2018-19 Counseling Annual Program Plan

I.A.   Program Profile: Purpose
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?

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 integral role in connecting with students and helping students navigate the educational landscape, which facilitates learning, persistence and attainment of educational goals.

Our charge is to empower students to think critically about their career and educational options and assist them with maximizing their resources to reach their full potential. Skyline College Counseling Faculty are an important and essential part of the College Faculty through our 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, mental health, transcript evaluation, online counseling, and culturally relevant teaching and 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. Equity is the foundation of our counseling practices and 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.

I.B. **Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

The following Counseling Division members contributed to the Annual Program Plan:

Suzanne Poma, Counselor

Kwame Thomas Counselor

Lorraine DeMello, Counselor

Jacquie Escobar, Counselor

Nate Nevado, Counselor

Luis Escobar, Dean of Counseling and Matriculation

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

Narrative
The Counseling Division has made great progress in several key areas listed on our prior year Annual Plan.

Specifically:

In the 2018-2019 year, the Counseling Division faculty and Dean have continued to be integral to the College Re-design work. Counseling faculty have served as Design Team co-leads and committee members on Design teams. Faculty and the Dean continued to move the work forward of the "Getting In" and "Getting Through" workgroups and the Explorers program.

Specifically, the development and purchase of MyMajors software to facilitate the major exploration process took place in Spring 2018 as part of the Explorers Program workgroup and has now been fully implemented during orientations both at the High School as part of the High School Liaison Program and our on-campus and online orientations. A shift towards career and major exploration has happened at both the orientation and 1st Counseling appointment. There is still conversation regarding where to locate a Explorers Center and currently there is conversation of it being integrated into the Assessment Center and re- named. Additionally, the Getting Through Group utilized the software to set up algorithms for outreach to students from specific programs. Programs and Services on campus were trained on how to access their list of students to outreach and follow up procedures.

The High School Liaison Program has continued to be expanded. In Spring 2018, the program has expanded and grown reaching well over 100 more students than the previous year. The numbers have continued to increase in the Spring 2019, so much so that we are able to eliminate 1 of the PEP Welcome Days.

Changes to assessment procedures have been consistent with the implementation of AB 705. Counseling, Math and ESOL Faculty have been working very closely to set up new procedures and metrics in accordance to the new law for Fall 2019. This process continues to be bumpy, as expected as we are implementing the HSL program and building the metrics simultaneously.

The Skyline College Promise Program was developed (original design was referred to as ASAP in our document), funded and launched in Fall 2017, with a Director hired in Spring 2018. Outreach efforts in collaboration with the High School Liaison program resulted in over 500 new students for Fall 2018 and

approximately 250 are expected to be enrolled in Fall 2019. Staffing for Promise has expanded adding 2 new classified positions and two new full-time (grant-funded) Counselors by Fall 2019, if not sooner.

The Getting Through Group soft launched its first cohort of students based on Meta Major. The Counseling Division PSC did considerable work in creating the cohorts and building an ad-hoc CRM to manage student participation and outreach. A process has been set in place to direct students to Meta Major Counselors and the Division is working collaboratively with Instructional Faculty to start implementing college-wide events. In addition, Meta Major counselors are working with Academic Support Services and Peer Mentoring how we can provide additional support for students. In Spring 2019, we will host a Preview Day, where approximately 400-500 incoming students will be introduced to the campus, meta majors and support programs.

We offered more sections of Counseling 100 both in person and online. We offered more in person COUN 101 courses (3 sections offered at the high schools as dual enrollment). We offered more CRER 116 courses as part of the Campus Redesign Initiative.

Please see attached 2017-2018 plan and this current year 2018-2019-2019/2020 plan to reference changes and progress made.

Our Faculty's focus on the Re-design work while at the same time implementing new initiatives and systems has resulted in some objectives not met or put on pause. Specifically:

* Curriculum development of a Counseling degree
* Completing a Business Analysis in collaboration with the PRIE office
* Re-vamping the Early Alert program (also on pause pending software purchase)

II.B. Analysis: Program Environment

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.

Narrative

On the external level, AB 705 continues to impact our work. This state mandate to look at multiple measures when assessing math placement for students and place every student with the goal of transfer in college level math and English. This legislation continues to impact the work we do by supporting us to expand our placement practices. This is ongoing work as Math metrics are still under development. There has been a considerable amount of work at the district level to align our metrics. Counseling and Math faculty collaboration has been essential to the success of our application of new placement methods. Additionally, ESOL metrics have been developed and will continue to be in development with a Fall 2020 launch. Further legislation that is changing the math course models and creating ways for students to accelerate in math have additional implications to our work.

Internally, our college continues the re-design process with a focus on the Skyline College Promise and implementation of Meta Majors, Guided pathways and integrating these initiatives into the student's experience of getting in and getting through. Both of the external and internal initiatives combined have pushed our Division to build the bike while we are riding it. The phased implementation of the Meta Majors and guided pathways along with the scaling of the promise program was implemented in the Fall 2018. The Division continues to reflect and refine the processes, having implemented case cohorts. The Division looks outward to the Institution to take the Re-Design to the Institutional level and build each Meta Major student's success team. Reference the annual plan for 2018- 2020 attached for specific anticipated changes.

II.C. **Analysis: Student Learning Outcomes (SLOs and PSLOs)**
    (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.

Narrative
At the completion of the COUN 100 course, students should be able to:

- Demonstrate the ability to locate and access resources and services that promote and improve learning.
- Demonstrate the ability to develop and implement long-range educational goals and to choose the appropriate courses that meet these goals.
- Evaluate one's personal level of self-awareness, responsibility, and/or motivation and make appropriate changes to support college success.

Over the course of 2018-2019, the COUN 100 faculty reflected on our SLOs and implemented changes to our pedagogical approach. We realized that while SLOs are what the student will do as a result of taking our course, it is important to create a welcoming environment and establish rapport early on with students. One of our shared goals was to develop a transformational course syllabus, in order to have improved first connections with students. Some examples include:

a. Redesign of the course syllabus so that students are greeted by a personal welcome from the instructor and know the instructor's background
b. Added an option for extra credit assignments for students who may miss assignments throughout the semester because of familial or work obligations
c. Limited the amount of educational jargon and instead use culturally relevant language

The use of a transformational, culturally relevant syllabus resulted in positive classroom outcomes, which helped us to meet our course learning outcomes. We also continued to engage students in meaningful ways by creating assignments through an equity lens. Examples include inviting a variety of guest speakers and presenters from diverse backgrounds, asking students to engage in leadership roles and lead group discussions and to engage in critical reflections. As we continue to onboard new faculty who teach our COUN courses, conversations regarding the importance of Student Learning outcomes and meaningful assessment will continue to shape and guide the ways in which we engage with students. While the focus of this narrative is COUN 100, we realize that we offer over 10 COUN designated courses and, as a follow up and action item, we would like to engage faculty in those courses regarding SLOs.

We realize that access to expensive texts is a barrier to students staying enrolled in our courses. To that end, counseling faculty will participate in the Zero Textbook Cost (ZTC) program which will provide a text and materials to students at no cost.

We will continue to advocate for additional classroom space to teach our COUN courses. Our primary COUN classroom, located in building 2, is missing key technology to support our pedagogical approach (hands on learning, engaged learning).

(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))

No assessment was done because this is an off-cycle year. N/A

III.A.   Reflection: Considering Key Findings
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.

Narrative
Over the past year we have engaged in a comprehensive redesign of student services, and, our focus has been on how students engage with counseling. We modified our process to include our counselor liaison program (in which we complete our enrollment steps including application, assessment, orientation and counseling at 10+ local high schools), implementation of the MyMajors assessment, and a redesign to the New Student Orientation to support the overall redesign. While our current orientation program learning outcome focuses on students learning about resources to be successful in college, the redesigned orientation does much more. It is an onboarding tool designed to help guide students though learning about educational options, transitions to college, selecting a major, and placing students in a Meta major/determining which students may need more support early on in terms of selecting a major. In the upcoming year, we will continue to modify our orientation program as necessary and administer a post survey to gain feedback and insights from students.

III.B. Reflection: ISLOs

If your 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.

Narrative

(1) What are the findings and/or conclusions drawn?

Coun 100: During the fall 2017 semester, one Counseling 100 section was assessed in terms of how the course's SLOs directly connect to the ISLO- Lifelong Wellness. The specific Life Long Wellness ISLO indicators that the Counseling 100 section focused on were: Personal Development and Self Awareness, Ability to Locate and Access Resources, Resilience (Effort/Persistence/challenges), and Life Long Behaviors. The major assignment/project/presentation assessed in this particular section had a success criterion of: "70% will score Proficiency or higher on each indicator using Skyline College's Lifelong Wellness ISLO rubric". Upon completion of the assignment/project/presentation, the results determined that the criteria benchmark was met. Concluding that the Counseling 100 section was aligned with Skyline College's Lifelong Wellness ISLO. We are on a three-year assessment cycle and the next assessment will occur in fall 2020.

(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.
No changes are intended to be made based on our findings.

IV.A. **Strategy for Program Enhancement: Continuation/Modification**

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.

Narrative

Overall, we are continuing the implementation of the last CPR strategy. Some objectives were met and have been removed from our Annual Plan. The work that went into the development of the Promise Program will be transferred over to the Program as they will develop their own Annual Plan. Most notably is that we are adding objectives as they relate to the College Redesign work on Meta Majors, Guided Pathways and Explorers Program Development and the integration of this work into the getting-in and getting through work groups. We are also adding an objective surrounding the expansion of our Online Counseling services.

Please reference the CPR, 17-18 Annual Plan and the 18-20 Annual Plan to reference objectives removed and new objectives.

Evidentiary Documents

Annual Plan 2017-2019 Action Plan04_18.pdf

Annual Plan 2018-2020 Counseling Division Action Plan04_15.pdf

CPR 2015-2021 Action Plan03_07_16.pdf

IV.B. **Strategy for Program Enhancement: Action Plan and Resource Requests**
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. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative
See attached Annual Plan for years 2018-2020 and attached Program Needs Overview for Budget Considerations

Evidentiary Documents
Annual Plan 2018-2020 Counseling Division Action Plan04_15.pdf

APP Counseling Division Needs 19_20.pdf

Associated Objectives
881-Objective B: Support College-wide Skyline Promise efforts

882-Objective C: Address COUN curriculum needs of students

886-Objective D: Ensure we are the best equipped counselors and Division Staff to support our students needs

890-Objective E: Better understand out effectiveness, strengths, gaps and student need for counseling

891-Objective F: Continue Partnerships with divisions, programs, services and events

892-Objective G: Provide leadership in College Re-design work

899-Objective H: Expand Online Counseling Services

869-Objective A: Continued Implementation of Getting In/Matriculation Process

Enhanced Budget with Objectives and Tasks
Enhanced Budget with Objectives of Counseling unit