

#15

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Monday, February 10, 2020 7:45:58 PM
Last Modified: Monday, February 10, 2020 10:13:40 PM
Time Spent: 02:27:42
Email: ticey.hosley@gcccd.edu
IP Address: 68.101.182.129

Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

General Counseling

Q2 Lead Author and Collaborators:

Lead: Ticey Hosley Collaborators – General Counseling: Sophia Armenta, Michelle Campuzano, Ticey Hosley, Raad Jerjis, My-Linh Nguyen, Lilia Pulido, Osvaldo Torres, Transfer: Amaliya Blyumin. DSPS: Johnny Barner, Rachelle Panganiban. EOPS: Liza Ashak, Nicole Keeley. CalWorks: Asma Yassi.

Q3 Dean/Manager:

Nicole Jones

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

The Cuyamaca College Counseling Department is committed to promoting equity and success using student-centered approaches that empower students to make informed decisions affecting educational, career and personal goals.

Q5 Describe how your service area supports the College's mission:

The Counseling Department supports the college mission by offering comprehensive support services to all students. Below we have highlighted some of our most recent accomplishments that serve to support the college mission. All of the programs/services highlighted below work to ensure that students who enter Cuyamaca College have supports in place at every step of their journey to achieve their academic and career goals. In addition, each program/service supports statewide efforts around equity and the elimination of opportunity (achievement) gaps.

Guided Pathways:

The Student Equity and Achievement Program (SEA) requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to overhaul outdated placement policies that have long kept many students from completing their educational goals. Counselors have been diligently involved in this work at Cuyamaca. In the spring 2018 Counselors collaboratively developed a guided pathways survey that was administered statewide, to collect data on the shift in counseling models in light of Guided Pathways. We received a total of 35 responses from California Community College Counseling Departments. These surveys allowed for us to capture critical information including but not limited to the structure of guided pathways on campuses of different sizes, the development of "Meta-Majors," the location of counseling services (centralized vs. decentralized), how CalWorks, EOPS, DSPS, Veterans, etc. fit into the overall guided pathways model as well as how colleges were developing student success teams. These results have been shared with the campus community in various venues including Academic Senate, the Guided Pathways Steering Committee and Instructional Council. Having these results allowed us to focus on specific areas as we worked both inside and beyond our department on guided pathways efforts, including lengthy dialog around the various models of student success teams and the development of Academic and Career Pathways (ACP's). As full-time Counselors recognized the critical role that Adjunct Counselors will play in fully implementing Guided Pathways, we developed and administered a department-wide survey to gauge Adjunct Counselors understanding of Guided Pathways. This information was then used to develop Adjunct Counselor training. Ongoing training will be provided to Adjunct Counselors as Guided Pathways efforts evolve.

Note: More information will be provided on Counselors Guided Pathways contributions in the Service Area Assessment and Institutional Effectiveness section – question VI.1.

Creation of Career Center Model:

In 2018-2019 Counselors collaborated with Career Education (CE) on the development of a Career Center model. With career being the foundation of the Guided Pathways model we wanted to ensure that career services are a part of every student experience and throughout every step of the student journey. This work involved researching various models of Career Centers, identifying key faculty and staff positions for the center, discussing options for the centers location as well as continuous dialog about what supports/services we wanted to ensure our students had access to via the center. In the end a final model was shared campus wide, presented at President's Cabinet and ultimately unanimously approved by the Academic Senate on April 25, 2019. A location for the Career Center was ultimately agreed up and worked continues on staffing. As part of this work much advocacy A Career Counselor (new position) and Supervisor position (position that was previously defunded) will be filled.

Assessment/Placement:

The Assessment staff and Counselors worked collaboratively with the Math Department Chair to overhaul our placement policies to become fully compliant with AB705. Beginning March 1, 2019, Cuyamaca College students were no longer required to take the Accuplacer English and Math assessment test. Instead, students now complete a guided self-placement questionnaire through WebAdvisor to receive their English and Math placement. The rolling out of this new process required collaboration and a tremendous amount of work on the part of the Mathematics and Counseling/Assessment Departments as this was a huge shift for Assessment who previously facilitated placement testing. It also required working with Information Technology (IT) to make the necessary adjustments to Web Advisor. With this student-focused change assessment is no longer being done in office with the exception of English as a Second Language (ESL) examinations which are done by appointment and on drop in basis (as needed). Assessment has also taken over the prerequisite clearance/challenge forms and is now the main hub for information regarding this process.

Zoom/e-Counseling and Technology Updates:

The Counseling Department recognizes that the needs of our students vary and that access to high quality online counseling services is

Student Services and Non-Instructional Comprehensive Program Review - Spring 2020

The Counseling Department recognizes that the needs of our students vary and that access to high quality online counseling services is now critical to student success. In the spring of 2019 the Counseling Department expanded counseling services to include online counseling appointments via Zoom conferencing. Online services offer the flexibility to accommodate student's family responsibilities, transportation issues, work schedules and other life demands. Students can now receive the full range of counseling services online, including access to e-Counseling services that address quick questions and abbreviated education planning to full online, synchronous face-to-face counseling appointments that can provide both career and educational planning. This shift is in line with both the State Chancellor's goal of cutting achievement gaps by 40% within 5 years and the college's mission and effort to reduce equity gaps by widening access to support services for students, particularly those in traditionally underrepresented student groups. Prior to the spring of 2019 students had access to "Ask a Counselor," which allowed them to get many questions answered in an asynchronous manner, but not receive a full range of counseling services. To receive a Zoom appointment students must be currently enrolled and have all transcripts on file and evaluated. Currently, priority is given to evening and online students, however, the long-term goal is to make such appointments readily available to all students.

To improve the student experience when they enter the Counseling Office seeking support we installed a large monitor in the Counseling Department lobby which projects important information to students. In addition, we began utilizing the waitlist option for SARS. This allows our students to check in for drop-in or appointments and leave the building (i.e., to make a phone call, wait outside, etc.). They receive a text message to return to the lobby when their name is approaching the top of the list. The monitor in the lobby allows for students to see where they are at on the list of students waiting for drop in appointments. Our students are now not bound to staying in the lobby and may have the opportunity to visit another office time permitting.

Articulation:

Articulation is a function critical to the success of students seeking to transfer to 4-year universities. To that end the Articulation Officer (AO) engages in a wide variety of work across all areas of the campus, including working as part of the Curriculum Committee, Institutional Effectiveness Council (EIC), Student Learning Outcomes and Assessment (SLOAC), Student Services Leadership Advisory Team (SSLAT) and Guided Pathways Taskforce/Inquiry Teams (among other committees). 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 2015 the AO has worked with faculty to develop and gain State approval for 9 new ADT's including: Art History, Child and Adolescent Development, Communication Studies, Elementary Teacher Education, Environmental Science, Music, Public Health, Sociology and Studio Arts bringing the colleges total ADT's to 24.

Q6 Is the service area description in the current college catalog up to date and accurate? **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses? **Yes**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Yes**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.

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. Students demonstrated outcomes proficiency in range of areas including: determining their learning style, researching careers, identifying a career path, knowing how to access academic resources, developing a resume and cover letter, etc. See each course below for more specifics.

COUN 95 - Academic/Financial Aid Planning - Course was adopted at Cuyamaca College on May 2, 2017 and included in the fall of 2017 college catalog. There are two active SLO's that have not yet been assessed.

COUN 101 – Introduction to College - Two active SLO's assessed January 12, 2017 indicating that 100% of students that completed the course demonstrate knowledge of academic options at Cuyamaca College and exhibit knowledge on how to access academic resources.

COUN 110 – Career Decision Making – Two active SLO's assessed February 26, 2015 and September 16, 2016 respectively. With SLO #1 90% of students successfully completed the self-assessment "Do What You Are (DWYA)." With SLO #2, 100% of students created a resume and cover letter for employment.

COUN 120 – College and Career Success – Three active SLO's assessed August 25, 2016 and January 12, 2017 respectively. With SLO #1 85% of students completed DWYA and identified a career goal and major that matched their personality, interest and values based on the assessment. This fell slightly short of the 90% goal set for the SLO. With SLO #2 80% of students met with a Counselor outside of the classroom and created a comprehensive educational plan. This fell short of the goal of 100% of students meeting this criteria. With SLO #3 the criteria set was for 70% of students to exhibit greater self-awareness as it pertains to personal growth and life management. Data for this SLO is unclear as there was no concrete method identified to assess it. Based on discussion at the Counseling Department retreat in the fall of 2019 this SLO is being deleted.

COUN 130 – Study Skills and Time Management – Two active SLO's that were assessed January 12, 2017. With SLO #1 92% demonstrated skills in reading, memory improvement, note-taking, writing, test-taking, time management, stress management and library research skills. With SLO #2 95% of students completed an assignment identifying library resources.

COUN 140 – Self-Awareness and Interpersonal Relationships – Courses was adopted at Cuyamaca College on May 1, 2018 and included in the fall 2018 college catalog. There are four active SLO's that have not yet been assessed. Based on discussion at the Counseling Department retreat in the fall of 2019 two of the SLO's will be deleted.

COUN 150 – Transfer Success – Three active SLO's assessed August 22, 2016 and September 12, 2016 respectively. With SLO #1 95% of students completed a presentation to compare and contrast at least two colleges/universities of their choice. With SLO #2 95% of students exhibited understanding of the minimum eligibility requirements to transfer to a University of California or California State University. With SLO #3 70% of students successfully created an educational plan that included general education, major preparation and elective courses for their required transfer goal. This fell short of the 100% goal. The criteria and method of measuring success will be modified for this SLO.

WEX 110 – General Cooperative Work Experience Education – Five active SLO's all assessed within a five year period ranging from September 22, 2014 to December 19, 2016. With SLO #1 100% of students in class developed a resume and cover letter. With SLO #2 100% of students found their own placements and worked in and volunteer or paid position for the academic year. With SLO #3 100% of work experience students developed goals with their site supervisor that allowed them to learn and contribute more at their placement. With SLO #4 100% of students were able to identify employee responsibilities and expectations. With SLO #5 100% of students completed a LinkedIn account geared towards their career goals. Although student's demonstrated success with all five SLO's based on discussion at the Counseling Department retreat in the fall of 2019 the SLO's for this course have been modified down to one comprehensive SLO.

Q12 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

SLO results are strong for all counseling courses. The results show that are students are acquiring the specific knowledge and skill sets as described in our SLO's. Most data shows that upwards of 80% or more of students taking counseling courses are meeting the course SLO's, with much of the data being in the range of 90%-100%. The department is very pleased with these results and the overall success of our students in counseling courses. While no specific challenges were identified Counselors have agreed to modify SLO's to continue to ensure students are learning information for them to be successful not just in counseling courses, but in their major and as it relates to meeting their transfer and/or career goals. Expertise of the SLO Coordinator is being utilized to ensure SLO's are appropriately written and measurable.

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Data covering fall 2014 through spring 2019 indicates that the average student success rate across all counseling courses is 77%, already meeting the college's 2024 goal. The highest success rate was 79% in the spring of 2019. Over the five years there were only two semesters that dipped below 77% (spring 2016 at 72% and spring 2017 at 74%).

Fall 2014 – 78%	Spring 2015 – 79%
Fall 2015 – 77%	Spring 2016 – 72%
Fall 2016 – 77%	Spring 2017 – 74%
Fall 2017 – 78%	Spring 2018 – 78%
Fall 2018 – 78%	Spring 2019 – 79%

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

The Counseling Department is committed to helping the college reach and sustain a success rate of 77% or higher. To this end all Counselors that teach engage in ongoing professional development both on an off campus. Before the start of each semester Counselors that are teaching in semester in question meet to: 1) Review course success/retention rate information 2) Share teaching strategies and tips 3) Share an assignment/activity that worked well in the course 4) Review course SLO's to ensure assignments/activities are in line 5) Share new technologies or mechanisms to better engage students 6) Discuss any challenges or successes from the previous semester. This collaboration between Counselors works to ensure that all Counselors are equipped with the tools and information necessary to best support students in the classroom. In addition, both full-time and Adjunct Counseling Instructors have ongoing opportunities for professional development. We consistently send Counselors to a range of conferences including but not limited to the CSU and UC Counselor Conference, Guided Pathways, Strengthening Student Success, Counseling for Careers, National Conference on Race and Ethnicity (NCORE), UMOJA, SLO Symposium, Equity Academy, A2Mend, First Year Experience and more. Participating in this ongoing professional development has been critical to ensuring that Counselors 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.

The Counseling Departments one-year success rate is 77%, keeping in line with the college.

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Our equity gaps are most pronounced for African-American/Black students. The success rate for African-American/Black students dipped to a low of 59% in fall of 2014, with the average success rate over five years for fall terms at 72.2% and spring terms 63%. Students identifying a multiple races/ethnicities dipped to a low of success rate of 67% in the fall of 2017 and show an average success rate of for fall terms of 74% with spring terms just under the college goal at 76%. Asian students showed a fall success rate over five years of 70%, with a relatively small number of students (6-16) contributing to the lowest success rate (e.g. fall 2014, 4 students with a success rate of 67%). Our male student success rate is lower than females with an average fall and spring rate of 74%; with a significant dip in the spring of 2016 to 68%.

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

The State Chancellors Data Mart shows a fall 2018 success rate for African-American/Black students in degree applicable courses at 64.4% and a spring 2019 success rate of 65.56%. This is generally in line with African-American/Black student's performance in Cuyamaca counseling courses, though our fall semesters show better success rates (approximately 6% 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 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 it is quite possible that these students may not feel challenged or get the message from Instructors 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.

While data typically shows Asian students fairing quite well in college our success rates for Asian students in counseling courses suggest that there is room to improve. The State Chancellors Data Mart shows a fall 2018 success rate in degree applicable courses for Asian students of 79.18% with a spring 2019 success rate of 79.76%. It is quite possible that there is an underlying assumption at play that these students do not need personal attention, support or encouragement in the classroom given this data. The State Chancellors Data Mart shows a fall 2018 success rate for males of 71.61% with spring 2019 showing 73.17%. This suggest that our male student success rate in counseling courses, though lower than females, is slightly higher than the state. 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 suggest that males are less likely to reach out for help/support. More information is needed to determine the factors that impact multiracial students but it is a reasonable assumption that they could be impacted by many of the same factors highlighted here for other students.

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Counselors are committed to working to mitigate equity gaps in our counseling courses. In 2020/21 we will continue equity-focused professional development/training. Specifically, we will 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 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.

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

One of the Counseling Department goals is to research and develop a counseling model for Guided Pathways. There are many models across the state but the one we ultimately choose must be a good fit for our students. The work of Guided Pathways is inextricably related to equity and will ultimately have a significant impact on the success of our students. According to the California Guided Pathways Project the goals of Guided Pathways reform include taking a student-centered, college-wide approach to improve completion rates while explicitly aiming to close equity gaps. Thus, equity and pathways go hand in hand. Counselors are working across the college with instructional faculty, administrators and staff to fully implement Guided Pathways. We are committed to this work and ensuring that all students that enter Cuyamaca College receive the information, tools and support they need to succeed.

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses? **Yes**

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

In alignment with national data our face-to-face courses have higher success rates. On average our students perform 7.4% better in face to face courses. 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. When we come together each semester for our Flex meeting we can 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. These strategies need to be reinforced regularly. 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 will do more to incorporate these tools into our online courses.

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

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. Though we have discussions each year at our Flex training for all Counseling teaching courses we intend to engage in additional professional development in this area.

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs? **Yes**

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

COUN_PR_DegreesAwarded.pdf (29KB)

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:

Name of degree/certificate	University Studies Degree (all emphasis)
Semester when last reviewed and updated	Spring 2019

Q26 Degree/certificate #2:

Name of degree/certificate	General Studies Degree (all emphasis)
Semester when last reviewed and updated	Spring 2019

Q27 Degree/certificate #3:

Name of degree/certificate	University Studies - IGETC CSU Certificate
Semester when last reviewed and updated	Spring 2019

Q28 Degree/certificate #4:

Name of degree/certificate	University Studies - CSU Breadth Certificate
Semester when last reviewed and updated	Spring 2019

Q29 Do you need to include more degrees and/or certificates?	Yes, I would like to add more degrees/certificates
---	---

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Name of degree/certificate	University Studies - IGETC UC Certificate
Semester when last reviewed and updated	Spring 2019

Q31 Degree/certificate #6:	Respondent skipped this question
-----------------------------------	---

Q32 Degree/certificate #7:	Respondent skipped this question
-----------------------------------	---

Q33 Degree/certificate #8:	Respondent skipped this question
-----------------------------------	---

Q34 Do you need to include more degrees and/or certificates?	No, I am all finished
---	------------------------------

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:	Respondent skipped this question
-----------------------------------	---

Q36 Degree/certificate #10:	Respondent skipped this question
------------------------------------	---

Q37 Degree/certificate #11:	Respondent skipped this question
------------------------------------	---

Q38 Degree/certificate #12:	Respondent skipped this question
------------------------------------	---

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

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 system 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 are also among the most awarded, particularly in Science and Mathematics and Social and Behavioral Sciences.

Because of the versatility, a GS or USD degrees 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 suggest 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.

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

We believe that the University Studies and General Studies degrees are meeting the needs of Cuyamaca's students and there are no plans to make changes to the degrees at this point.

Q41 Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations **Yes**

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle?

PLO's have not been assessed in the last 4 years. It is our plan to develop a plan to assess PLO's and complete mapping of SLO's to PLO's by the conclusion of fall 2020.

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? **Yes**

Q44 Are the PLOs mapped to the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **No**

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students? **Yes**

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

General Counseling students mirror the general population of Cuyamaca students with minor differences. Data shows that we served a slightly higher population of White/Non-Hispanic (~6%) and students under the age of 20 (~4%), in the past three academic years.

Q47 How does the service area ensure it is addressing the needs of its student population?

We are consistently seeking out opportunities to better improve services to students. In the spring of 2018 we worked with the Office of Institutional Effectiveness to develop a Point of Service Survey to get students perspective on the services we provide. A sampling of the questions include: 1) Are the hours of operation convenient 2) Rate how easy it was to make a counseling appointment 3) What aspects of the counseling session and/or services did you find most valuable 4) What recommendations would you make to improve the counseling session and/or services. In addition there are 10 Likert style questions which students rate from strongly disagree to strongly agree, including questions like, "the counseling I received helped me clarify my goal(s)" and "my questions/concerns were adequately addressed during my visit." Our plan is to utilize a point of service survey at least once each academic year to keep a pulse on how students are experiencing Counseling Services. We can then take that feedback and make appropriate adjustments and/or improvements. In addition, Counselors are periodically evaluated by students. This evaluation includes quantitative and qualitative data on the students experience with the Counselor that provided the service. While this information is most useful to the individual Counselor, it does provide information that can be used to improve the student experience.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Overall, students who received General Counseling services in academic years 2016-2017, 2017-2018 and 2018-2019 had better outcomes (e.g., course retention, course success and fall-to-spring persistence) 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. Here are some highlights from the 2018-19 report (findings are apparent across the three academic years for which data was reviewed):

- The students who received General Counseling services in 2018-19 included an overrepresentation of White students and an underrepresentation of African-American/Black students.
 - Overall, the General Counseling students had higher course retention, course success, and fall-to-spring persistence rates than the students who did not receive these services.
 - Overall, the General Counseling students attempted and completed more units each semester than the students who did not receive these services.
 - Course retention, course success, and fall-to-spring persistence rates were lower for African-American/Black students who received General Counseling services than for other demographic groups who received these services.
 - Our African-American/Black and Latinx students who received General Counseling services attempted and completed fewer units each semester and had lower semester GPAs compared to other student groups who received these services.
 - Compared to male students who received General Counseling services, female students who received these services had higher course retention, course success, and fall-to-fall persistence rates; these female students also had higher semester GPAs and completed more units, even though they attempted fewer units than male students.
-

Q49 What steps is your service area taking to advance the college's student success and equity goals?

The Counseling Department works to advance the college's student success and equity goals by responding to specific Cuyamaca college student needs. Below I have highlighted some of our most recent accomplishments that serve to advance student success and equity. In addition, several services and/or accomplishments covered in detail under the Service Area Reflection and Description section (question II.2) also support student success and equity (e.g. Guided Pathways, Career Center, Assessment/Placement, etc.).

Pathway Navigation Grant:

The community colleges of San Diego and Imperial Counties serve a population that has critical economic and educational needs. In San Diego County, 12 percent of the population currently lives in poverty. In El Cajon, California, a large service area for Cuyamaca, that number is nearly doubled at 23%. A 2016 national survey of 33,000 students at 70 community colleges, in which three San Diego colleges participated, found that 56% of the students surveyed experienced low or very-low food insecurity while 51% were housing insecure. Fourteen percent of students surveyed were homeless. At Cuyamaca 62% of our students are low-income and 1 in 3 are first-generation college students. Despite our efforts we are not yet meeting the needs of these students. College completion rates range from 42%-56% in the San Diego region. Research shows that educational attainment is key to escaping poverty and to achieving a living wage. Recognizing the need to better support these students towards reaching those goals, in collaboration with Dean of Counseling, Nicole Jones and members of the Pillar #2 Pathways Inquiry Team, we applied and were granted a Pathway Navigation grant. On January 1, 2019 we began implementation of the grant, which is being facilitated through Counseling. Strong onboarding practices are essential to identify students' needs, interests and goals early on so that they can successfully start and complete their educational goals. The grant, worth \$250,000, focuses on streamlining and scaling onboarding and matriculation services. Three initial goals for Pathway Navigation include creating an intake form, offering differentiated orientation and providing career planning before students get their educational plan. This work is fundamentally part of Guided Pathways and consistent with the principles underlying both SSSP and student equity initiatives.

UMOJA:

Cuyamaca's equity gaps are most pronounced for African-American/Black students. Research shows that there are specific practices and supports that can increase success rates for African-American/Black students. To this end we committed to starting an UMOJA program at Cuyamaca. The UMOJA program officially kicked off 2017-2018. The UMOJA program is dedicated to increasing the number of educationally underserved students who enroll in our institution, earn a certificate, AA or AS 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. To achieve these goals the program offers a number of supports. We have UMOJA supported courses, including Statistics (MATH 160), English (ENGL 120) and Counseling (COUN 140). Instructors that teach as part of the UMOJA supported courses have all participated in an intensive UMOJA training where participants are able to engage in a critical dialogue about the challenges that impact African-American students. At the UMOJA conference/training, 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 (UMOJA Coordinator); Tacey Hosley, (Counselor/Articulation Officer); Johnny Barner (DSPS); Deborah Van Alstyne (Adjunct Counselor); Kristin McGregor (English); Rachel Jacob-Almeida (Sociology); Annalinda Arroyo (Mathematics) and Nicole Jones (Dean of Counseling).

Through the UMOJA program we expose students to a range of transfer options including Historically Black Colleges and Universities (HBCU's). In the fall of 2015 the California Community Colleges Chancellor's Office signed a guaranteed admission transfer agreement with nine HBCU's, as they recognized the importance of broadening transfer options for students. There are now over 30 HBCU's that have signed the transfer agreement. The Cuyamaca UMOJA program is committed to strengthening this connection. In the summer of 2018 Cuyamaca's UMOJA program funded 4 students to travel on an HBCU tour. We were able to double that number to 8 students in the spring of 2019. For some students it was their first time flying and leaving the state. These experiences are life changing for students. Program participants are also able to go on campus visits to CSU's and UC's. The program focuses on campuses that have UMOJA programs or similar support services on their campuses so that students have an identified connection with the campus upon transfer. The strength of the UMOJA program is found in community that is being built. The community consist of faculty and staff that have a genuine concern for the well-being and success of UMOJA students. It consist of faculty that are willing to transform their classrooms and teaching practices to better support UMOJA students. Students repeatedly express how much having this community and level of connectedness means to them as they navigate their way through college. An admitted challenge for the UMOJA program

and level of connectedness means to them as they navigate their way through college. An admitted challenge for the UMOJA program has been staffing. The Program Coordinator for UMOJA is a part-time Counseling Faculty who has a limited number of hours she can work each week. In addition, students have expressed that they would like a space on campus where UMOJA program participants can study, use computer and interact with UMOJA faculty and staff. Essentially they desire a "home" for UMOJA.

Articulation:

The Articulation Officer (AO) maintains and updates the colleges General Studies and University Studies degrees which are among the largest number of Associate Degree's granted by Cuyamaca College each year. Equity is in part about opening up access and creating paths for students that allow them to succeed. Our University and General Studies Degree's and University Studies Certificates are certainly one path for students who want to earn an AA/AS and/or Certificate. Between 2014-15 and 2018-19 Cuyamaca granted 1149 University Studies Degree's, 504 General Studies Degree's and 287 University Studies Certificates. We know that escaping poverty and the opportunity to earn a living wage is very much dependent on college attainment. To this end, by virtue of making these degrees available to students we have helped 1,940 students get one step closer to achieving their career/life goals by way of granting these degrees. Additionally, one of the areas where equity gaps have persisted is completion of transfer level Mathematics and English courses. The AO has worked collaboratively with both departments to maintain articulation, general education and C-ID approvals, while modifying courses based on AB 705 and in line with acceleration efforts. To date we have been able to maintain all long standing approvals for our English and Mathematics transfer level courses while operating as a model for acceleration efforts to other colleges in the state. Early evidence shows that students that would have been previously stuck, slowed or stopped on a remediation path, are now able to enter college and immediately access and pass college level English and Mathematics courses. The AO will continue to work collaboratively with both departments as these courses evolve to best meet the needs of students.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

General Counseling Program Review 2020-Supporting Data-Draft3.pdf (2.1MB)

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: SSO's are assessed in a variety of ways including the use of SARS data, point-of-service survey results and data provided by the Office of Institutional Effectiveness. SSO #1: Students will utilize technology to access Counseling Services – assessed by Office of Institutional Effectiveness and SARS data. SSO #2: Counseling Center will increase contact with students – assessed by Office of Institutional Effectiveness and SARS data. SSO #3: Counseling Center will help students identify their major of study – will be assessed by the Point-of-Service Survey. Note: SSO's will be updated by the fall of 2020 to best reflect the current needs and desired outcomes for students.

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

Below we have highlighted several areas where Counselors are currently working across the college. In addition, several services and/or accomplishments covered in detail under the Student Access, Learning and Achievement section (question V.4) also demonstrate Counselors work across the college in supporting student success and equity goals (i.e., Pathway Navigation grant, UMOJA and Articulation).

Guided Pathways:

Several Counselors and the Dean of Counseling were part of the teams sent to Pathways Institutes for specialized training on Guided Pathways. Each of these institutes were work intensive, involving both pre-homework assignments and post-conference work/planning. Sophia Armenta attended California Guided Pathways Institute #2 – Pathway Design I: Mapping Pathways through the Institution, in November of 2017. Amaliya Blyumin and Nicole Jones attended Institute #3, Pathways Design II: Pathways to Transfer and Employment, in February 2018. Tacey Hosley attended Institute #4 - Redesigning Student Intake and Support Systems, in September of 2018. Following these institutes in the fall of 2018 Cuyamaca implemented Guided Pathways Pillar Inquiry Teams to continue to facilitate the colleges work around Guided Pathways. Despite the limited number of General Counselors the department was committed to having representation on each pillar. My-Linh Nguyen served on Team I: Clarifying the Path; Sophie Armenta served on Team II: Getting Students on the Path; Amaliya Blyumin served on Team III: Keeping Students on the Path and Tacey Hosley served on Team IV: Ensuring Students are Learning. As the work on Guided Pathways evolves Counselors will continue to serve along all pillars.

Collaboration with STEM:

The Counseling Department has worked closely with the STEM Department through the Hispanic Serving Institutions (HIS) grant. The STEM grant was designed to increase the retention and success rates of first-entering, low-income, first-generation and Hispanic students. The STEM and Counseling Department collaboration began in fall of 2017 and has proven to be successful across a range of areas including student access to Counselors, increased student academic planning, Counselor participation in STEM events and increased communication between the Counseling Department and STEM faculty at the college. STEM Counselors work with STEM cohort students and non-cohort students.

Both the Counseling and STEM Departments are very pleased with the success that has come as a result of this collaboration. A 2018-2019 comparison report showed that STEM cohort students have a higher percentage rate of course success, retention, course persistence and GPA. Please see the attached chart including the information below.

STEM cohort course success rates were higher in fall 2018 compared to other STEM students (91.5% vs. 74.1%)

STEM cohort retention rates were higher in fall 2018 compared to other STEM students (95.3% versus 87.9%)

STEM cohort persistence from fall 2018 to spring 2019 were higher compared to other STEM students (100% versus 74%)

STEM cohort GPA was higher in fall 2018 compared to other STEM students (3.06 versus 2.76)

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

General Counseling Program Review 2020-Supporting Data-Draft3.pdf (2.1MB)

Q57 Please describe your service area strengths.

One of our strengths is continuing to serve the high volume of students despite the limited number of full-time tenured/tenure-track Counselors. A standard recommendation exist for a ratio of 1:500 for Counselors to students. According to the most recent scorecard data available for 2018, Cuyamaca had 6,337 full-time equivalent students. General Counseling currently has 4 Counselors that are 100% assigned to Counseling and one .5 assignment: Sophie Armenta, Michelle Campuzano, My-Linh Nguyen, Lilia Pulido and Osvaldo Torres (.5 General Counseling). This represents a 1:1400 student to Counselor ratio. In the academic year 2018-2019 Counselors conducted 5,911 one-on-one appointments, 13,725 drop-in and served 2,073 students via group counseling sessions, while greatly contributing to campus initiatives and other efforts including Guided Pathways and the opening of a new Veteran's and Career Center. While other Counselors are able to support the department in a number of ways (e.g. Tacey Hosley 100% Articulation; Raad Jarjis 100% Department Chair, etc.) the heavy lifting and very important work of counseling students is currently happening with a small number of dedicated, hard-working Counselors and Adjunct Counselors.

Another strength is the amount of work we continue to accomplish despite limited staff and faculty. As mentioned in a previous section counselors have been diligently involved work across the campus. Counselors currently serve broadly on committees, councils and/or a taskforce. We believe our voice at the table is critical to ensuring that student's needs are met on every level (academic, student services, mental health, etc.). In addition, we meet each week for two hours to share out updates from our respective committees, work to resolve any issues/challenges around delivery of services, receive updates from instructional program chairs as well as other Student Services departments, train on new services and/or technology (e.g. Zoom Counseling), work on campus initiatives (e. Guided Pathways and Career Center) and other related work.

Tenure/Tenure-Track Counselors:

Sophie Armenta – Guided Pathways and SSEC
Amaliya Blyumin – Title V, SSLAT, Transfer Center Advisory (100% reassigned to Transfer)
Tacey Hosley – Curriculum, SLOAC, PRSC, SSLAT, IEC, Guided Pathways (100% reassigned to Articulation)
Raad Jerjis - ILAT, SSLAT, SDGC (100% reassigned to Department Chair)
My-Linh Nguyen – Technology and Guided Pathways
Lilia Pulido – Academic Senate
Osvaldo Torres – AFT (.5 Counseling/.5 Veterans)
Michelle Campuzano – Scholarship (AB19) – Promise; Workforce Development Committee
Donna Hajj – (100% reassigned to Professional Development)

Tenured Counseling Instructor:

Cindy Morrin – Curriculum Co-Chair, Scholarship, Web Communications, Online Teaching and Learning

Adjunct Counselors:

Deborah Van Alstyne – PRSC and IEC
Camille Jack – Academic Senate
Deyinara Preciado – Professional Development

Q58 Please describe your service area challenges.

Within the Counseling Department we are eager to implement new technology which will revolutionize cumbersome processes and outdated software. One of our biggest challenges is not our own, it is working with the Information Technology (IT) department. We have expressed and advocated for our needs through multiple channels: Campus Technology Committee (CTC), Technology Advisory Committee (TAC), as well as the Technology Coordinating Council (TCC). Unfortunately, we have met resistance from district IT. Through that resistance, we continue to move forward in any way we can. We continue to make small impactful changes by implementing features in our current software that do not require IT support. Our resilience against the external challenges and our willingness to continue to fight for what is best for students is another strength.

As noted above we continue to work through challenges of having outdated software. Currently we are using an online orientation and advising software that is providing misinformation to students due to issues that cannot be corrected given the limitations of the software and our lack of access to make changes. Additionally this software relies on technology that will no longer be supported as of December 31, 2020. Due to limitations it does not include an option to present information in multiple languages. Finally the software is not 508 Compliant. Fortunately, we are in the final stages of exploring a new online orientation and advising software. The new software will allow for our Counselors to develop additional modules for our students (e.g. probation, categorical specific, etc.). Most important we would have the power to make changes and updates as needed locally.

The ratio of Counselors to students at Cuyamaca is highly unfavorable to students. At approximately 6,300 full-time equivalent students we are operating around a 1:1400 ratio of student to Counselor. Given this the wait times to get an appointment with a Counselor can be lengthy. Students calling in to get an appointment may be subject to a two to three week wait, which can be exacerbated during peak times. Counselors are acutely aware that this is harmful to students that have needs which require more prompt attention. Students might be having difficulty in a class; they may be deciding between increasing hours at work or continuing with school or they may simply need to know how to access other supports on campus like tutoring and emergency funding. Waiting several weeks to get questions answered is not ideal and surely results in some students choosing to leave Cuyamaca College. For this reason we will continue to advocate for hiring additional Counselors to meet the needs of our students.

Q59 Please describe external influences that affect your service area (both positively and negatively).

ASSIST is an external influence that continues to impact services to students. ASSIST Next Generation was released in May 2019, after countless delays over the past two years. However, the version that was released is simply a new platform with much of the same old information. When Counselors look on ASSIST for major preparation for CSU's and UC's we are taken to information from 2016-2017. This information is two academic years 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. Only a limited number of institutions have released current, 2019-2020 major articulation information given ongoing challenges with ASSIST and workload issues with getting information into the new 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 after 2016-2017 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 2019 Tacey Hosley (Counselor/Articulation Officer) represented Region 10 in putting forward a resolution on this issue which passed at the Academic Senate Plenary. We continue to advocate for ASSIST to be fully operable and to display current information.

The lack of alignment of curriculum and student services practices between the campuses is 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. In addition, there are a number of student services practices that vary from campus to campus. For example, Cuyamaca offers 45 minute counseling appointments and Grossmont's are one hour. Our practices around drop-in counseling, eCounseling/Online services are also different. Finally, at Grossmont students must meet with a Counselor to request a transcript evaluation, while at Cuyamaca this process is handled through Admissions and Records at Cuyamaca.

On a positive note we have worked across multiple departments to better support students. For Student Success Day we collaborated with both Outreach and Instruction to put together a program where students could come and receive information critical to their success at Cuyamaca. For the first time in 2019 tabling included faculty representation from various academic departments along with UMOJA, EOPS/CalWorks, DSPS, General Counseling and other student services. In addition we have collaborated with the Health and Wellness Center and Student Services to promote Caring Campus, a new initiative with a wide range of services including campus-wide pantries, CalFresh assistance, referrals to shelters and help with rental assistance (to name a few).

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Opportunities exist to work across the district to align both Curriculum and Student Services practices, (where the colleges can find agreement). Steps have already been taken to begin conversations around creating one district local general education pattern. In addition, we will continue to work as a district to roll out Guided Pathways and Student Success Teams with as many similarities across the district as possible. Finally, we will continue to advocate for the full implementation of ASSIST given the need to have an accurate repository of transfer information for our students. Ultimately, when we reduce confusion of non-aligned curriculum and processes as well as utilize up to date transfer information in preparing students educational plans, we will increase the number of students both graduating and transferring to 4-year universities.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

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

Q63 Which College Strategic Goal does your service area most directly support? **Guided Student Pathways**

Q64 Please describe how this goal advances the college strategic goal identified above.

This goal is in line with both the State Chancellor's goal of cutting achievement gaps by 40% within 5 years and the college's effort (through Guided Pathways) to reduce equity gaps by widening access to support services, (including online services) for students, particularly those in traditionally underrepresented student groups.

Q65 Goal status: **In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update? **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

Work with IT Department on the implementation of a new online orientation and advising software. The new software will allow for our Counselors to develop additional modules for our students (e.g. probation, categorical specific, etc.).

Q69 How will this goal be evaluated?

This goal will be evaluated based on the progress made towards implementation of the new software.

Q70 Do you have another goal to update? **Yes**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

Research and develop a Counseling Model for Guided Pathways.

Q72 Which College Strategic Goal does your service area most directly support? **Guided Student Pathways**

Q73 Please describe how this goal advances the college strategic goal identified above.

This goal is in line with the colleges' efforts and commitment to fully implementing Guided Pathways. In order to do so we must identify a Counseling Model that meets Cuyamaca College's specific needs (i.e., based on our student population, campus size, etc.).

Q74 Goal status: **In Progress - will carry this goal forward into next year**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q76 Do you have another goal to update? **Respondent skipped this question**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

- a. Gather additional information on Guided Pathways Counseling Models.
 - b. Take steps to formulate a proposed Guided Pathways Counseling Model.
-

Q78 How will this goal be evaluated?

The goal will be evaluated based on the collection and analysis of information on Guided Pathways Counseling Models.

Q79 Do you have another goal to update?

No

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

Respondent skipped this question

Q81 Which College Strategic Goal does your service area most directly support?

Respondent skipped this question

Q82 Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q83 Goal status:

Respondent skipped this question

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q85 Do you have another goal to update?

Respondent skipped this question

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year:

Respondent skipped this question

Q87 How will this goal be evaluated?

Respondent skipped this question

Q88 Do you have another goal to update?

Respondent skipped this question

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:

Respondent skipped this question

Q90 Which College Strategic Goal does your service area most directly support?

Respondent skipped this question

Q91 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q92 Goal status: **Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)? **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1: **Respondent skipped this question**

Q98 Which College Strategic Goal does this service area goal most directly support? **Guided Student Pathways**

Q99 Please describe how this goal advances the college strategic goal identified above:

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.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Our data shows that course retention, course success, and/or fall-to-spring persistence rates were lower for African-American/Black and Latinx students who received General Counseling services than for other demographic groups who received counseling services (see attached charts and data analysis).

Q101 Action steps for this year:

- a. Gather additional data from other counseling areas (e.g., EOPS, Calworks, UMOJA, etc.) on outcomes for African-American/Black and Latinx students.
 - b. Formulate a plan to gather information on factors that may be contributing to lower outcomes for African-American/Black and Latinx students.
-

Q102 How will this goal be evaluated?

The goal will be evaluated based on the collection and analysis of the data and/or factors that may contribute to lower outcomes for African-American/Black and Latinx students.

Q103 Do you have another new goal? **No**

Page 37: VIII. New Goals

Q104 New Goal 2: **Respondent skipped this question**

Q105 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q106 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q108 Action steps for this year: **Respondent skipped this question**

Q109 How will this goal be evaluated? **Respondent skipped this question**

Q110 Do you have another new goal? **Respondent skipped this question**

Page 38: VIII. New Goals

Q111 New Goal 3: **Respondent skipped this question**

Q112 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q113 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q115 Action steps for this year:

Respondent skipped this question

Q116 How will this goal be evaluated?

Respondent skipped this question

Q117 Do you have another new goal?

Respondent skipped this question

Page 39: VIII. New Goals

Q118 New Goal 4:

Respondent skipped this question

Q119 Which College Strategic Goal does this service area goal most directly support?

Respondent skipped this question

Q120 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q122 Action steps for this year:

Respondent skipped this question

Q123 How will this goal be evaluated?

Respondent skipped this question

Page 40: IX. Executive Summary

Q124 One-page summary:

The Cuyamaca College Counseling Department is committed to promoting equity and success using student-centered approaches that empower students to make informed decisions affecting educational, career and personal goals. The Counseling Department supports the college mission by offering comprehensive support services to all students. One of our strengths is continuing to serve the high volume of students despite the limited number of full-time tenured/tenure-track Counselors. A standard recommendation exist for a ratio of 1:500 for Counselors to students. According to the most recent scorecard data available for 2018, Cuyamaca had 6,337 full-time equivalent students. General Counselors are working at a 1:1400 student to Counselor ratio. In the academic year 2018-2019 Counselors conducted 5,911 one-on-one appointments, 13,725 drop-in and served 2,073 students via group counseling sessions, while greatly contributing to campus initiatives and other efforts including Guided Pathways and the opening of a new Veteran's and Career Center.

Within the Counseling Department we are eager to implement new technology which will revolutionize cumbersome processes and outdated software. One of our biggest challenges is not our own, it is working with the Information Technology (IT) department. Unfortunately, we have met resistance from district IT. Through that resistance, we continue to move forward in any way we can. We continue to make small impactful changes by implementing features in our current software that do not require IT support. As noted in the program review we continue to work through challenges of having outdated software. Currently we are using an online orientation and advising software that is providing misinformation to students due to issues that cannot be corrected given the limitations of the software and our lack of access to make changes. Additionally this software relies on technology that will no longer be supported as of December 31, 2020. Due to limitations it does not include an option to present information in multiple languages. Finally the software is not 508 Compliant.

Data on counseling services have guided plans to move forward. Overall, students who received General Counseling services in academic years 2016-2017, 2017-2018 and 2018-2019 had better outcomes (e.g., course retention, course success and fall-to-spring persistence) 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. Given these findings we have added a new goal, "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."

SLO results are strong for all counseling courses. The results show that are students are acquiring the specific knowledge and skill sets as described in our SLO's. Most data shows that upwards of 80% or more of students taking counseling courses are meeting the course SLO's, with much of the data being in the range of 90%-100%. The department is very pleased with these results and the overall success of our students in counseling courses. While no specific challenges were identified Counselors have agreed to modify SLO's to continue to ensure students are learning information for them to be successful not just in counseling courses, but in their major and as it relates to meeting their transfer and/or career goals.

Overall, we are very pleased with the data/findings outlined in this program review. Students are clearly positively impacted when they receive counseling support. We will continue to advocate to adequately staff the Counseling Department to meet the diverse and growing needs of our students and to fulfill the Cuyamaca College mission.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs) **Yes**

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)? **Yes**

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)? **No**

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)? **No**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **No**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)? **No**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**
