, therefore we had multiple sections providing a larger sample and a range of success rate data. We noticed that in this previous assessment, the percentage of students completing the SLO #2 assignment to obtain an educational plan were much lower than in the past (various sections reporting anywhere from 50-77% completion of the assignment). Instructors believed that the challenges of the Covid-19 Pandemic created barriers for students accessing virtual counseling appointments to fulfill the education plan assignment that year, affecting the success rate.

Below is how our discipline's success rate across all counseling courses has changed over the past 5 years:

Fall 2018 - 79%　　　　Spring 2019 - 79%

Fall 2019 - 71%　　　　Spring 2020 - 71%

Fall 2020 - 66%　　　　Spring 2021 - 57%

Fall 2021 - 63%　　　　Spring 2022 - 60%

Fall 2022 - 63%　　　　Spring 2023 - 59%

Data covering Fall 2018 through Spring 2023 indicate that the average student success rate across all counseling courses is 66.8%, no longer meeting the college goal of 77% course success rate, as we did in the 5 years prior. The highest success rate was 79% in both Fall 2018 and Spring 2019. Over the five years our success rate has been struggling below the 77% goal, even after taking into consideration Spring 2020 - Spring 2022 during which our college was either closed to the public or under student vaccine mandates. Fall 2022-Spring 2023 was a fully reopened year and it appears we have not been able to recover those challenges.

Reflecting on our highest enrolled course, Counseling 120, equity gaps are most pronounced for African-American/Black students. The success rate for African-American/Black students dipped to a low of 25% in Spring 2022 (well below our last reported low of 59% in Fall 2014), with the average success rate over five years for fall terms at 63% and spring terms 51% (also well below our last 5 year reported averages of 72.2% fall terms and 63% spring terms). Students identifying as multiple races/ethnicities dipped to a low of success rate of 50% in the fall of 2022 and show an average success rate of for fall terms of 61% with spring terms at 60% (falling below our last 5 year averages of 74% for fall and 76% for spring). The success rate for Hispanic/Latinx students averaged over the last five years were 65% in fall terms and 58% in spring terms, with the lowest being 51% in Spring 2021 and Fall 2022. Our male student success rate is lower than females with an average fall and spring rate of 60%; with a significant dip in the spring of 2021 to 39%.

In alignment with national data our face-to-face courses have higher success rates. On average our students perform 16.5% better in face to face courses (79% on-campus/64% online Fall and 79% on-campus/61% online Spring 5 year averages). We acknowledge that

following the pandemic, many students continued to gravitate towards our online courses, which may not necessarily best suit the learning needs of all students. Our enrollment in on-campus courses has been slowly growing back post-pandemic and we look forward to offering more on-campus courses over the next 4 years. In order to improve online course efficacy, we will ensure that instructors teaching online sections of counseling courses have access to ongoing professional development around best practices in online teaching. We will utilize our department meeting spaces and FLEX opportunities to share techniques to better engage/support online students. Research on online teaching shows that instructors that post frequently, invite student questions, respond to inquiries quickly and demonstrate a sense of caring, are much more likely to retain students. Our Distance Education coordinator provides many resources for our faculty to utilize. The POCR (Peer Online Course Reviewed) Badge is also something that our faculty are encouraged to pursue for their courses.

The State Chancellor's Data Mart shows a Fall 2022 average success rate for African-American/Black students in degree applicable courses at 59.7% and a Spring 2023 success rate of 61.9%. In comparison with African-American/Black student's performance in Cuyamaca counseling courses, success rates were higher than state averages in Counseling 120 in Fall terms at 63% but significantly lower in Spring terms at 51%. There was also a significant difference in success rates between our fall and spring semesters, with fall performing approximately 12% higher. Without explicitly asking Cuyamaca students about their classroom experiences it is difficult to pinpoint specifics as to the data provided above. However, generally speaking, research is clear with respect to the opportunity (achievement) gap and African-American/Black students. There is strong research to suggest that African-American/Black students do not feel welcomed or integrated on many college campuses nor do they see themselves represented in the curriculum. As such there is a cultural disconnect that can impact their ability to perform academically. Students do best cognitively when they feel a sense of safety and belonging. In addition, research shows that expectations for African-American/Black students are often low so is quite possible that these students may not feel challenged or get the message from faculty that their success matters. In a report, The State of Higher Education for Black California's, while pointing out some gains that have occurred around the achievement of African-American/Black students they also highlight contributing factors to the cultural disconnect, specifically the lack of representative African-American faculty and staff.

The State Chancellor's Data Mart shows a Fall 2022 average success rate for Hispanic/Latinx students in degree applicable courses at 65.68% and a Spring 2023 success rate of 69.09%. In comparison to Hispanic/Latinx student's performance in Cuyamaca counseling courses, success rates were in line with state averages for Counseling 120 65% in Fall terms but significantly lower in Spring terms at 58%. There was also a significant difference in success rates between our fall and spring semesters, with fall performing approximately 7% higher. Compared to their non-Hispanic peers, Hispanic/Latinx learners are more likely to face significant obstacles to higher education, like trouble financing college, transportation inaccessibility, and other socioeconomic stressors. The report, entitled "The State of Higher Education for Latinx Californians," states various reasons for these barriers, such as high poverty rates and a high number of first-generation students who may have less support and guidance from family members as they go through college.

The State Chancellor's Data Mart shows a Fall 2022 success rate for males of 70.59% with Spring 2023 showing 72.95%. This shows that our male student success rate in counseling courses is both lower than females and lower than the state averages. There is some research to suggest that "school quality" (environment, expertise of instructors, campus life) has more of an impact on male students than females. Research also suggests that males are less likely to reach out for help/support.

Cuyamaca's University Studies Associate of Arts (AA) degrees are among the most awarded degrees from the college. They are highly sought after by students that want to earn a degree for employment purposes as many positions today seek employees with some level of higher education. Many students also want to earn a degree prior to transfer as it serves as an accomplishment and stepping stone to their next level of education. University Studies Degrees (USD) are centered on foundational knowledge across multiple subjects and disciplines. All USD's are broadly aligned with preparation to transfer to 4- year universities. Students are able to choose an area of emphasis that aligns with their transfer major. For example, students preparing to transfer as a Psychology or Sociology major would choose an emphasis in Social and Behavioral Sciences. By completing their preparation for major and general

education requirements they would be eligible for the University Studies degree. Students also have the option of earning a certificate in University Studies by opting to only complete the CSU Breadth or IGETC UC pattern.

Students earning a University Studies Degree must complete a general education pattern that prepares them to transfer to a 4-year university (IGETC or CSUB). Both general education options require students to complete college level composition, a critical thinking course and college level mathematics. Many of the courses included in the USD are articulated as major preparation broadly across both the CSU and UC systems and many double-count as general education. Students not seeking to transfer have the option of earning Cuyamaca's General Studies (GS) degree. Students have the option of selecting Cuyamaca's local general education pattern for this degree. The GS degrees are also among the most awarded, particularly in Business and Technology and Social and Behavioral Sciences.

Because of the versatility, a GS or USD degree can prepare students to enter multiple industries/careers. Based on the areas of emphasis chosen, GS and USD's can lead to jobs in education, non-profit, business, human services and nutrition/health and wellness among other fields. Research suggests that many employers are interested in students' skill sets rather than their undergraduate major. According to the Chronicle of Higher Education and information from Job Outlook 2019, recruiters look for employees with skill sets in writing, problem-solving, analytical/quantitative and communication. Additionally, they seek employees who can take initiative and have the ability to work with a team. Cuyamaca's USD and GS degrees are critical to ensuring our students have these skills and/or are prepared for transfer

Q23

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

An assessment that we feel is meaningful, innovative, and student-centered, while helping us to improve our equity-minded practices, was our Web Scan Project. This was reflected in our SAO key assessment findings in question #17. The Center for Urban Education (CUE) developed an entire Equity-Minded Inquiry Series that we would like to continue to use as a guide to self-assess our practices, piece by piece. We started last year with the Web Scan first, as we felt the most urgency to improve our first online point of contact with students. In 2022, our counseling department conducted the Web Scan project to allow us an opportunity to self-assess our web pages on the following equity-minded practices for websites: Welcoming, Demystifying, Creating a Partnership, Validating, Representing, and Deconstructing. We captured baseline pre-intervention images of our web pages, then all of our full-time general counseling faculty scored our pages and provided feedback. IESE helped us in compiling the data reports at which our department then used to inform changes we would make to our web pages. Going beyond just considering our web page as a source of information, the Web Scan Guide considers our web pages as artifacts of practice. Choosing to work on this project the past year really gave us a chance to step back and rethink our presence online, the messages that we wanted to convey, and remembering that our web page content can be a form of equity-minded practice. We made major primary revisions to our pages in Spring 2023, with some additional work still to be done. We would like to welcome student feedback in the future and as we continue to increase the equity-minded practices of our web pages.

Q24

20.   Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

Counseling Services/SAO

We have learned so much the past couple years after the revision of our SAO goals and breaking them down in a more organized manner of how we assess those outcomes for our department. Utilizing the SAO plan template alongside meetings with the SLO coordinators has helped our department to re-envision our goals in more meaningful ways and align with our overarching program review goals. We are learning that baby steps still result in taking forward steps, making our goals more tangible/achievable within the work that we do for student success and equity.

After an unsuccessful attempt at collecting qualitative focus group data for our SAO #1, we plan to work with IESE to try again in the upcoming year. We feel that it would be best to carry over this assessment goal into the next SAO plan, at which we can try to recruit more focus group participants some time in 2024. This will also give us an opportunity to include our new Umoja Counselor/Coordinator in the planning and utilize focus groups for additional data gathering that can support Umoja programming efforts.

SAO data on our counseling services is continuingly being used to improve our processes and offerings. We have been using the data to understand students' modality preferences and needs. Our initial point-of-service survey provided an understanding of student satisfaction in addition to the challenges that students were having with technology and accessing our services. We were able to spend time over the past two years creating a delivery service model that would provide intentional and transformational post-pandemic services instead of being transactional and being reactive to the pandemic like we did in the beginning. We now have more technology and software tools to do our jobs more efficiently and we are utilizing those tools to better guide students and create more access to counseling services.

Lastly, we used our Web Scan project data to make major revisions to all of our web pages - something that had not been done in many years. Being able to self-assess our pages and reflect as a team really forced us to take more ownership in the information and connection that we want for students during this often first point of contact with our department.

Counseling Instruction/SLO:

Upon reporting our success rate data for the past 5 years (66.8% average), we acknowledge that there has been a significant decline in success rate from the 5 years prior (77% average). Taking into consideration Spring 2020 - Spring 2022 during which our college was either closed to the public or under student vaccine mandates, being fully reopened last year for Fall 2022-Spring 2023 has not shown improved success. This is something we need to examine more thoroughly. In light of the college's 2024 goal of 77% course success rate, our department will need to commit to the following in order to raise our department's overall success rate data back to our previous averages: 1) Review course success/retention rate information; 2) Share teaching strategies and tips, including assignments/activities that worked well; 3) Review course SLOs to ensure assignments/activities are in line; 4) Share new technologies or mechanisms to better engage students in online settings; 5) Discuss any challenges or successes from the previous semester. Participating in ongoing professional development has been critical to ensuring that our counseling faculty not only have up to date information in terms of Guided Pathways, educational planning and transfer, but that we are knowledgeable about equity and culturally relevant curriculum. We know that when students feel more connected to the campus and instructors, they are much more likely to succeed and as such we consistently work to ensure our curriculum and classrooms are engaging for all students. Research shows that equity-minded practitioners take personal and institutional responsibility for the success of students, continuously reassess practices and are aware of social and historical exclusionary practices in American Higher Education. These elements must ultimately drive the work we do to ensure that all students have a chance to be successful.

Counseling is using the SLO data to improve assessment methods and assignments. We had acknowledged that during this comprehensive review period (the past 5 years) that students were not as successful in meeting SLO #2 in Counseling 120 due to the challenges of obtaining an educational plan via our service area. Our service area has been making shifts and improvements to practices and philosophy that we hope will better align with the influx of students needing to meet with a counselor for the educational planning component of our courses.

We now offer more online courses than we did pre-pandemic and acknowledge that the enrollment desire is there. However, we also acknowledge that online modality is not always where students most succeed, with an overall fall success rate of 64% in fall and 61% spring online (compared to 79% fall and 79% spring on-campus). Even more concerning are the equity gaps in online course success rates, particularly for our African-American/Black students who have 61% fall term and 47% spring term averages and our Hispanic/Latinx students who have 58% fall and spring term averages. Counselors that teach courses are trained to ensure that regular and effective contact is made in online courses. Communication (effective contact) with students occurs in discussion boards, chat, via email, Zoom (or other technology) and by office hour appointments. Through Fall and Spring FLEX obligations, our faculty are encouraged to seek meaningful workshops and training. There are a number of ways to improve online course efficacy. First, we will ensure that instructors teaching online sections of counseling courses have access to ongoing professional development around best practices in online teaching. Research on online teaching shows that instructors that post frequently, invite student questions, respond to inquiries quickly and demonstrate a sense of caring, are much more likely to retain students. In addition, we will work to incorporate up-to-date media/tools (e.g., TED-Ed videos, Wiggio, Animoto, Kahoot!, etc.). Many of today's students are technology savvy and are interested in learning that involves the use of electronic tools. We have one full-time Counseling instructional faculty member, Cindy Morrin, who in Fall 2022 obtained a POCR (Peer Online Course Reviewed) Badge for her COUN 120 course. It is now officially part of the CVC consortium which markets our courses statewide. She took part in an intense POCR training in 2020 then courses were reviewed. The course went through two reviews at Cuyamaca and then the State review in the final part, with many edits throughout the process. She plans to pursue badging for COUN 140 in the future and we hope that she can serve as an example for other counseling faculty to consider POCR.

Our department acknowledges that OER textbooks help create a more equitable and inclusive learning experience for marginalized students. The majority of our Counseling faculty who also teach are utilizing Zero or Low Textbook Cost. In fact, for this Fall 2023 all sections of Counseling 120 (across 7 instructors) were Zero Textbook Cost.

Our department is committed to reviewing our Course Outlines of Record regularly every 4 years in order to ensure that our courses are up-to-date with relevant materials and course topics. This includes reviewing our SLOs to ensure the outcomes we want to achieve are meaningful and students are learning information for them to be successful. Our most recent Counseling course revisions were completed during our Spring 2023 Counselor Retreat and submitted to curriculum for the 23-24 catalog.

Page 5: IV. Student Learning Outcome and Service Area Outcome Assessment continued

Q25

21. Please describe your service area strengths.

One of our greatest strengths is continuing to serve a high volume of students despite the limited number of full-time tenured/tenure-track Counselors. In the 2003 document, Consultation Council Task Force on Counseling, the Academic Senate recommends a counselor/student ratio of 1:370 (ASCCC, 2003, p.16). According to the most recent scorecard data available for 2022-2023, Cuyamaca had 3,872 full-time equivalent students (FTES). During that 2022-2023 year, General Counseling had the equivalent of 5 Counselors dedicated to serving our general student population: Raad Jerjis, Michelle Campuzano, Donna Hajj (.80 reduced contract), Lena Heckbert (.20 General Counseling), Osvaldo Torres (.50 General Counseling), Khrystyn Pamintuan hired in November 2022, and Anthony Griffen (.50 General Counseling) hired in January 2023. This represented a 1:774 student to Counselor ratio by Spring 2023. It is important to highlight that this ratio assumes that the counselors time is all dedicated to students contact, when we know that can never be the case due to the many participatory governance needs that take up a lot of our workload. Between July 1st, 2022 and June 30th, 2023 Counselors provided 2,447 one-on-one appointments, 1,539 Drop-in sessions and served just over 600 students via group counseling workshops (Griffen-Coyote Connection, Registration Labs, Graduation Application Labs), while greatly contributing to campus initiatives and other efforts including Guided Pathways and the opening of a new Career Center. While other Counselors are able to support the department in a number of critical ways (e.g. Vivi Ricardez Veasey 100% Articulation; My-Linh Nguyen 100% Department Chair, etc.) the heavy lifting and very important work of direct student contact counseling is currently provided by a small number of dedicated, hard-working Counselors and Adjunct Counselors.

Within General Counseling, we also house several smaller programs and reassignments that can provide priority appointments and/or high touch counseling and services to specific populations: Cuyamaca Rising Scholars (for our formerly incarcerated/justice-impacted students), Cuyamaca Umoja Scholars (students identifying as Black/African-American/African), Athletic Counseling, Dual Enrollment Counseling, and Foothills Adult Education Center. In the past we have leaned largely on our adjunct faculty for these reassignments and program coordination, however, we acknowledge that in many instances having one of our full-time faculty involved when possible can allow a deeper engagement with the college and increased availability. In 2023 we hired three new full-time faculty who will be supporting this work in the following ways: Jonathan Ng (1.0) Umoja Counselor/Coordinator, Anthony Griffen (.50) Athletic Counseling; and Christopher Torres supporting Rising Scholars educational counseling.

Rising Scholars program accomplishments and student contacts:
Since 2020, our Rising Scholars Coordinator has done tremendous work to build this program and provide the following:
- Faculty/Staff professional development workshops and training:
  - Enhance awareness of how to connect and best serve formerly incarcerated students
  - Student panels sharing their lived experiences and recommendations
  - Learn about the cycle of mass incarceration and how it impacts students
- Student Success Workshops
- Offered a Counseling 101 course to justice involved students
- Rising Scholars Coordinator and Peer Mentor attend monthly Parole and Community Team (PACT) meetings share services and outreach opportunities
- Provided students with semester MTS Pronto transportation passes and Cuyamaca bookstore gift cards
- Supported students with obtaining live scans and applying to the access project (record clearance process)
- Purchased 20 Chromebooks and 12 hotspots for Scholars student usage
- Online support group that meets monthly
- Collaboration with the Grossmont Scholars program
- Scholarship assistance
- Graduation Achievement Dinner

In just the 2022-2023 academic year, the coordinator provided 193 appointments with approximately 45 Scholars and prospective

students. The program currently consists of 25 students.

Umoja program accomplishments and appointment data: The UMOJA program is dedicated to increasing the number of educationally underserved students who enroll in our institution, earn a certificate, Associate degree and/or transfer to a four year college or university. While the UMOJA Program is open to all students it is specifically designed to increase the retention, success, graduation and transfer rates of African-American and African ancestry students. Annually, UMOJA provides conferences/training where students, partner institutions, faculty and other stakeholders all actively engage in exploring solutions that work towards fostering student success for African-American students. Participants also learn UMOJA supported practices to utilize in their classrooms. To date we have trained a number of staff and faculty including: Camille Jack (Adjunct Counselor); Johnny Barner (DSPS Counselor); Kristin McGregor (English); Rachel Jacob-Almeida (Sociology); Annalinda Arroyo (Mathematics) and Tammi Marshall (Mathematics). In 2022-2023, we had a total of 13 students being served by our Umoja program, which suffered tremendous enrollment decline during the pandemic when the campus was shut down, one of our Umoja Adjuncts resigned, the loss of our learning communities and lack of a full-time dedicated counselor/coordinator. We recognized that the limited hours that can be worked by an adjunct counselor/coordinator position had impacted this program from being able to scale up to its full capacity. At the height of our Umoja program, it served 49 students, while our headcount at the time showed that there were 789 African-American/Black students at Cuyamaca. An Umoja Rites of Passage Virtual Graduation Ceremony was provided to celebrate our graduates in Spring 2021 and GCCCD hosted a Black Graduation in Spring 2023 which celebrated a number of our Umoja program students as well. Umoja also collaborated with Student Affairs during Black History Month to host events, such as a lyrical event and panel of speakers in Spring 2023.
A huge win for this program was in our 2021-2022 faculty request for a full-time Umoja Counselor/Coordinator, which was approved for hiring in fall of 2022. Due to unfortunate delays with recruitment, the hiring for this position was pushed into the summer of 2023. This position was finally filled in September 2023 and we look forward to supporting this program as it revives post-pandemic with not only a new counselor/coordinator, but also plans for a designated space on campus (black resource center still to be named).

Athletic Counseling appointment data and campus engagement activities: Student athletes utilized a total of 77 designated 60 minute Athletic Counseling appointments (this was after the transition from offering 30 minute appointments that totaled 257 appointments) and 76 designated 15 minute appointments between July 1, 2022 and June 30, 2023. During that time, we were able to hire a full-time Athletic Counselor position in February 2023 where we previously utilized adjuncts for years prior. The reported number of designated athletic counseling contact does not account for the students that obtain counseling services with our Athletic Counselor or any counselor during general appointments and drop-in. Our department understands that having a full-time faculty member in this position allows for increased engagement with the Athletics department and increases access to counseling services for student athletes. Examples of campus engagement and high touch services include: attending sports practices to connect with entire teams about available counseling services, attending recruitment nights to talk to new student athletes who are considering Cuyamaca College, offering Plan 2 Play check-ins during critical eligibility clearance times, and attending outreach events such as the Coyote Cookout.

Dual Enrollment and Foothills Adult Education appointment data:
Dual Enrollment students have access to designated appointments to support their unique needs and education planning. In this past year, these students utilized a total of 22 designated 60 minute dual enrollment appointments. To support our adult learners, we offer counseling on-site at Foothills Adult Education Center on a regular basis. In this past year, these students utilized a total of 44 designated 60 minute Foothills counseling appointments.

Another strength is the amount of work we continue to accomplish despite limited staff and faculty. As mentioned in a previous section (Question #14) counselors have been diligently involved in work across the campus. Counselors currently serve broadly on committees, councils, workgroups and/or a taskforces. We believe that it is critical for our department to be visible in spaces where decisions are being made and our voice is heard to advocate on behalf of students to ensure that their needs are met on every level. In addition, we meet as a Counseling Division on a weekly basis for two hours to share updates from our respective committees, work to resolve any issues/challenges related to our services and practices, receive updates from instructional programs and other services areas, receive training on new technology and tools, work on campus initiatives (e.g Guided Pathways) and other related work.

Below we have highlighted some of the most critical governance structures where our Tenured/Tenure-Track

Counselors are currently (23-24) working across the college and commit to our representation in:

Michelle Campuzano - President's College Equity Leadership Alliance, Racial Equity & Social Justice Taskforce, Transfer Center Advisory Board

Raad Jerjis - Academic Senate

Donna Hajj - Program Review Steering Committee (PRSC), Griffin-Coyote Connection HS Matriculation Lead

Lena Heckbert (80% reassigned Career Counseling) - Pathway Navigation, Cuyamaca Pathways (Guided Pathways), Workforce Development Committee

Cindy Morrin (100% Counseling Instructional Faculty) - on sabbatical Fall 2023

My-Linh Nguyen (100% reassigned Department Chair) - College Technology Committee, Student Services Leadership Advisory Team (SSLAT), Instructional Leadership Advisory Team (ILAT), Academic Calendar Committee, Cuyamaca Pathways (Guided Pathways), VPSS Leads & Extended Cabinet, Faculty Hiring Prioritization Committee (FHPC)

Vivi Ricardez Veasey (100% reassigned Articulation Officer) - Curriculum Committee, Curriculum Technical Review Committee, Curriculum Prep, SSLAT, Credit for Prior Learning Taskforce, PRSC, Region 10 County Articulation Council, California Intersegmental Articulation Council

Osvaldo Torres (50% reassigned Veterans Counseling) - AFT Board Member rep for Cuyamaca, FHPC, Veterans Services Faculty Lead

At the time of this comprehensive review submission, we have 4 new counseling faculty taking part in their first year tenure-track with us: Khrystyn Pamintuan, Anthony Griffen (50% reassigned Athletic Counseling), Jonathan Ng (100% reassigned Umoja Counselor/Coordinator), and Christopher Torres. We look forward to them each identifying their personal areas of interest and supporting our representation in the near future.

Johnny Barner - SSEC, Engagement & Validation Advisory Group, Public Safety Taskforce

Amaliya Blyumin (100% reassigned Transfer Center Coordinator) - SSLAT, Transfer Center Equity Taskforce, Classified Hiring Prioritization Committee, Transfer Center Advisory Board, ILAT, Student Services Equity Council (SSEC), Regional CCC LGBTQ+ Group

Liza Kakos - PRSC Tri-Chair, Outcomes and Assessments Committee (OAC), Institutional Effectiveness Committee

Nicole Keeley (50% reassigned EOPS Coordinator) - Foster Youth Student Services Team Faculty Lead, EOPS Region X Coordinators/Directors, SDSU EOPS Advisory Committee, PRSC, SSLAT

Rachelle Panganiban - Petitions Committee Faculty Co-Chair, Academic Senate as Student Services Officer-at-Large, Senate Officers Committee as Student Services Officer-at-Large, EEO Representative, Discretionary Committee, In addition to AFT Contract Faculty VP for Cuyamaca College: serving the following as the AFT representative: Cuyamaca College Council (CCC), ILAT, Emergency District Executive Council

Asma Yassi (50% reassigned CalWORKs Coordinator) - Petitions Review Committee, Academic Senate, SSLAT, VPSS Leads & Extended Cabinet

Another strength was something that stemmed out of the pandemic and the need to function under fully remote operations from 2020-2021. As we prepared for reopening, we realized that our services could never be the same, as our students' needs and behaviors would never be the same. It was critical that we designed a more permanent delivery service model that would allow us to meet the students where they are. The Counseling Department had learned tremendously over the past few years from the transition to fully remote and then returning on campus with a focus on hybrid services. Our dedication throughout this entire time had been towards making sure students seamlessly continue to have access to our counseling services, regardless of modality. We looked at best practices for how students can schedule appointments (in-person and online) and reimagined our coverage in a more intentional manner to meet all student needs. We essentially have been functioning with the same limited number of counselors, but yet must serve students that will be seeking our services from two different modalities. Data has provided us much insight into how many students we have served, despite experiencing a decline in enrollment. With the full reopening of the college in Fall 2022 (student vaccine mandate lifted), we started to learn much more about what students truly want in terms of service modality, when given full access to choosing how they connect with a counselor.

Lastly, we believe our initial Embedded Counseling efforts have been a strength that will only continue to grow, as we build on our framework and increase the number of ACPs we collaborate with. 2022-2023 was the first year that we piloted our new model for counseling in Guided Pathways. As we moved away from the notion of student success teams, we were able to reexamine our primary role as counselors and how we could feasibly see ourselves within a Guided Pathways framework. Our two embedded counselors have been able to build stronger relationships with the instructional faculty within their ACPs, engage with classroom presentations and events. The strength in our service area is not just about starting embedded counseling - it is that our service area is progressive and always willing to try new processes and interventions in order to better serve our students. We cannot remain comfortable until every student is being met with success.

Q26

22. Please describe your service area challenges.

Our greatest service area challenge will always be capacity. The ratio of Counselors to students at Cuyamaca is highly unfavorable to students. At approximately 3,872 full-time equivalent students we are operating around a 1:774 ratio of student to Counselor, which is not an entirely accurate ratio due to the amount of time taken from counselors due to participatory governance commitments and other critical work. Given this students are me with lengthier drop-in queues and subject to a 2 week wait for an appointment during our peak times. Our department has met with some of these challenges by sending bulk messaging and campaigning via social media to encourage students to come during non-peak times, in addition to promoting the use of our e-Counseling service as a means to connect with a counselor for simple questions and not be limited b business hours. For this reason we will continue to advocate for hiring additional Counselors to meet the needs of our students. Relating to our challenges with the capacity to service all of our students, is also the challenge of getting more students to seek appointments with counselors. This is something we have started to focus more on and will be ongoing.

In 2021 our Student Services IT Program Manager resigned and the district did not retain the position, therefore we suffered a large resource loss for student services as a whole. We attempted to fill those gaps by utilizing our Counseling Center Supervisor and Counseling Department heavily in technology related committees and workgroups. It has clearly yielded challenges for our department as we struggle to communicate our needs and advocate against negative impacts on students at the district level. Without a dedicated IT member who is versed in the needs of student services and the technology programs specific to our service area, it will continue to be a lengthy process every time any change is implemented.

A challenge that we have been seeing more increasingly of, is the lack of alignment and practices with our counterparts at Grossmont Counseling. Our counseling department went through a philosophy shift a couple of years ago and although the services that are offered at both colleges may be similar, how they are offered varies greatly. We have often seen that this sometimes drives Grossmont attending students to seek services with Cuyamaca and thus essentially taking up appointment times that were meant for Cuyamaca attending students. The two college counseling departments also seemingly have different definitions of what a comprehensive education plan is, and therefore students receive something different, depending on who they see. This causes confusion for students who often attend both colleges and even more confusing for students who happen to receive education planning from both colleges. It is our hope that someday, we can be more united as a districtwide counseling team to assure that students can seamlessly receive counseling services no matter which campus they are at and if they toggle from one to another.

Q27

23. Please describe external influences that affect your service area (both positively and negatively).

External influences that affect our service area positively are our improved relationships with instruction and our positive relationships with administration. These relationships outside of our department are critical to the success of our service area. Instructional faculty are just as much on the frontlines with students as we feel counseling faculty are and there is no reason why we shouldn't collaborate whenever possible. Guided Pathways may have been what pushed more collaboration initially, however, through our embedded counseling, new building location in the center of campus, and overall shift in counseling philosophy - we want to continue building upon these relationships for years to come. Positive relationships with administrators is not always common, therefore, we feel incredibly blessed to be in a position to be able to feel valued and heard by our Dean, Interim Vice President of Student Services, and President. Our department trusts that our leaders will advocate for our department and we feel that they reciprocate that trust in us to best serve our students.

When it comes to external influence that negative affect our services area, there are several things that come to mind: 1) issues with technology; 2) processes from other service areas that impact students; 3) lack of updated information from instructional areas; 4) Staffing and vacancies in critical positions; 5) Resources we use, such as Assist, and 6) lack of alignment in curriculum with Grossmont.

Within the Counseling Department we are eager to implement new technology which will revolutionize cumbersome processes and outdated software. We embrace technology and new products, so long as it accurately serves the needs of the student. One of our biggest challenges is not our own, it is working with the Information Technology (IT) department. We often have to focus on small impactful changes by implementing features within our current software through channels that do not require our own IT support. We were lucky to have a Counseling Center Supervisor who was incredibly versed in our software configurations to help us bypass some of those challenges. Our resilience against the external challenges and our willingness to continue to fight for what is best for students is another strength. We have been met with the challenges of our Ellucian Self-Service product several times, starting with the implementation of Student Planning (education planning) in 2019-2020 and now into the upcoming 2023-2024 implementation of My Progress (degree audit). In both instances, counselors participated in the related workgroups and identified a host of concerning issues related to the software's ability to do what we need it to do. These were not just cosmetic and minor concerns, our counselors identified major issues with regards to the misinformation that students would be receiving, particularly with that related to transfer planning. As student advocates, we cannot endorse a product that would mislead students and create additional barriers to the completion of their coursework and goals. Our counselors remain committed to our definition of comprehensive education planning and do not believe our students deserve any less.

We are one of many student services areas, so we acknowledge that every area has their own processes and philosophies. However, sometimes those processes prove harder for counseling to help work with the student. For example, the transition of our online forms to the Dynamic Forms software was incredibly challenging. Students were having so much difficulty signing in and accessing that form process, and it was impacting our ability to help students to fulfill those necessary forms. There has also been a gap in forms or instructions being available in multiple languages. That has largely impacted our ESL student population from immediately obtaining what they need, so they turn to places like our Welcome Center or Counseling Front Desk for basic assistance for other service areas.

As counselors, we rely heavily on the information provided from the instructional faculty to help us best craft accurate educational plans for our students. Whether a department website is updated with information and course rotation schedules, is not consistent. We often request annual updates from our popular programs and continue to use our positive relationships with instructional faculty to promote regular communications.

Over the past 4 years, we have had a multitude of vacant and interim positions, including the Counseling Dean, Student Services Support Specialist, Career Center Supervisor, Counseling Center Supervisor, Admissions & Records Director, Vice President of Student Services and those are just within student services. Across the college there was a lengthy interim Vice President of Instruction term and nearly all instructional Deans were interim at one point. We even went through an interim and then newly hired President. These are all very critical positions to the functioning of our institution and when there is a vacancy or lengthy interim, it

makes it incredibly difficult to feel like we are moving forward with our work because of the unknowns. People then start to fill in gaps and carry additional loads while awaiting the position to be filled, which only leads to burnout. We also identify a critical area that continually remains understaffed, Evaluations.

ASSIST is an external influence that continues to impact services to students. When Counselors look on ASSIST for major preparation for CSU's and UC's we are taken to information that is sometimes from the previous academic year. By then the information is old and outdated. It does not reflect courses that have been added or deleted from major preparation. Thus, we are looking at outdated information as we are attempting to advise students on which courses they should take to prepare to transfer. It has not been consistent how many institutions release current year major articulation information in a timely manner, given ongoing challenges with ASSIST and workload issues with getting information into the newer system. This is a major issue for Counselors and students. We cannot effectively counsel students without the proper tools and for many years ASSIST was the main tool we used to advise students that planned to transfer to a CSU or UC. Given the limited amount of time we have with students it is burdensome to have to sort through information on various websites to find accurate information. Ultimately students are the ones that are most harmed by this. If they are missing a required major preparation course that was added afterwards, they could be denied admission. Or they may be taking courses that are no longer required, which is a waste of their time and financial resources. In a similar aspect, San Diego State University discontinued the use of their transfer advising too (TAP), and has since then not adequately supplemented that information onto ASSIST in a way that we can be assured we have the most up-to-date information, therefore counselors have been needing to refer back to the SDSU catalog manually for major preparation requirements.

The lack of alignment of curriculum and student services practices between the campuses continues to be an external influence that can negatively impact students. Currently we have two distinct local general education patterns at the colleges. There are multiple differences including the number of units required to complete the pattern and the general education area breakdown (among other differences). This becomes a source of confusion for students, many of whom take courses at both campuses. Furthermore, at Cuyamaca students have the option of earning a local associates degree using any general education pattern (local, CSU or IGETC), while Grossmont students can only utilize their local general education pattern. In addition, curriculum across the campuses has a variety of differences. For example, Cuyamaca has courses in Computer Information Sciences (CIS) that overlap with Grossmont's courses in Computer Science Information Systems (CSIS). Cuyamaca offers CIS 110, Computer Information Science and Grossmont offers CSIS 110, Computer Science and Information Systems. Both of these courses articulate with MIS 180, Principles of Information Systems at San Diego State University. However, Cuyamaca's CIS 110 course is approved to meet CSU GE Area E, while Grossmont's is not. Students that see these courses on their educational plan may believe they can take it at either campus to meet the same requirements. There are a number of examples like this that can be barriers for students. Additionally, the review process for General Education approvals tends to be inconsistent. As in the CIS/CSIS example above, there are several other cases where both colleges have aligned courses that received different General Education approvals from the reviewers. This can be difficult to explain to a student taking classes at both colleges that only one of the classes may satisfy the GE area they need and when planning multiple semesters ahead, can be a cause for errors. The Curriculum process at both colleges aims to maintain aligned courses whenever possible and the Articulation Officers work together to obtain the same General Education approvals, but the review process is completed independently by state reviewers and we have found they don't all have consistent practices which may result in different approvals. This is the case statewide as we have received reports from various colleges experiencing similar situations.

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Given these factors, we like to hone in our strengths and remain student-centered in our practices and intentions. Even with the external factors outside of our control that may negatively impact us, we stay true to our discipline and role as advocates for students. Counselors are committed to working to mitigate equity gaps in our service area and in our counseling courses. Within our service area, there is opportunity to expand our embedded counseling pilot to include another ACP, with hopes of more in the near future. We do want to acknowledge that the framework for embedded counseling in guided pathways requires commitment on the part of the instructional faculty within an ACP to engage and collaborate with our counselors. It is this collaboration that will make it successful and benefit the students most. Guided Pathways, an equity-focused framework that allows us to forge clear paths for students and remove systemic obstacles to their success. Counseling has been heavily involved in the College's Guided Pathways goals from the beginning and we will remain involved until we have transformed successfully into a Guided Pathways institution. In addition to our guided pathways work, we feel that we have identified meaningful program goals and service area outcomes to achieve that are aligned with the College's overarching goals.

Applicable to both our counseling services and instruction, we will continue to seek equity-focused professional development/training. Specifically, the entire Counseling Division (less two faculty on sabbatical) are participating in the Strong Workforce Counselor Institute during the 2023-2024 year that has goals to: 1) reflect on our work through an equity-minded lens and guided pathways framework, 2) build a data-informed community of practice among Counselors, 3) design a project to improve the student experience in Counseling through an equity lens, 4) assess the impact of the project on the student experience. Our Division can utilize time at our yearly counseling retreat for an equity-focused training (e.g. Implicit bias, Culturally Relevant Curriculum/Teaching, Microaggressions in the Classroom, etc.). Second, we will utilize time at our yearly Counseling Faculty professional development meeting to unpack course success rate data for previous terms. In this space we can discuss things that present as areas of concern and come up with action steps to address those concerns in the upcoming term. We recognize that continuous dialogue and action are both necessary to develop strategies to meet our equity goals. Finally, we will continue to engage in professional development by attending conferences such as the National Conference on Race and Ethnicity (NCORE), Equity Institute, Guided Pathways, UMOJA, Puente, etc. and taking the action step of incorporating the information into our counseling practices, counseling courses and teaching practices. Research shows that equity-minded practitioners take personal and institutional responsibility for the success of students, continuously reassess practices and are aware of social and historical exclusionary practices in American Higher Education. These elements must ultimately drive the work we do to ensure that all students have a chance to succeed.

Opportunities exist to work across the district to align both Curriculum and Student Services practices, (where the colleges can find agreement). With the upcoming single transfer general education pattern (CALGETC) approaching, it is likely we will sooner than later develop one district local general education pattern. In addition, as Financial Aid from both colleges are integrating into a common system in Self-Service, we foresee that many processes and workflow practices will need to be aligned. Both the development of a single local general education pattern and aligning practices impacted by a common Financial Aid system will require many discussions to take place between the two colleges that will include key stakeholders and end users. We intend to assure that we have adequate representation during these discussions.

Q29

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

sabbatical-presentation-NGUYEN.pdf (5.1MB)

Q30

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

Respondent skipped this question

Q31

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Respondent skipped this question

Page 6: V. Previous Goals

Q32

Previous Goal 1:

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

Q33

Goal Status

Completed

Page 7: V. Previous Goals continued

Q34

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

This goal was written a long time ago, pre-pandemic, when we were in our infant stages of exploring technology tools and piloting online counseling services. We have been able to move at lightspeeds in terms of the implementation of new software features, improve our counseling practices and design an intentional delivery services model. In light of those things and the increased number of online services being used, we feel that it is appropriate to mark this previous goal as completed and submit new goals that align more closely with outcomes that are meaningful to our department and address the specific equity gaps related to our service area.

This program review goal was mapped to the following service area outcome statement:
SAO 3: Increase the availability and effectiveness of online counseling services to students.

Between 2020-2022, the Counseling department has made large strides in our use of technology to administer our counseling services and programs. The pandemic pushed us to consider ways in which students can receive seamless counseling services online/virtual/remote. 2021-2022 specifically had us preparing for what our services may look like in a post-pandemic environment. New features/functions that we added to our SARS software program 2 years ago, needed to be updated again with even newer functions that would better serve hybrid operations. In Fall 2022 we implemented SARS feature updates that better served students to schedule appointments in a manner in which the student can decide what modality they would like (online or in-person). This has been a large piece to truly understanding what the student's needs are when operating in a hybrid environment. With the full reopening of our campus in Fall 2022 (lifted student vaccine mandates), we reopened our in-person Drop-in services, which meant we needed to serve students seeking either modality of Drop-in within the same SARS Drop-in queue. This required new office practices for managing the combined queue and strategic planning of counselor coverage as well.

Over the past 4 years, we were able to implement several key changes/interventions in our operations that helped us improve our effectiveness in online counseling services: ESARS online appointment scheduling (2020-2021); developed Online Services Delivery Model & Resource Guide (Summer 2022); merged in-person and virtual Drop-in queue in SARS upon the reopening of our campus (2022); developed guided service identifier tool (Aug 2022); upgraded SARS system with hybrid appointment scheduling capabilities (Sept 2022); Comevo was finally launched this past spring - which houses our online advising module that guides students through a one semester education plan (Feb 2023). We have learned that student behavior has changed and we will need to continue to adapt with these changes in order to assure that students have both access and similar experiences. Data has provided us much insight into how many students we have served, despite experiencing a decline in enrollment. Now that we have been operating under a hybrid services model where we meet the students where they are, we have been able to look at our data to identify the number of online vs in-person appointments fulfilled when students were given the option to choose their modality. We went from conducting 2 online appointments in Fall 2019 to 1448 online appointments in Fall 2022. When given the choice of either modality, students only scheduled 773 on-campus appointments out of our total 2221 appointments in Fall 2022. Students overwhelmingly elected to schedule online counseling appointment services

Although we experienced a great resource loss in 2021 when our Student Services IT Program Manager resigned, we have attempted to fill those gaps by utilizing our Counseling Center Supervisor and Counseling Department heavily. It has clearly yielded challenges for our department as we struggle to communicate our needs and advocate against negative impacts on students at the district level. Without a dedicated IT member who is versed in the needs of student services and the technology programs specific to our service area, it will continue to be a lengthy process every time any change is implemented.

Q35   **Yes**

Would you like to submit another previous goal?

Page 8: V. Previous Goals continued

Q36

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

Respondent skipped this question

Q37

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).

Respondent skipped this question

Q38

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q39

Would you like to submit another previous goal?

Respondent skipped this question

Page 9: V. Previous Goals continued

Q40

1. Previous Goal 2:

Research and develop a Counseling Model for Guided Pathways

Q41

3. Goal Status

Completed

Page 10: V. Previous Goals continued

Q42

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

The reason for this goal being updated to the status of completion is because we feel that the initial research and development of a counseling model for guided pathways was met, leading us to pursue new goals that more closely focus on implementation of that model and its outcomes. Over the past 4 years, we have carefully considered how our service area would transform alongside the college into a guided pathways framework. Members of Counseling Services were part of the four Guided Pathways Pillar Teams and Steering Committee that also included one of our full-time counselors serving as one of the Guided Pathways coordinators from 2018-2020. Meanwhile two members of our Counseling Department conducted Student Success Team Inquiry Research in 2019 that laid the foundation for our initial vision of a Cuyamaca Counseling Guided Pathways Model. Due to the pandemic following that year, much of the overall college Guided Pathways efforts did not focus on the implementation of Student Success Teams. During this time Counseling maintained participation and collaboration where needed, and when the Guided Pathways Pillar Teams and Steering Committee dissolved in Spring 2020, planning transitioned into a workgroup (overseen by the Student Success and Equity Council) where only the Counseling Department Chair remained a part of.

Our original Cuyamaca Counseling Model for Guided Pathways was put on hold in Spring 2020 and after attending the California Guided Pathways Institute #3 in September 2022 (focused specifically on holistic student services), our model was revisited and redesigned to focus on an Embedded Counseling approach instead of our role within a Student Success Team. It was realized that due to the nature of our college structure and resources, a Student Success Team model would not be feasible to implement. As ACP community building and engagement takes place, we identified embedded counseling as the way to connect counseling with our Academic and Career Pathways for now.

The timing of the STEM HSI Grant ended at the same time we were redesigning our model therefore in Spring 2023 we transitioned our STEM counselors into an embedded counseling pilot. Due to new faculty hiring, funding from our Dean of Student Success & Equity, and interest from instructional faculty, we were also able to include the Behavioral and Social Sciences (BSS) ACP with an embedded counselor as well in this pilot.

Q43

Would you like to submit another previous goal?

Yes

Page 11: V. Previous Goals continued

Q44

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

Respondent skipped this question

Q45

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).

Respondent skipped this question

Q46

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q47

Would you like to submit another previous goal?

Respondent skipped this question

Page 12: V. Previous Goals continued

Q48

1. Previous 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.

Q49

3. Goal Status

In Progress

Page 13: V. Previous Goals continued

Q50

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

Respondent skipped this question

Q51

Would you like to submit another previous goal?

Respondent skipped this question

Page 14: V. Previous Goals continued

Q52

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

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

Q53

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).

In Fall 2021, two revised outcome statements were mapped to this program review goal. The status of those action steps from the last report include:

SAO 1: Identify barriers that keep Black and Latinx students from accessing counseling services.
We submitted an action step to develop and implement Spring 2023 Focus Groups with IESE to gather rich data into the barriers. Unfortunately, it was very challenging to recruit the participants we were hoping to find (i.e., students who had not received counseling in the prior two years, who are not involved in special programs, and who identify as Latinx, Black, and/or Indigenous). We had five participants join the focus groups facilitated in April and May 2023, and each of these students provided thoughtful responses to our questions, but many of those participants were students who participated in counseling, Umoja, or another program at Grossmont College, so they are not necessarily representative of the target population. We were planning to try to recruit additional participants this semester (Fall 2023), but the IESE office is currently a bit more understaffed than usual. Considering this unsuccessful attempt at collecting qualitative focus group data for our SAO #1, we plan to work with IESE to try again in the upcoming year. We feel that it would be best to carry over this assessment goal into the next SAO plan, at which we can try to recruit more focus group participants some time in 2024. This will also give us an opportunity to include our new Umoja Counselor/Coordinator in the planning and utilize focus groups for additional data gathering that can support Umoja programming efforts.

SAO 2: Create more equity-minded processes and procedures in counseling.
In 2022, our counseling department conducted the Web Scan project to allow us an opportunity to self-assess our web pages on the following equity-minded practices for websites: Welcoming, Demystifying, Creating a Partnership, Validating, Representing, and Deconstructing. We captured baseline pre-intervention images of our web pages, then all of our full-time general counseling faculty scored our pages and provided feedback. IESE helped us in compiling the data reports at which our department then used to inform changes we would make to our web pages. Going beyond just considering our web page as a source of information, the Web Scan Guide considers our web pages as artifacts of practice. Choosing to work on this project the past year really gave us a chance to step back and rethink our presence online, the messages that we wanted to convey, and remembering that our web page content can be a form of equity-minded practice. We made major primary revisions to our pages in Spring 2023, with some additional work still to be done. We would like to welcome student feedback in the future and as we continue to increase the equity-minded practices of our web pages.

In development of our new 24-28 SAO Plan, one revised outcome statement (SAO 2) was replaced to map with this program review goal.

SAO 1: Identify barriers that keep Black and Latinx students from accessing counseling services.
Action Steps: Our data continues to reflect that not every student receives counseling services as a whole and that there are significant equity gaps in the number of Black and Latinx students accessing counseling services, and thus not benefiting from a service that could contribute to increased persistence. In light of the goals set in our program review, our department has been aiming to improve equitable student access and outcomes 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.

After an unsuccessful attempt at collecting qualitative focus group data for our SAO #1 last year, we plan to work with IESE to try again in the upcoming year. We feel that it would be best to carry over this assessment goal into the next SAO plan, at which we can try to recruit more focus group participants some time in 2024. This will also give us an opportunity to include our new Umoja Counselor/Coordinator in the planning and utilize focus groups for additional data gathering that can support Umoja programming efforts. If and when a Puente Counselor/Coordinator can be hired, we will want to obtain additional data that would support Puente programming efforts as well.

SAO 2: Embed various equity-minded processes and approaches in counseling and evaluate their effectiveness.

Action Steps: Continue to seek data-driven resources and professional development tools. Over the course of the next four years, we plan to continue utilizing resources such as the Equity-Minded Inquiry Series guides developed by The Center for Urban Education (CUE) and USC which provides tools to support action-inquiry via race-conscious analysis of artifacts (such as our documents and websites) to uncover racialized messages and meanings embedded within them. In the immediate next year, one of our action steps will be to obtain student feedback on our website/webpage updates from our 22-23 Web Scan project.

In addition to the action steps related to our SAO plan, we had high hopes of a major focus this upcoming year to hire a Puente Counselor/Coordinator. Our department submitted a faculty request in 2022-2023 for this position that ranked #1 by the Faculty Hiring and Prioritization Committee for 2023-2024. As an Hispanic Serving Institution (HSI), Cuyamaca has yet to have a Puente program supporting our Latinx student population. Although there are resources provided by Puente for start-up, developing a new program will require the need for a general counselor with reassignment to both coordinate the student services aspects of the program and provide counseling services to students. Supporting the implementation and growth of both this position and our recently hired full-time Umoja Counselor/Coordinator position will contribute to the advancement of our overarching goal. Unfortunately, at the time of finalizing this comprehensive review, we were notified that there was a discrepancy in the district's FON and therefore unlikely any positions would be hired. We plan to resubmit our faculty request for a full-time Puente Counselor/Coordinator and keep trying.

Q54

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

New faculty position

Q55

Would you like to submit another previous goal?

No

Page 15: V. Previous Goals continued

Q56

1. Previous Goal 4:

Respondent skipped this question

Q57

Goal Status

Respondent skipped this question

Page 16: V. Previous Goals continued

Q58

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

Respondent skipped this question

Page 17: V. Previous Goals continued

Q59

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

Respondent skipped this question

Q60

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).

Respondent skipped this question

Q61

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 18: VI. New 4-Year Goals

Q62

New Goal 1:

Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access

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Q63

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

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

Q64

Please describe how this goal advances the college strategic goal identified above:

Our goal is to increase and improve access to our counseling services by optimizing our delivery model and modalities to meet student needs. Based on our data, we believe that if we can increase access to counseling services, then we can help advance the college's strategic goal to increase persistence. Increased access to counseling means additional engagement with support services and increased educational planning taking place - factors that contribute to increased persistence.

Q65

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

When we determined that our previous goal #1 "Increase the use of technology in the administration/implementation of counseling services and programs" should be marked as completed, it was largely because we needed a new goal that was more aligned with how our services and delivery model would meet the needs of students moving forward. Our core processes are now in place, but how do we reach more students and how do we continue to do better? We also acknowledged the gaps in access to our services and needed a new goal that focused on increased access. We hope that through this goal, our SAO assessment results and student access to counseling data will show improvement.

Q66

Action Steps for the Next Year:

For each of our goals, we have an outcome statement in our SAO plan mapped to the program review goal. Below are proposed action steps for the next year:

SAO 2: Embed various equity-minded processes and approaches in counseling and evaluate their effectiveness. (goal 1 & 3)

Over the course of the next four years, we plan to continue utilizing resources such as the Equity-Minded Inquiry Series guides developed by The Center for Urban Education (CUE) and USC. In the immediate next year, our action steps will be to obtain student feedback on our website/webpage updates from our 22-23 Web Scan project. We also had implemented a number of changes to our counseling services practices in the past couple of years that we would like to obtain student feedback on in order to evaluate their effectiveness. These practices included online access to our services (appointments, drop-in, eCounseling), scheduling via ESARS, our webpage services guide (decision tree), and social media engagement. Gathering student feedback will help supplement the quantitative data available through our SARS system, decision tree form, and social media insights. The feedback and data obtained will inform how we can continue to optimize and improve our services.

Q67

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q68

How will this goal be evaluated?

As mentioned above in our action steps, in the immediate next year we want to evaluate the updates from our 22-23 Web Scan project by obtaining student feedback. We also had implemented a number of changes to our counseling services practices in the past couple of years that we would like to obtain student feedback on in order to evaluate their effectiveness. These practices included online access to our services (appointments, drop-in, eCounseling), scheduling via ESARS, our webpage services guide (decision tree), and social media engagement. Gathering student feedback will help supplement the quantitative data available through our SARS system, decision tree form, and social media insights. Most of our data points in relation to this goal will stem from practitioner experience, reflections and student feedback in addition to examining any data showing increased access to our services.

Q69

Would you like to propose a new, 4-year goal?

Yes

Page 19: VI. 4-Year Goals continued

Q70

Goal 2:

Create a collaborative student support experience for students within Academic and Career Pathways.

Q71

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

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

Q72

Please describe how this goal advances the college strategic goal identified above:

Our goal was designed to directly align with the college strategic goal to increase persistence because of the need to integrate student services with instruction in order to implement a pathways approach to student support. In order to create a seamless learning and support experience for students within Academic and Career Pathways, Counseling must collaborate not only with instructional areas, but also other areas of student services. Commitment to a goal that will build on this collaboration will advance our college strategic goal.

Q73

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

This goal seemed like the natural next step following our previous goal to research and develop a counseling model for Guided Pathways. We look at our student achievement data and know that students who receive counseling services yield higher outcomes than those who don't. Moreso, we also know that special program services that provide more high-touch, wrap-around services also fare better in terms of student outcomes.
Embedded Counseling is a method of bridging the mass amount of students that the General Counseling department serves with the added connection and engagement that can be built with a specific group of students. We revised our Cuyamaca Counseling Model for Guided Pathways in Fall 2022 and started a pilot of Embedded Counseling in Spring 2023 with two ACPs (STEM and BSS). We currently evaluate the data of students who receive counseling services in comparison to all students but would like to add another layer to evaluate the outcomes of the students who specifically sought out counseling services from their embedded counselor.

Q74

Action Steps for the Next Year:

For each of our goals, we have an outcome statement in our SAO plan mapped to the program review goal. Below are proposed action steps for the next year:

SAO 3: Assess the effectiveness of ACP embedded counseling and scale the best practices that emerge from that model/approach. (goal 2)

We revised our Cuyamaca Counseling Model for Guided Pathways in Fall 2022 and started a pilot of Embedded Counseling in Spring 2023 with two ACPs (STEM and BSS). In this first year of our embedded counseling pilot, it will be important to evaluate our data and we will start by looking at the outcomes of those students who specifically received services with their embedded counselors. We will want to compare these numbers with students who saw any counselor (not their embedded counselor) and then of course compare against students who received no counseling services. Our two lead counselors in this pilot are currently tasked with building a framework for our department to be able to embed counselors with additional ACPs in the future. We have been logging time spent on additional preparation, classroom presentations, and engagement in ACP related events but this has not yet been evaluated. As other ACPs express interest in embedded counseling, it will be important that both the counseling and instructional faculty who are involved in the pilots have an opportunity to share and reflect on what has worked well and what commitment it requires from all those involved in order for this learning and support experience to be successful.

The Counseling Department serves as a resource to the Exploratory Pre-ACP Lead. Our next steps include working with our Career Counselor in defining the Exploratory Pre-ACP more intentionally and consider the role of counseling in this pre-ACP. In Fall 2023, we revived our COUN 110 - Career Decision Making course in a shorter two week online format and offered it at the start of the semester so that students who are undecided can be captured early on and have time for followup and education planning prior to the next registration time period. We plan to increase the number of COUN 110 sections next year and SLO data that result from students completing that course. Although we are initially focused on offering the course in 2-week session time frames, we plan to consider different modalities and strategically offer the course at key times during the year when students who need additional career exploration could benefit.

We are very excited about a new course pilot that is slated to take place next year. STEM 101 (.5 unit) is a new course that is designed to introduce new students into the STEM ACP. We collaborated with STEM faculty to offer a .5 unit version of our COUN 101 Introduction to College course that will serve as a corequisite to STEM 101. We hope that the two courses together would complement each other in providing an incoming student with introductory information, skills and resources to be a successful student within their ACP. Action steps here will be to first offer our course with STEM 101 and then evaluate the course data, SLO and student feedback.

Lastly, the Counseling Department is committed to continued professional development in relation to Guided Pathways. This includes attendance at any applicable CAGP Institutes and conferences such as Strengthening Student Success Conference and the Career Education Annual Counselor Conference.

Faculty Request: GENERAL COUNSELOR - The counseling department continues to have gaps in meeting the needs of all students due to the limited number of counselors we have in general counseling in relation to the total number of students. Due to various reassignments and participation in various college/district governance there is a limited number of student-contact counselors serving the general population, not to mention that general counselors often serve an overlap of students in other areas. Even when we consider the number of special populations vs general population, the general counseling department serves approximately 30% of students deemed as "special populations" likely due to overlapping services or varying accessibility of services. Ultimately, general counseling services all students.

The recommended student to counselor ratio is 1:370, cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003). In relation to Guided Pathways, Cuyamaca has 8 Academic & Career Pathways in addition to two Pre-ACPs, therefore in order to adequately support the college strategic planning goal to increase persistence, we need more general counseling faculty if we are ever to embed counselors across the board.

https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf (page 16)

Q75

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

New faculty position

Q76

How will this goal be evaluated?

In this first year of our embedded counseling pilot, it will be important to evaluate the outcomes of those students who specifically received services with their embedded counselors. We will want to compare these numbers with students who saw any counselor (not their embedded counselor) and then of course compare against students who received no counseling services. We will use our SARS data in order to evaluate these outcomes in addition to looking at the total time spent on additional preparation, classroom presentations, and engagement in ACP related events. Course level data on the section of COUN 101 that is piloted with STEM 101 will be evaluated.

Q77

Would you like to propose a new, 4-year goal?

No

Page 20: VI. 4-Year Goals continued

Q78

Goal 3:

Respondent skipped this question

Q79

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

Respondent skipped this question

Q80

Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q81

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

Respondent skipped this question

Q82

Action Steps for the Next Year:

Respondent skipped this question

Q83

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q84

How will this goal be evaluated?

Respondent skipped this question

Q85

Would you like to propose a new, 4-year goal?

Respondent skipped this question

Page 21: VI. 4-Year Goals continued

Q86

Goal 4:

Respondent skipped this question

Q87

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

Respondent skipped this question

Q88

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q89

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q90

Action steps for the Next Year:

Respondent skipped this question

Q91

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q92

How will this goal be evaluated?

Respondent skipped this question

Page 23: Final Check

Q93

Are you ready to submit your program review?To go back and review a section, select the section below and click "Next"

I am ready to submit my prgram review