

2017 Counseling Annual Program Plan

COUN Counseling

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| <p>I.A. Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (Program Profile: Purpose)</p> |
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Narrative

The Counseling Division at Skyline College operates with a “Student First” philosophy in all of its courses, services and programs. Counseling Faculty play an imperative role in connecting with students to college resources and navigating them through the educational process. Our job is to empower students to think critically about their career options and assist them with maximizing their resources to reach their full potential.

Skyline College Counseling Faculty are an important and integral part of the College Faculty through their role as instructors, involvement in shared (participatory) governance committees, innovative counseling practices, and as actively engaged participants in the cycle of assessment. Areas of expertise include but are not limited to: career, transfer, basic skills, orientation, interpretation of test scores, applying multiple measures in assessment, transcript evaluation, e-counseling, and culturally relevant counseling. Additionally, counseling faculty engage in curriculum development for our division and for the many learning communities in which they work with affinity group student populations. Counseling Faculty are committed to maintaining equity as a framework for development of programs and services and the counseling division takes pride in partnering with students as they seek to transform their lives. With direct access to these services, students achieve educational, career, and personal goals, while also having the opportunity to be empowered to become active learners in our global community.

II.A. Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

The Counseling Division has two program learning outcomes in TracDat which have been assessed over the past two years. PSLO 1: Students will be able to demonstrate an understanding of the requirements as they relate to students educational goals (Associate Degree, certificate and/or transfer) the Division decided to assess if we met this goal by reviewing 50 SEPs and looking at “Planned vs. Taken” in DegreeWorks. By doing this, it was our goal to determine if students were following their education plans that they were given, therefore demonstrating an understanding of the requirements they are taking. The success criterion was that the results will indicate that 70% of students “taken” follows the “Planned” courses as outlined by the counselor. Results were reported in TracDat for 2013-2014, 2014-2015, and 2016-2017. The results were overwhelmingly positive. Our most recent results indicate that over 70% of the 50 students in our sample followed their educational plans closely (closely meaning only one or zero course variations from original SEP).

The second program student learning outcome that we assessed is centered on our in-person orientation: Upon completion of the New Student Orientation, students will be able to identify policies, procedures, programs or services that promote academic success. This PSLO was assessed in 2011-2012, 2012-2013, 2014-2015, 2015-2016, and 2016-2017. For the most recent 2016-2017 cycle, 61 students completed a four-question survey and 55 students or 91 percent of students answered all four questions correctly. After reviewing the results, most of the students who completed the four question survey did not respond correctly to the question regarding the student education plan. As a result, we added a one-semester student education plan graphic to our PowerPoint presentation and during facilitator training discussed different ways of engaging students when discussing the education plan when it is presented during orientation. It is evident that the minor change resulted in more students answering the question correctly and being more aware of the purpose and value of the education plan. The overwhelmingly positive results, while impressive, push us to reflect and question if this is the most appropriate SLO for measuring our student services and counseling program. It is our recommendation to re-write the SLO to reflect the current issues facing our Division and students. Issues currently facing the Division that merit reflection and evaluation are the effectiveness of SSSP. Questions of inquiry might be: Are we meeting all of the SSSP requirements? Are we able to meet the needs of the students given SSSP requirements? What are our service gaps? How do we determine these? Given these needs, what is the true needed Counselor: Ratio and do we meet it? The get answers to these questions it is recommended that the Division Dean and Counseling Faculty work with the PRIE Office to do a Business Plan Analysis. Once the Analysis is complete, we will have a more accurate picture of what our goals are and will be able to set a future SLO based on what we learn.

COUN 100: College Success is a primary course that is offered through the counseling division. This course is designed to expose students to the many resources that are available on campus, provide educational and transfer planning, and ultimately, help students persist. During fall 2016, our three course SLOs were assessed and the criteria for each SLO was met. We understand that assessment is an ongoing process and in order to refine our practices and teaching pedagogies, we have (re) implemented a COUN 100 College Success think Tank workgroup. In this group, we have discussed the importance of meaningful SLO assessment, the importance of SLOs and how they have a direct impact on student success and best practices. While we are meeting the criteria for each COUN 100 SLO, we realize that other courses in our area still need to be assessed and we have created a timeline to ensure that courses are evaluated expeditiously.

II.B. Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

Narrative

PRIE Report data for 2011-2016 and SARS data show that the Counseling Division is fulfilling its mission and serving Skyline College students well.

A total of 29,358 student contacts were made by appointment with a counselor between 7/1/2015 - 6/30/16. Of those contacts, 7036= SEP, 2028= transfer, 1302= new students, 504=academic probation, 1190 in person orientations, and 917= online orientation.

Two categories of courses are taught within the division: COUNS and CRER for a total of 45 sections.

With regard to productivity for the 2015-2016 period, Unduplicated Headcount=1106, FTEF=6.9; FTES=100.32; Load= 436 and the number of sections= 45. The 2014-2015 and 2015-2016 both reflect an upward trend from prior years on FTEF, FTES and number of sections offered.

Student Characteristics for the 2015-2016 period for students served includes: 47.1% female (up 2% from 14/15), 50.1% male (down 3% from 14/15), and almost 4% Unreported (up 2% from 14/15). Counselors provided services to a diverse population of students that is representative of Skyline College's overall student population. There were slight changes in Hispanic/Latino students served at 27% (25% in 14/15), Asian at 15% (11% in 14/15), Multi Races at 18% (down 3% from 14-15) and White Non-Hispanic students served at 9% (11% in 11/12). Additionally, there were slight changes in the age demographics of 18-22 years old students served at 57% (55.5% in 14/15) and under Age 18 at 24.6 (up 1% from 14/15).

Counseling Department Success and Retention rates for the 2015-2016 period were 75.5% and 90% respectively.

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

Narrative

The Counseling Division has two program learning outcomes in TracDat which have been assessed over the past two years. PSLO 1: Students will be able to demonstrate an understanding of the requirements as they relate to students educational goals (Associate Degree, certificate and/or transfer) the Division decided to assess if we met this goal by reviewing 50 SEPs and looking at “Planned vs. Taken” in DegreeWorks. By doing this, it was our goal to determine if students were following their education plans that they were given, therefore demonstrating an understanding of the requirements they are taking. The success criterion was that the results will indicate that 70% of students “taken” follows the “Planned” courses as outlined by the counselor. Results were reported in TracDat for 2013-2014, 2014-2015, and 2016-2017. The results were overwhelmingly positive. Our most recent results indicate that over 70% of the 50 students in our sample followed their educational plans closely (closely meaning only one or zero course variations from original SEP).

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What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.

COUN B10- This is a course that is specifically offered for the BS degree program in Respiratory Care.

Note that you’ve done the following for new courses on TracDat:

- o Uploaded SLOs? Yes
- o Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees) and ISLOs? Yes
- o Uploaded assessment method(s) (need not be specific)? Need to work with faculty to complete this

See attached for the Spring 2016 two-year curriculum cycle of course offerings.

Issues and possible solutions

One of the greatest challenges that COUN faculty experience in the teaching of their courses is the lack of adequate classroom space. COUN courses employ an active engagement approach to teaching. With a ratio of 40% lecture to 60% engagement, students are required to interact with each other, using full range of the classroom space. This has been a challenge as COUN courses are assigned to classrooms that do not respond well to this type of teaching. Many of the classrooms assigned to COUN/CRER courses lack smart technology, or are in classrooms with unmovable chairs. For the past two Comprehensive Program Reviews, the Counseling Division has requested classroom space adequate to meet the teaching needs of our COUN/CRER faculty. The same request is being made through this Comprehensive Program Review.

Discuss plans for future curricular development and/or program development.

Looking towards the future, the Counseling Division faculty would like to increase and/or improve on our curriculum in the following manner:

- Increase online course offerings. At the present time, the only course offered online is COUN 100. In the upcoming years, COUN faculty will work towards (a) seeking training opportunities in online teaching & pedagogy; (b) updating COUN curriculum to include distance education as a mode of delivery.
- Per Student Success & Support Program (SSSP) guidelines, students who are non-exempt from the college matriculation services are required to development a comprehensive Student Educational Plan (SEP) after having completed 15 units. In order for students to meet this goal, students must have a declared major; and for transfer students, defined colleges to which they will apply for transfer. While the Career Services Center will work on the development of courses that focus on career and major exploration, the COUN division will explore the creation of courses that support students in college exploration.
- Development of a Counseling degree. Most Skyline College Counseling faculty hold MS or MA degrees in Counseling, with specializations in College, Career, MFT, School (with Pupil Personnel Services Credential), and Rehabilitation Counseling. Counseling faculty are trained to be culturally competent and responsive. With this wealth of knowledge, Counseling faculty will consider the development of a Counseling related degree that will support students in learning skills that will support students interested in learning theoretical and applied helping skills that would support their transfer into Psychology or related degrees at four-year colleges and universities.

III.A. Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

After compiling this annual planning self-study, key findings include:

- 1) Need for administrator and faculty support to work plan and time line the intersection of 3 initiatives (SSSP, Meta-Majors/Guided Pathways, ASAP)
- 2) Need for continued training and enhanced communication across division
- 3) Need for faculty and staff remain high priority to sustain support services & initiatives
- 4) Need for Counselor Office Space, SMART room(s) for COUNS/CRER Courses

III.B. If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

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IV.A. Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

Facilities:

1. Office space to support adjunct counselors.
2. A new Student Service center that includes: DRC, TRiO, Learning Communities, Career Center, and SparkPoint.
3. SMART classrooms for COUN and CRER courses.

Instructional equipment

1. 3 Laptop computers (for division-wide usage)
 2. 3 Computers for expanded Student Assistant and Ambassador programs
 3. Dual monitors for all counselors
 4. Updated computers and printers in Counseling offices and One-Stop student
5. Retention Technology (i.e Starfish or other similar program)

Faculty & Staff Hiring: Given the continual increase of responsibility that counselors assume with the implementation of different state and college initiatives, the need to provide the best counseling services requires that additional support be provided to the division. Due to the nature of the development college-wide initiatives (SSSP, Meta-Majors/Guided Pathways, ASAP,) along with the addition of adding Psychological Services and the Health Center to the Counseling Division, the role of the Dean of Counseling would benefit from the Dean having additional support at the leadership level. The Dean of Counseling is in essence the Dean/Administrator of 3 College-wide initiatives in addition to the positions normal responsibilities. Whether that support come in the form of a Department Chair or an additional administrator, the need for more Administrator support is clear. In addition, we continue to need to grow our Counseling faculty. With the college wide initiatives of SSSP, ASAP and Meta-Majors, there is an increased demand on the Career Center to participate and provide leadership in the development of these initiatives. This only increases the need for a full-time counselor with a Career emphasis, to better support the Career Center in meeting the needs of students exploring major and career options and the initiatives being developed to support this population., The division understands the need to provide holistic counseling, as such there is a great need for a full-time Psychological Services counselor to best support the mental health of students.

During the Comprehensive Program review, we identified the challenge of integrating institutional and divisional priorities in an effort to maintain the quality and scope of our programs and services without accurate data and program analysis. We requested effective data collection as it is critical to establish data elements that assess effectiveness, strengths, gaps, and student's needs for counseling. This impacts how we report data to the state and as a result impacts or program funding. We have yet to receive additional data. However, through our work in certain areas, we are working to set up data points. Other data points

are still missing as requested in our CPR. During the CPR, we identified research questions that we hope will now be integrated into the analysis of the initiatives and re-visited post-implementation.

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- Increase online course offerings. At the present time, the only course offered online is COUN 100. In the upcoming years, COUN faculty will work towards (a) seeking training opportunities in online teaching & pedagogy; (b) updating COUN curriculum to include distance education as a mode of delivery.
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Professional Development Needs:

Counseling faculty and classified staff participate in a broad range of Professional Development activities in order to remain current in the discipline and to also stay up to date on the needs of our student population.

In the prior year, Counseling Faculty, Administrators, and Division staff attended training on Transfer, Career, Articulation, Mental Health, Equality, Equity and Diversity. The Counseling Faculty had their first Division-wide retreat to reflect on equity and pedagogical approaches within an equity framework. The Professional Development activities helped improve student learning outcomes by allowing faculty and classified staff to stay current on trends in education and with our student population. Conference attendance ensures that we have the skills to work with our underrepresented populations and properly address their needs.

Professional Development plans for the next year will continue to incorporate on going trainings for counseling faculty to stay up to date and maintain skills in a continuously changing discipline. Attendance at conferences to stay current within subject areas and continued trainings in online pedagogy and software. By keeping current, faculty bring the knowledge and experience into the classroom, ensuring students are taught the most up to date information. Additionally, as new initiatives such as multiple measures will require additional training as we change how we do our work. Ongoing training for new adjunct will be required.

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

In our 2016 Comprehensive Program Review, we submitted the following questions:

- How do we determine need (for services)?
- How do we determine a gap in services?
- How do we determine if we have the capacity (e.g. counseling faculty) to meet the need?
- What is our true Counselor to Student Ratio? (How many counselors to students are there for students who are not participating in special programs or communities?)
- How do we determine the need and gap for student groups (e.g. new student counseling etc.)
- What is the number of non-exempt students for 15-16?
- Do we have persistence and retention rates for full-time vs part-time students?
- For gaps in services, how do we determine who is being impacted?
- How do we determine how we are serving underrepresented students thus addressing the equity gap?

As mentioned as the third suggestion for improvement in our Comprehensive Program review, the Counseling Division is significantly lacking in meaningful and effective data needed to establish data elements that assess the effectiveness, strengths, gaps and student needs of our programs. Inadequate data collection impacts how we report data to the state and as a result impacts the funding our programs receive. In addition, the Counseling Division needs assistance in determining how to collect data for non-cognitive variables that are key to the work done by the Counseling Faculty.

IV.B. Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

Associated Objectives

 [240-Equipment](#)

 [242-Facilities](#)

 [239-Personnel](#)

Task Details Report

Planning Year: 2017-2018

Planning Unit: Counseling
Unit Manager: Davalos, Kimberly

Objective: 239 - Personnel

Objective Description:

1. FT Counselor (Psychological Services):

There is a great need for a FT Psychological Services counselor to best support the mental health of students, providing holistic counseling services.

2. FT General Counselor (Career Emphasis):

With the implementation of SSSP, ASAP, and Meta Majors, there is a need for a FT counselor with a Career emphasis, to support the Career Center in counseling students. A FT Career Counselor would initiate efforts and a process to support undeclared students to define their educational goal and help them through completion.

Start Date:
7/12/2017

Task Type:
Department/Division/Unit

Priority Level:
High

Task Order:
1

Due Date:
8/17/2017

Completion Date:

Task Status:
New/Pending

Budget:
\$169,320

Plan to have the Division Assistant complete two Personnel Requisition Forms (PRF) to Establish a New Classification for one full time Psychological Services Counselor, and one full time General Counselor with an emphasis in Career Counseling. If approved, we will proceed with the Selection Procedures outlined by the Human Resources Department. Other people who will be involved include, but are not limited to: Human Resource representative, faculty to be a part of the hiring committee, Division Dean, Vice President of Student Services, and Campus President for interviews. After a candidate is chosen for the position(s), training would begin.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1251	Counseling	Initial placement with a Master's Degree can range from \$65,268 up to \$81,900 per year.	\$81900.00	\$0.00
1455	Counseling	Ph.D. can range from \$74,784 to \$87,420 per year. (There is no FT 12XX code for a PSYCHOL/SAL)	\$87420.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Counseling
Unit Manager: Davalos, Kimberly

Objective: 240 - Equipment

Objective Description:

1. Updated computers and printers:

Updated computers and printers would better support new technology used during counseling appointments, workshops, and daily tasks.

2. Dual monitors:

Dual monitors will help increase counselor efficiency as they explore major and career options with students.

3. 3 new laptops and 3 new computers:

Computer work stations would be for student ambassadors (SSSP) and laptops would be for Division use including SSSP activities.

This request aligns with our goal to implement SSSP through the continued exploration & discussion on delivery of the Comprehensive SEP. New technology would assist all counselors in ensuring all information is provided to students in counseling appointment and in the classroom

Start Date: 7/1/2017	Task Type:	Priority Level: High	Task Order: 1
Due Date: 8/16/2017	Completion Date:	Task Status: New/Pending	Budget: \$9,000

Alongside with IT the Division Assistant will assess the equipment that is already in the Counseling offices/work stations. Using the recommendation of IT professionals we will review the needs with the Dean. IT will then research equipment that will be the most beneficial for the purpose of counselings use.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
6450NC	Counseling	Estimated amount for all Updated computers and printers, dual monitors, and 3 new laptops and 2 computers to cost about \$9,000.00. However, the estimation is not taking into account recommendations made from the IT department and the equipment they can help support.	\$9000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Counseling
Unit Manager: Davalos, Kimberly

Objective: 242 - Facilities

Objective Description:

1. Office Space:

We have trouble finding offices for Adjunct Faculty. With expanding initiatives, the need for counseling is expected to increase. To meet this increase, we need new space.

2. New Student Services Center:

A new student service center would centralize services for students. Currently, there are not enough offices to serve all students for an appointment.

3. SMART classroom:

A SMART classroom allows for workshops and classes to efficiently deliver curriculum goals. These facilities requests align with the strategy to provide one hour appointments, more counseling services, and more COUN classes. Without more space these services will not be completed efficiently.?

Start Date: 7/13/2017	Task Type:	Priority Level: High	Task Order: 1
Due Date: 8/14/2017	Completion Date:	Task Status: New/Pending	Budget: \$0

With the assistance of Facilities and other necessary planning partners - we intend to collaborate to come up with a possible solution to find office spaces if a new facility /center is not quite possible. With the construction of Building 1 about to occur, several people including counselors will be displaced and we hope we can request that upcoming campus plans could include the counseling faculty need for more offices and a larger centralized space to serve our students.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
5650	Counseling	The cost of construction or enhancing facilities/rooms in unknown.	\$0.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	