

2019-20 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 assessment cycle. 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

Lorraine DeMello, Counselor

Jacquie Escobar, Counselor

Nate Nevado, Counselor

Melissa Komadina, Counselor

Kenny Gonzalez, Counselor

Alberto Santellan, Counselor

Kwame Thomas, 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 2019-2020 year, the Counseling Division faculty and Dean have continued to be integral to the College Re-design work. Counseling faculty have continued to collaborate in the implementation of the Meta Major infrastructure, from the planning and participation of Meta Major Preview Day offered in Spring 19 and planned for Spring 20 (put on hold due to Pandemic) to the implementation of Meta Major Week (Fall 2019). Faculty and the Dean continued to move the work forward of the “Getting In” and “Getting Through” workgroups and the Explorers program. A plan to integrate all counseling faculty for a Fall 2020 roll-out has been set in place. Counselor collaboration around the work of Guided Pathways with the new Director of Guided Pathways began in the Fall 2019.

Additionally, the shift towards career and major exploration has continued at both the orientation and 1st Counseling appointment. Previously, 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. Through the design and implementation of the CRM, we are collaborating with the District Vice Chancellor to migrate the work that provided the Summary Report from MyMajors and providing follow-up referral through the CRM.

The High School Liaison Program has continued to be expanded. In Spring 2019, the program has expanded and grown reaching 671 students among our partner school, with 84% of the students registering for classes. We were able to host one less PEP during the Spring 2019 as a result. The Spring 2020 program was successful in providing in-person orientations at all except 2 sites prior to the Shelter-in-Place shutdowns and due to strong collaborative efforts, we were able to move to an online zoom platform to provide new student counseling to our feeder high school, prior to an expanded “virtual” PEP week.

Changes to assessment procedures have been consistent with the implementation of AB 705. Counseling faculty and our Assessment Center have been working together and with the district to set up new procedures for automated placement based on CCC apply data and implementing district-wide codes. Counseling and Math Faculty have been working very closely to set up

new procedures for placement into Math courses that are one level higher than transfer. Counseling and ESOL faculty have been working together to implement metrics in accordance to the new law for Fall 2020 (ESOL timeline based on legislation). After the prior cycle, Counseling and Assessment faculty and classified professionals did feedback sessions on how to improve the process and they implemented new efficiencies within the parameters of what the district allows.

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 were enrolled in Fall 2019 and significantly less (around 150) for Fall 2020 due to case load capacity. Staffing for Promise has expanded adding 2 new classified positions and two new full-time (grant-funded) Counselors who began in Fall 2019. Outreach efforts have expanded to support incoming students participating in EOPS and TRiO, so as many students as possible have access to 1 of these 3 critical programs.

Career Counseling experienced several modifications throughout the 19-20 academic year. A College initiative established to provide job placement for all enrolled students, alumni, and community members was the driving energy compelling these changes. With the introduction of a new division, Strategic Partnerships and Workforce Development (SPWD), the Career Services Center was absorbed and support traditionally provided by career counselors was redirected to SPWD Program Services Coordinators to include Resume Preparation, Interview Techniques, Employer Networking, Internship /Job Readiness, Development, and Placement. As a result, Career Counseling faculty's focus pivoted toward coordinating efforts to prompt major decisions, declaration of Meta Major pathways, interest, skill, personality assessments, and major/career research methods from the point of entrance. Career Counseling has since created the "DISCOVER, EXPLORE, DECIDE, PLAN" framework. Collaboration among all academic divisions has been formed to advance academic pathways in an intentional campus-wide endeavor. Infusing career development inquiries within all aspects of the student college experience has been emphasized. Courses, workshops, events, and individual counseling dynamics have been adjusted to infuse distinct career/ life-planning components in response to the significant number of students enrolling without confidently declaring a major. Counseling students utilizing developmentally appropriate pedagogy has revealed the need for reflective and tempered career counseling as it relates to encouraging informed, sustainable major decisions leading to student persistence and success.

The Getting Through Group soft launched its first cohort of students based on Meta Major in 2018-2019 and went through a full year cycle for 2019-2020. The Counseling Division PSC did considerable work in creating the cohorts and

building an ad-hoc CRM to manage student participation and outreach. The goal is to have full integration of the Meta Major Counseling Model with the whole Division starting in Fall 2020. Division training was provided by lead Meta Major Counselors around the technical side of the Meta Major and highlighting collaborative efforts and supports across campus. A process has been set in place to direct students to Meta Major Counselors and the Division is working collaboratively with Instructional Faculty to implement college-wide events, specifically Meta Major Week (offered fall 2019) and Preview Day (offered Spring 2020). Preview Day is where approximately 400-500 incoming students were introduced to the campus, meta majors and support programs. In addition, Meta Major counselors are working with Academic Support Services and Peer Mentoring how we can provide additional support for students. A separate Preview Day event was planned for Spring 2020 with further Administrative, Instructional, Counseling and Classified Professional collaboration; however, it will not be offered due to the Shelter-in-Place order.

An Online Counseling Model via Zoom had been developed, equipment had been purchased and training had been conducted in Fall 2019 for both Counselors to conduct and Classified Professionals to facilitate scheduling of appointments. A core group of Counselors have implemented the system and it was rapidly expanded in the wake of the Shelter-in-place order due to the COVID-19 pandemic, proving to be foundational to the Division maintaining services in the wake of the pandemic.

We offered more sections of Counseling 100 both in person and online. We offered more in person COUN 101 courses (add Herman@s/Kapitiran) (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 CRM/implementation)

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, but less so as more systems have been established at the district and local level. 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 as we continue to adjust to new procedures as well as expand our capacity to assess students to higher level math. There has been a considerable amount of work at the district level to align our metrics and now use data through CCC apply to create an initial placement. Counseling and Math faculty collaboration has been essential to the success of our application of new placement methods. Additionally, ESOL metrics have been developed with a Fall 2020 launch. Evaluation of the success of the new math coursework is in progress.

Implementation

The division continues AB705 implementation and onboarding process for new students as well as non-AB705 multiple measures. This year, the district aligned with new state mandates for AB705 with automation of math and English placement for newly graduating high school seniors. Using high school data taken from CCC apply, students receive initial course placement information. The implementation of automatic placements requires additional coordination in setting up processes and procedures. The Counseling division continues its partnership with the Assessment Center around implementation of other multiple measures, such as Guided Self-Assessment for Math and English, placement testing, re-evaluation of previous placements for continuing/returning students, prerequisite equivalency evaluations and alternate placements (using other exams such as AP, IB, SAT, ACT).

Training

In addition to AB705 students, counselors continue to provide support to international, middle college/concurrent enrollment, and ESOL population with their placement concerns and questions and with the implementation of the various multiple measures. As a result of ongoing student support, regularly scheduled counselor training during division meetings continues to inform on updated on AB705, multiple measures, and/or policies/information regarding Math, English, and ESOL assessment and placement processes.

Collaboration

Counseling and Math faculty collaboration has been essential to the success of new Math metrics for higher math placement and with revised math metrics for Middle and Concurrent enrolled students. Lastly, Counselor/Assessment/ESOL faculty collaboration also contributed to the ESOL Challenge Process and revised ESOL process for multiple measures (Spring 2020).

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 final phase of the implementation of the Meta Majors through all general counseling will take place in Fall 2020 and collaboration around guided pathways will continue. 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 further to the Institutional level and build each Meta Major student's success team. Reference the annual plan for 2019- 2021 attached for specific anticipated changes.

Just before the March 18, 2020 San Mateo County shelter-in-place order, Skyline College transitioned to an online instructional model. The Counseling Division had 3 days to transition to a fully off-site operational Division with Zoom as the main method of communication. Although essential services such as all services provided through Counseling, the high school liaison program, instruction for COUN 100 as well as High School coursework, the Division has had to postpone some initiatives, specifically, a 2 day retreat planned to do training on pedagogical approaches and transitions to Meta Major Counseling/CRM for Fall 2020; and most likely end of the year events. This work will resume as soon as it is possible/feasible. As physical/social distancing measures will likely be with us in the future for some time, regardless of campus closures, the Division will need to spend some time to develop and explore ways to engage with students in a "virtual" format. In addition, with a significant change as the one we are experiencing, a new stream of policy changes and adjustments have accompanied the change (EW, P/NP grading, CSU/UC policy changes). Significant time will be dedicated in supporting students to navigate the changing policies.

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

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.

During the 2019-2020 academic year, counseling faculty assessed the COUN 100: College Success course. 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.

Counseling faculty assessed in the areas of resilience, lifelong learning behaviors, and self-awareness, in alignment with our Institutional Learning Outcomes (ISLOs). The results of the assessment (via pre-post test, journals, writing assignments) indicated that students the majority of students are in the highly proficient to proficient range (self-awareness: 85%, resiliency: 77%, life-long learning behaviors: 92%). What this indicates is that the COUN 100 course is providing students with opportunities for deep self-reflection, tools to plan and implement long-term and short-term goals, and a mindset to persist.

While we are pleased with the outcomes of our assessment, we realize that access to expensive texts is a barrier to students staying enrolled in courses. To that end, counseling faculty have moved toward the use of a low cost (less than \$10) text.

In addition, 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))

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

PSLOs Reflection: Considering Key Findings

During the 2019-2020 academic year we continued to implement changes to the Counseling program, in alignment with the Comprehensive College Redesign. In the past, our Program Learning Outcomes (PSLOs) have focused on the College Orientation and Student Education Plan. Our findings, as a result of previous assessment, were positive overall. At the completion of the orientation, students completed a post survey, which overwhelmingly indicated that students gained a knowledge about Skyline College, and the programs and resources they needed to be successful. The orientation is utilized as an onboarding tool designed to help guide students through 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 via our Explorer's Program. Moving forward, we may reevaluate our PSLOs in order to be more comprehensive in terms of all the work we are doing (High School Liaison Program, the "Getting In" and "Getting Through" process, etc.).

III.B. Reflection: ISLOs

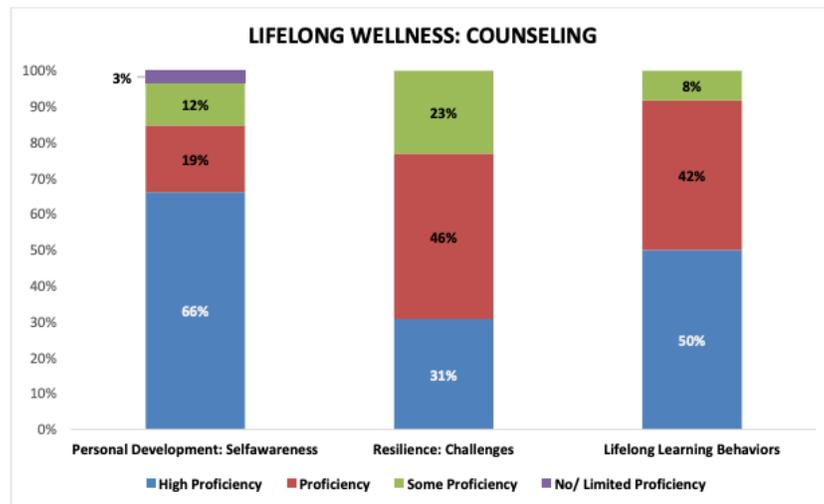
If your program participated in assessment of ISLOs this year:

- (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

During fall 2019, counseling faculty participated in assessing COUN 100 courses in relation to our Lifelong Wellness Intuitional Learning Outcome (ISLO). Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take responsibility for identifying personal needs, determining resources, and accessing appropriate services for academic success.
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.



| LIFELONG WELLNESS: COUNSELING | | | |
|-------------------------------|--------------------------------------|------------------------|-----------------------------|
| | Personal Development: Self-awareness | Resilience: Challenges | Lifelong Learning Behaviors |
| High Proficiency | 39 | 4 | 6 |
| Proficiency | 11 | 6 | 5 |
| Some Proficiency | 7 | 3 | 1 |
| No/ Limited Proficiency | 2 | 0 | 0 |
| N | 59 | 13 | 12 |

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 has been transferred over to the Program as they now develop their own Annual Plan. Most notably is that we added objectives in the 18-19 plan and will continue to update them 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 programming and services. The event of the COVID-19 Global Pandemic has changed the way we work in the short-term and will continue to influence our work moving forward as shelter-in-place restrictions are lifted. We will need to dedicate time to supporting students to navigate the many policy changes that impact them as a result of this pandemic. Additionally, we will need to continue to provide “virtual” opportunities and experiences to our students, even with the eventual return to campus. The re-design efforts of our programming into a new format will take a considerable amount of effort by the Division. Please reference the CPR, 18-19 Annual Plan and the 19-21 Annual Plan to reference objectives removed and new objectives.

Evidentiary Documents

[Annual Plan 2017-2019 Action Plan04_18.pdf](#)

Counseling Division Annual Program Plan 2020-21.docx

[Counseling Division Annual Program Plan 2020-21.pdf](#)

[CPR 2015-2021 Action Plan03_07_16.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

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 2019-2021 and attached Program Needs Overview for Budget Considerations

Evidentiary Documents

APP Division Needs 20_21.xlsx

[Counseling Division Annual Program Plan 2020-21.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

Associated Objectives

[1099-Objective A: Continued Implementation of "Getting" In Process](#)

[1100-Objective B: Support College-wide Skyline Promise efforts](#)

[1101-Objective C: Address COUN curriculum needs of students](#)

[1102-Objective D: Support the continued development of Counseling Faculty and Classified Professionals within the division](#)

[1111-Objective E: Better understand our effectiveness, strengths, gaps and student need for counseling programs and services](#)

[1110-Objective F: Continue Partnerships with divisions, programs, services and events](#)

[1112-Objective G: Provide leadership in College Re-design work](#)

[1113-Objective H: Expand Online Counseling, Programs and Services \(OCPS\)](#)