Administrative Leadership Unit Review (ALUR) Template for AY 2025-26

Date: 4/15/2026

Division: CAM

Division Dean: **Ellen Murray**

Please respond to the following prompts AY25-26 by clicking on the grey box:

I. **List the programs that fall within your Division.**

Counseling Division

1. Counseling
2. Health and Wellness & Personal Counseling
3. Promise Scholars Program (PSP)
4. Sparkpoint
5. Transfer Center
6. Undocumented Community Center (UCC)
7. Assessment

Additional projects and initiatives currently not mentioned in the Platform, but important to our division: Student Support Program (SSP – for Academic Notice and Dismissal), Herman@s program, Articulation, Orientation, High School Liaison Program, and Basic Needs Counseling.

Note: Student Life and Leadership is listed under CAM. This unit has reported directly to VPSS while Acting VPSS and Acting Deans were in place. With permanent CAM dean and permanent VPSS now in place, decisions need to be made surrounding which division Student Life/Leadership should live in, updates to directories/Platform (etc) made accordingly.

II. **Briefly describe any major changes to the Division or Programs' purview and functions during the past year.**

Puente Learning Community – Puente moved out of CAM into LA division (temporarily) and will land permanently in ESS, once the college fills the ESS Dean vacancy (expected soon).

Changes in Purview and Functions – A significant portion of CAM division areas have seen increases in reporting mandates (VAR, CSEP and Auto-ADT mandates), and increasingly complex counseling landscape due to multiple state-level initiatives (C-POS, Calgetc, Common Course Numbering, Auto-ADT, TSP, etc). Additionally, large updates to our systems (Websmart/Webschedule; Assessment Automations in Banner, Curricunet updates) have required significant bandwidth from counselors, classified professionals, and administrators to provide consultation, feedback, and support with triage when updates led to unintended issues on student records (i.e. SFASRPO and prereq updates) and/or confusion for students when registering (Webschedule update). While we ultimately believe updates to these systems will result in a better experience for students, in the short-term it has weighed heavily on our division in terms and we are continuing to spend increased time in supporting students to adapt to new systems, troubleshoot unexpected system errors caused by updates, and support district team in triaging issues.

III. Review the Improvement Platform's "General Information Summary" dashboard for program review completion and **note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year.** (CPRs are due on a 7-year cycle, 2 PRU's are **required** between each CPR.)

Student Services	a. Missing CPR/PRU?	b. Scheduled for 2026-27 CPR/PRU?
1. ASSESSMENT	Completed PRU FA25	
2. CENTER FOR STUDENT LIFE & LDRSHP		Complete PRU 2 - FA26
3. COUNSELING	Completed PRU FA25	
4. HEALTH AND WELLNESS		Submit CPR - SP27
5. PROMISE SCHOLARS PROGRAM		Complete PRU 1 - FA26
6. SPARKPOINT	Completed PRU FA25	
7. TRANSFER CENTER		Complete PRU 2 - FA26
8. UNDOCUMENTED COMMUNITY		Start CPR - SP27

ALUR SPR 2026_APPENDIX: PROGRAM REVIEW SCHEDULE DATA

IV. Review the Improvement Platform's "Course SLO/ PSLO Assessment" dashboard for your division and **note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the current three-year cycle? Which programs may need your support, and how will you support them?**

COUN/CRER courses are entering a three-year assessment cycle that began in Fall 2025 and will continue through Spring 2028. The following COUN/CRER courses are included in this three-year review: COUN 100, COUN 101, COUN 110, COUN 650.1, COUN 655.1, and CRER 137. The course assessments for 2025-2026 are completed.

The division's Program Student Learning Outcomes (PSLOs) are evaluated annually. Currently, the PSLO assessment is ongoing in various areas. I will meet with our lead assessment coordinator to review timelines and offer support for any challenges that may arise as we continue to make progress in this area.

V. Briefly describe the major challenges and achievements for your Division over the past year.

The following summary highlights the primary achievements and major challenges facing **counseling and assessment** services for students. Several successful updates and proactive measures aimed at improving District system efficiency and student support included the implementation of the online graduation application for degrees and certificates; the clean-up of Student Success Link (SSL) subtopics to create a smaller, less duplicative list that more accurately reflects counselor work and simplifies the process for students; Critical logic bugs in the automated placement systems (MMM and EMM) were fixed, resolving issues related to both AB1705/705 and non-U.S. high school graduates and incorrect program-of-study data; lastly, the implementation of new prerequisite codes and processes impacting all courses requiring a prerequisite. Other achievements included implementation of CalGETC, Common Course Numbering (next gen courses), and CPL (Credit for Prior Learning).

Despite these achievements, several significant hurdles occurred in the system integration and workload management: There was a massive increase in manual processing needs, with prerequisite equivalency requests up by 195% and challenge petitions up by 133% compared to the previous year. Incomplete Data Automation as a result of automated placement updates failed to capture all students, forcing staff to manually code records for high schoolers without GPAs, returning students, and international or ESOL learners. Lastly, the updated prerequisite clearance (SFASRPO) is strictly term-specific and does not carry over; if a student is cleared for one term but fails to register, they must be cleared again for the following term.

The Promise Scholars Program continues to serve more than 1,100 students annually, the largest student support program by far on campus, and continues to produce strong student outcomes, particularly with two and three year completion rates. Additionally, this year, the program launched its new part-time program, the Pathways Scholars Program, with 52 students. The Pathways program has already increased retention rates from the first to second semester, in comparison to part-time peers unattached to a special program. The Pathways Program is also the first time in which the Counseling Division has incorporated a full-time general counselor into the model, rather than hiring new counselors, an important milestone in determining long-term stability for the program, and deeper collaboration with our general counseling team.

Sparkpoint has continued to effectively respond to student needs and provide basic need support in comprehensive and intentional ways. With our new partner, City Team, our community market program has continued to run smoothly and successfully, seeing significant demand, with 500-600 households served per event. The Sparkpoint food pantry continues to serve students and has maximized flexibility and efficiency through an online order form with customizable pick-up options, serving 100 students weekly on average. Sparkpoint food grant program provides over 450 students in the fall and spring with monthly gift cards, and allocated $35,000 to support our Hotel Voucher Program. This year, Sparkpoint was able to provide a new offering, the Way2Go Free SamTrans Bus pass, which has seen significant demand.

VI. List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College's M-V-V and Education Master Plan?

In the upcoming year, the division will continue to focus on developing intentional, evidence based supports for students, with a particular focus on our part-time and adult-learner population. While the college has significant support for full-time first-time students, our college and division have both struggled with implementation of campus-wide, comprehensive support for part-time populations and adult-learners. Continuation of our PREP model and modifications to our processes in general counseling, paired with deep data investigations and development of new approaches to engage these populations both initially and continuously will be top priorities of the division in the upcoming year.

Secondly, while our Transfer Center has provided strong offerings and resources to students, more can be done as a college to develop a deeper sense of urgency and campus-wide commitment to sustain a Transfer Culture, and provide more avenues through which students access our Transfer counseling services.

VII. Using the boxes below, list the resource requests for FY26-27 that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College. (To see a list of requests submitted by your programs, please follow the separate instructions for downloading from the Nuventive Platform.)

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
1	SEAP Allocation and Fund 1 Allocation to Maintain FTE and Vital Services	Faculty/ Adjunct FTE	Counseling Services	$500,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The institution's SEAP allocation has been insufficient in covering FTE and services within CAM division for at least the last decade. Over the past decade, the institution has supplemented this funding in the to maintain service. The CAM division projects needing approximately $500k in supplement to it's standard SEAP allocation to maintain the current level of services and programming, however, it is difficult to determine given unknowns with faculty contract and anticipated COLA increases. SEAP funds are used to support winter and summer counseling coverage, funds our Student Support Program (SSP – academic notice/dismissal program), funds programming and services in our Transfer Center, and covers salary/benefits for 1 FT counselor, 2 PSCs, 2 OAIIs, and a portion of our division assistant and Dean. While bridge funding is requested in this upcoming year, building out a more consistent funding structure for our services to enable the division to engage in long-term planning would be beneficial.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
2	Counseling Program Services Coordinator (Success, Retention and Completion Project)	Classified Professional FTE	Academic, Transfer and	$148,000

			Career Counseling	
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The Counseling Division is fully committed to scaling and implementing a caseload/cohort focused model, which we know is a best practice not only from a multitude of research showing success at national and statewide level, but also in the results of our very own Promise Scholars Program at Skyline college, which combines multi-tiered caseload counseling, data tracking, and proactive/intentional coaching and support from staffing. While PSP has grown and shown remarkable results, General counseling has been unable to fully implement a caseload approach due to technology, data, and staffing issues. At this point, the Counseling Division has a solid plan for its technology and data needs, but needs staffing to support with caseload management and engagement. Additionally, this PSC will support critical efforts in transfer and career counseling, and support efforts of newly onboarding students to address pinch points and gaps in our services throughout the year in these areas. The Division believes with this staffing, we will be able to fully realize the potential of success teams to support students who are not eligible or active in one of our signature success programs or learning communities (which represents the majority of our student population, and the vast majority of our part-time student population). This $148k represents annual salary and benefits.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
3	Transfer Center Director	Classified Professional FTE	Counseling Services	
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
One of the primary goals of the California Community Colleges is to facilitate student transfer to four-year colleges and universities as a means of helping Californians realize the promise of higher education to promote social and economic mobility. As a college within the California Community College system, Skyline College has a commitment to supporting student transfer through its curriculum, student support programs and services, and learning communities. A restructuring of the personnel within Transfer Center would better serve the needs of the students and the program overall and would align with the staffing structure of “gold standard’ CCC campuses, where Transfer Culture thrives. The Transfer Center (Director or Manager) responsibilities, could include, but are not limited to, the following: • *Supervision of staff and faculty per contract* • *VAR (Vision Aligned Reporting), Transfer Center Reporting, state reporting, and all other reporting as needed* • *Manage operating budget, strategize braided funding/funding solutions for the Transfer Center* • *Development and continuous building of a Transfer Plan in alignment with Skyline’s Educational Master Plan* • *Lead fiscal processes, including procurement and budget requests, etc.* • *Develop transfer pathways with four-year partners* • *Attend state-wide meetings and conferences, as serve as the TCD at the state level*				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
4	Expanded Space	Other	Undocumented Community Center	N/A (Space Need)
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The UCC no longer has the space to accommodate the number of students that visit and stay in the spaces both throughout the day as drop-ins, and for planned events. In Focus groups and surveys, the most common items raised by students active in the UCC is the need for more space. To support the continued success and to support this important student community on campus, we request that UCC is moved to a new area with expanded square footage, or other space solutions are explored to support UCC's continued growth and the need for the student UCC community to have the safe and inviting space they need.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
5	Technology Consultant	Contract Services	Counseling Services	$50K
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Conduct a technology analysis to identify technology gaps to gain access to technology resources that will support and enhance both the online and in-person Counseling student experience. There is a need to prioritize and get support for innovative and new technologies to respond and identify student needs early on (such as counseling dashboard, high ,medium, low, success plans, artificial intelligence predictors, etc). By gaining access to technologies that would allow us to cohort, send AI messaging, and track and monitor students, we would be able to more effectively serve our students.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
6	PSP Adjunct Faculty	Faculty/ Adjunct FTE	Counseling-PSP	$100K
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
With program expansion, an additional adjunct faculty will further support and maintain a 90-1 counselor/student ratio necessary to support full- and part-time students effectively and equitably. The Promise Scholars Program (PSP) is a completion and retention support program that dramatically increases graduation rates for participating scholars by providing resources and services that support student success and completion. In alignment with the Educational Master Plan, we ensure that all students in the program are provided the resources and support necessary to achieve their educational goals. Historically, part-time students experience lack of support and engagement opportunities				

necessary to complete their educational goals. This counseling faculty position will be committed to having a caseload of part-time students and creating workshops and events that speaks to the part-time experience.

If you have additional resource requests, please copy and paste new boxes below, and be sure to update the priority ranking.