

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2021 – 2022

Program: Counseling **Planning Year:** 2021-2022 **Last Year CPPR Completed:** 2017-2018

Unit: Student Success and Support Programs **Cluster:** Student Success and Support Programs

Please complete the following information. Please note that responses are not required for all elements of this document.

I. GENERAL PROGRAM INFORMATION

- **Describe changes to program mission, if applicable.**

The Counseling Department reviewed our counseling mission statement at our counseling meeting on November 13, 2020. The changes are included below:

The Counseling Department at Cuesta College seeks to enhance the lives of those whom we serve by promoting and supporting a culture of inclusion and learning, with an intentional focus on closing equity gaps.

We strive to provide counseling, instruction, and services that assist individuals in their pursuit of educational, occupational, and personal goals in a safe and welcoming environment for our diverse student population.

- **Describe any changes in primary relationships, internal and external, to the District.**
 - Counseling faculty has been working remotely Fall 2020 & Spring 2021
 - CaFE full-time counselor will be retiring June 2021
 - Division Chair representing Cuesta College and Counseling department as Board Member for College Bound Today
- **List any changes to program service, including changes and improvements, since last year, if applicable.**
 - E-SARS links were created for regular appointments and walk-ins
 - E-SARS links were created for special populations (nursing, probation, transfer, athletics, teacher pathways, veterans)
 - Offered in-person evening counseling at the SLO Library for CTE students
 - Started conversations about the creation of “support teams” to move forward the implementation of Guided Pathways.
 - Embedded counseling in Athletics, Nursing, CTE, Teacher Pathways, Veterans, and Applied Behavioral Sciences
 - Offering counseling appointments and drop-in online via Zoom
 - Offering transfer workshops and Career Lab online via Zoom
 - Counseling and Transfer/Career Center online drop-in Zoom Lobby
 - First-year templates built into DegreeWorks for SEP creation that supports the flexibility of courses within Areas of Study
 - Supported CUNY-ASAP Summer Academy with a designated counselor

- **List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.**
 - Implementation of E-SARS and Zoom/SARS online appointments in order to ensure the maintenance of student support during COVID 19 shelter-in-place orders issued by the Governor and current CDPH guidance
 - Revamped the Academic Dismissal Reinstatement Process to be consistent with the updated BP/AP which aligns more appropriately with Title 5

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

- **Inspire diverse student population to achieve their educational goals**
 - Transfer Workshops embedded in DSPS and café
 - Counselor participation in CSU/UC webinars that focused on diversity student populations (ex. UC Ensuring Transfer Success Webinar: First-gen and thriving: Resources at the UC, Ensuring Transfer Success Webinar: Undocumented Services, CSU Counselor Conference: Access for All Students (AB-540).
 - Counselors participated in Guided Pathways Implementation with a focus on equity-minded practice
 - On-line "Back on Track" Workshops to support increased access to students with transportation and scheduling limitations
 - Teacher Pathways (Ex. Presentation to Dreamers Club)
 - Designated a Counselor to provide guidance for our incarcerated students at California Men's Colony in their completion of certificate and degree programs such as the AS-T in Sociology and begin mapping with Cal Poly SLO partners a pathway to a Bachelor's degree in Sociology
- **Support students to transfer**
 - Implementing the approved Transfer Center Plan
 - Transfer informational workshops (UC TAG, Cal Poly SLO, Choosing Your Transfer Major, Transfer 101)
 - CSU/UC Transfer application workshops
 - CSU/UC application help
 - Transfer-specific walk-in counseling
 - Increased university representative visits and access to virtual appointments with university representatives
 - Email to Division Chairs to promote Transfer Center activities
 - Workshops geared to assist students in selecting their next semester courses
 - Workshops geared to assist students in completing comprehensive student education plans (CSEP)
 - Partnership with Writing Center to support students who need help with UC Personal Statements

- **Promote cultural, intellectual, and professional growth**
 - Counselors and department staff participate in professional growth and development activities on an ongoing basis during bi-monthly counseling staff meetings, administrative students services meeting, all-staff service meetings, webinars, and through attendance of local and Statewide conferences designed to provide relevant, current, and updated information regarding regulatory and legislative issues.
 - Throughout the year guest speakers from departments across campus and from community partnerships attend our counseling meetings to provide updates on information pertaining to transfer requirements, academic programs curriculum changes and other pertinent changes that directly impact our students.
 - Other Professional Development Opportunities our team was involved since January 2020 include:
 - Behavioral Intervention and Support Flex workshop- January 2020
 - Crisis De-escalation of Hostile and Violent Student workshop- Jan 2020
 - Answering Student Voices for Equity workshop- Jan 2020
 - Trauma Informed Pedagogy- Jan 2020
 - Mentoring, Teaching and Advising Students: strengths Training from a social justice perspective- Jan 2020
 - Completion of the CliftonStrengths Personality Assessment- Jan 2020
 - UCSB Transfer Counselor in service and workshops- Feb 2020
 - 21 Day Racial Equity Challenge Committee member- SP semester work group
 - Completed the 21 Day Cuesta Racial Equity Challenge- Feb 2020
 - Moderator for the 21 Day Equity Challenge- follow up/ debrief for students and staff- Feb 2020
 - Campus Ally interviews- Spring 2020 semester
 - Updated LGBTQIA Cuesta College web page content- Spring 2020
 - Peer evaluator for faculty member Janet Florez- Spring 2020
 - UC Ensuring Transfer Success Conference- May 2020
 - Friendly and Fearless training offered by the Greater Good, UC Berkeley- Feb 2020
 - Planning Committee for the Equity and Success week at Cuesta- March 2020
 - Safe Colleges Keenan training on child abuse, sexual harassment and Title IX laws- June 2020
 - Read You can Heal your Life text by Louise L Hay- June
 - Introduction to world religions 3 credit community college online course- spring semester 2020
 - 3 CSN's Equity 101 (7-week course)
 - College Eligibility for the University of California (PPIC Webinar)
 - Equity-Minded Student Services in the Online Environment (Webinar by Dr. Frank Harris III and Dr. Luke Wood)

- Our Moral Imagination in Times of Crisis – Understanding the Social and Economic Imperative (Webinar with Dr. Henry Rams – Sponsored by The Diversity Coalition of SLO County)
 - Fostering Understanding in Our Community Black Lives Matter: How to be an Ally – Part 1, 2, and 3 (Webinars sponsored by The Diversity Coalition of SLO County)
 - New Realities of Higher Education (PPIC Webinar)
 - Tackling California Homeless Crisis (PPIC Webinar)
 - Cal Poly SLO Virtual Town Hall on Re-opening
 - Education and Structural Inequalities during COVID-19. How do the US and Finland Compare? Brookings Institution Webinar.
 - Great Levelers or Great Stratifies? College Access, Admissions, and the American Middle Class (Brooking Institution Webinar)
 - EdSource Weekly Podcasts
 - Chancellor Office webinars: COVID Emergency Updates, June 10, June 24, 2020
 - Equity Mindedness
 - Online Learning, Mach 26, 2020
 - Student Services Meeting, April 9, 2020
 - Racial Bias and Micro-Aggressions, April 28, 2020
 - Conex Ed webinar training, April 16, 2020
 - Clifton Strengths, August 12, 2020
 - NSF S-STEM Program: Building Equitable STEM Transfer Pathways for Community College Students
- UC Webinar Series:**
- Understanding Tuition & Financial Aid | Access recorded webinar & presentation
 - IGETC Standards & Practices
 - Evaluation Anomalies: Limitations, Maximum Credit, Etc.
 - Student Retention: Services for Transfer Students
 - After Decisions: What's next?

B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

- **SLOCCCD Institutional Goal 1 - Access**

Increase student access to higher education

Institutional Objective 1A: *Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts*

- Cougar Welcome Days Orientations for Promise students, general students and parents
- Counseling referrals to course sections with embedded tutors

- Creation of Student Educational Plans (SEP's) abbreviated and comprehensive
- Development and implementation of Student Success Plans, completed by students during "On-line Back on Track" Workshops
- Equity-minded professional development
- Counseling support for campus activities specifically targeting noncredit ESL and basic skills students during evening hours
- Transfer workshops, with specific workshops for CAFÉ and DSPS students
 - o Transfer 101
 - o Choosing Your Transfer Major
 - o What is UC TAG?
 - o CSU Application Workshop
 - o Cal Poly Transfer- All You Need to Know
- Complete revision of Transfer Center website with clear steps outlined for transfer
- Expanded participation of 4-year universities in Transfer Center activities
 - o Increased university representative tabling and student appointments
 - o Application workshops in collaboration with Cal Poly SLO
 - o University rep tabling at Transfer Celebration in May
- Hispanic Serving Institution Teacher Pathways counselor provided the following outreach/in reach:
 - o In reach presentations to EDU 200, CSS 225 & PSCI 210
 - o Group Comprehensive Student Education Plan Workshops
 - o Facilitation of Teacher Pathways Community Check-In Workshops
- Support sense of belonging activities. Some examples include: Monarch Center/Dreamers Events, Veteran's Week, Cultural Events, Targeted Population Events/trainings, Promise Day.
- Targeting getting started support (CMC, Promise, Foster Youth, AB-540, Athletes, Veterans).
- Student Success Festival and Student Success Center Activities
- Tracking of students that receive intervention services
- Implementation of new Probation/Dismissal interventions, including workshops in-person and online
- Counselor participation in Connect at Cuesta
- Counselor led workshops at Cougar Welcome Days
- Transfer Celebration week activities
- Classroom presentations on transfer, career/major exploration, and counseling department information
- Regular email outreach to transferring students
- Complete revision of Transfer Center website with clear steps outlined for transfer
- Counselor involvement on the development of Guided Pathways program
- Counselor involvement in Commencement
- Counselor presentations and participation in outreach events that target low-income and underrepresented students. Some examples include:

- ESL outreach events
- Specialized support services for targeted populations (EOPS/CARE/FosterYouth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)

Institutional Objective 1B: *Increase enrollment opportunities for community members who are 55 years of age and older*

- Counseling representation and facilitation of in-person orientation during Cougar Welcome Days & MyCuesta Orientations

Institutional Objective 1D: *Increase career pathways for local high school students*

- Guided Pathways (counseling support, career exploration, transition from high school to college) Presentations at Atascadero High School – Teacher Pathways
- Dual Enrollment support (counseling and transition to college)
- Collaboration with A.C.E. Academy (Alternative Education at Atascadero Unified School District) to ensure accuracy of GE course selection

- **SLOCCCD Institutional Goal 3**

Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)

Institutional Objective 3A: *Increase the annual number of students transferring to a CSU or UC*

- Guided pathways development to ensure appropriate transition from high school to college (Promise)
- Counselor and Transfer/Career Center promotion of transfer opportunities, including:
 - Transfer/Career Center transfer workshops offered in person and online (UC TAG, Cal Poly SLO, Choosing Your Transfer Major, Transfer 101, CSU Application Workshop, UC Application Workshop, UC Personal Insight Questions, Cal Poly Supplement Application Workshops)
 - Increased promotion of UC TAG and UC Blue and Gold and Middle-Class Scholarships
 - Counselor involvement in development of new online orientation transfer modules for CSU and UC information
 - RN-BSN CSU Monterey Bay Program
 - Cal Poly SLO Engage Scholarship
 - Teacher Pathways workshops
- Counseling has continued to work collaboratively with other 4-year institutions to provide information to students on Transfer Opportunities. Examples include:
 - Cal Poly Pomona upcoming partnership is in development
 - Representative visits in Transfer Center to promote CSU, UC and private college options

- Continued collaboration with Cal Poly San Luis Obispo Admissions Office Leadership to provide application workshops, discuss information updates and admission considerations
 - Increased access to virtual appointments with university representatives
 - Twice annual Region 6 Transfer Center Director meetings with CSU and UC admissions representatives
 - Counselor participation in CSU and UC workshops, conferences and webinars
 - University participation in Transfer/Career Center Transfer Celebration and Next Steps event in May
- Counseling has continued to work with other 4-year institutions to articulate our courses, which would help streamline students' transfer opportunities. Some examples include:
- Continued efforts to develop a partnership with Channel Islands for the Liberal Studies Teacher Pathways.
 - Coordinated efforts to increase articulation with private universities. During the 19-20 academic year articulation was expanded with Brandman University.
 - Articulation Officer conducts regular monitoring of the new "ASSIST Next Generation" articulation agreements by CSU and UC, and follows up with the 4-year campuses to make any necessary corrections or updates after the conversion to "ASSIST Next Gen".
 - Articulation Officer regularly requests new articulation with CSU and UC campuses as new Cuesta courses are developed or modified through the Curriculum Committee, to ensure that all appropriate Cuesta courses are proposed and approved for articulation with individual CSU and UC campuses.
 - Articulation Officer on an annual basis ensures that any new or modified Cuesta courses that meet CSU or UC General Education course standards are submitted to the CSU and UC system at the appropriate time, so that Cuesta's general education patterns include as many Cuesta courses as possible. This includes working with Cuesta instructional faculty to modify Cuesta courses as needed to comply with CSU GE and/or IGETC standards.
 - Articulation Officer regularly alerts Cuesta Counseling and Evaluators to new or upcoming changes in CCC, CSU, or UC policy and admission practices (an example is changes to the IGETC Standards document for F 20, which changed the required word count of Area 1A from 6,000 to 5,000 words. This is important as we routinely evaluate and 'pass along' IGETC 1A courses from universities and colleges outside the CCC system.
 - Articulation Officer co-chairs Region 6 Articulation Meetings where regional CCC's meet and discuss policy and procedural changes affecting transfer students, such as ADT, pass along, CSU/GE information, Credit for Prior Learning, etc. These updates are forwarded to the Counseling staff as well.

- **SLOCCCD Institutional Goal 5**

Increase the proportion of exiting students who report being employed in their field of study

Institutional Objective 5C: *Increase proportion of all students with a job closely related to their field of study*

- Noncredit/Credit counselor participation in workforce agencies and community partner meetings to collaborate on programs and increase participation and transition
- Counseling has continued to work collaboratively with Career Connections Staff to provide information on internship opportunities to students.

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary

Describe data collection tool(s) used.

- I. Argos Reports
- II. MIS Reports
- III. Institutional Research data
- IV. Student Success Metrics

Starting with the 2015-2016 APPW, departments in the Student Services cluster report a standard set of common data elements which they will track in order to assess progress towards goals listed in the Educational Master Plan.

Definitions for Counseling Data

- **Students Served:** All students (duplicated) who had a counseling contact in the 2016-2017 academic year and were enrolled in at least one course at census of that respective academic year.
- **1st Year Persistence:** First-time students in Fall 2016 and Spring 2017 and who were enrolled in at least one course at census in the Fall 2017.
- **Units Completed/Units attempted:** Fall 2016 and Spring 2017 Units Completed/Units Attempted by students who completed either an Abbreviated or Comprehensive Student Education Plan in either Fall 2016 or Spring 2017.
- Include updates to program data results from the previous year, if any.

The following charts show 2018-2019 data related to counseling services, student persistence, and enrollment trends:

Program Title: Counseling

Description: Program Information from IPPR, such as Mission, Program Outcomes, and Program Connection to College Mission and Goals

Total Students Served	2017/2018	2018/2019	2019/2020
District-wide	4397	4914	4866
- SLO	3292	3662	3644
- North County	1051	1129	1002
- South County	116	84	96

Data

Counseling	1st Year Student Persistence Counseling	1st Year Student Persistence College	Student Success Units Completed/ Units Attempted Counseling	Student Success Units Completed/ Units Attempted College
Annual 2017/18 Total	64.82%	55.51%	80.26%	78.69%
Annual 2018/19 Total	67.14%	55.37%	80.08%	78.55%
Annual 2019/20 Total	65.98%	52.61%	85.75%	82.49%

Students Receiving Counseling Services 2019-2020: 4,866

The college wide 1st year persistence rate from 2019-2020 was 52.61% compared to the 65.98% 1st year persistence rate of students who received counseling services. Students who received counseling services persisted at an 13.37% higher rate than those who did not.

Counseling reviewed the Student Success Metrics to see if we could measure how counseling and transfer initiatives are helping to decrease the achievement gap of disproportionately impacted groups as indicated in the 17-18 Student Equity data.

Summary:

- There was an overall increase in the number of students served compared to the three prior years. This could be attributed to the intentional efforts of the department to increase access for students to counseling services.
- There was a slight decrease in persistence in 2019/2020 compared to 2018/2019.
- There is an increase in the persistence rate for those students who received counseling services compared to those who did not.

B. Data Interpretation

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
- Walk-in was changed to offer more 45 minutes appointments during the beginning of the semester
- A new reinstatement process has been implemented in Spring 2021
- Identify areas if any that may need improvement for program quality and growth.
- We continue to revisit the interventions for students on probation and dismissal
- Increase visibility of workshops and outreach activities by improving promotional strategies (adding an announcement monitor to NCC Student Services reception area could make a significant difference in promoting what we are offering, reminding students to schedule SEP appointments, Career lab, transfer application workshops, Monarch Center and more)
- Counseling Department pamphlet for outreach activities
- Materials translated into Spanish including Counseling Website
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheets](#).
- Encourage counselors to work with the areas of study support teams to recommend improvements to the way we onboard new students

IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

These were the 2020-2021 Student Learning Outcomes that the Counseling Team reviewed at our Counseling Department Retreat, which was scheduled on October 9, 2020:

- Increase the number of students who apply to a UC.
- Increase the number of ADT's awarded/IGETC/CSU GE.
- Increase the number of (unduplicated) students who receive counseling services (appointments, workshops, clubs, etc.)

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheets](#) and review the Resource Allocation Rubric.

Upon review of equity data at our counseling retreat on October 9, 2020 and a lengthy discussion at our November 13, 2021 counseling meeting, the team decided to modify some of the 2020-2021 student learning outcomes and add one student learning outcome to focus on Cuesta Promise students.

Here are the student learning outcomes for 2021-2022:

1. Increase the number of underrepresented students who apply to a UC. Historically and currently underrepresented groups include: LatinX, African American/Black, American Indian/Alaska Native, students with disabilities, first generation, and LGBTQ. This also encompasses the Disproportionately Impacted Students at Cuesta as identified in the 2019-2022 Student Equity Plan:
 - Females with disabilities
 - LatinX females
 - Black/African Americans
 - LGBT females

2. Increase the number of degrees and certificates awarded to underrepresented students, including ADTS/IGETC/CSU GE. Historically and currently underrepresented groups include: LatinX, African American/Black, American Indian/Alaska Native, students with disabilities, first generation, and LGBTQ. This also encompasses the Disproportionately Impacted Students at Cuesta as identified in the 2019-2022 Student Equity Plan:
 - Females with disabilities
 - LatinX females
 - Black/African Americans
 - LGBT females

3. Reduce the number of Cuesta Promise students who end up in academic probation/dismissal

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Suggested Elements:

- A. Regulatory changes
 - CCCCCO Guided Pathways
 - Academic/Progress Dismissal Board Policy Implementation
 - Implementation of CPOS
- B. Internal and external organizational changes
 - DegreeWorks Update
- C. Student and staff demographic changes
 - Equity-minded hiring practices
- D. Community economic changes – workforce demands
 - CTE
 - America's Job Center of California – Eckerd
- E. Role of technology for information, service delivery and data retrieval
 - ESARS
 - Zoom/SARS online Appointments
 - DegreeWorks Update
 - Continued upgrade to Banner 9
- F. Providing service to multiple off-campus sites

- California Men's Colony
- SCC Technology Access
- G. Anticipated staffing changes/retirements
 - Embedding Counselors to Areas of Study
 - Retirement of CaFE counselor
 - Need for additional FT tenure-track positions (ex. Nursing)

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#) (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

- Personnel
 - F/T Division Assistant
 - F/T Generalist Counselor (Puente, Dreamer, Emoja)
 - F/T Career Exploration Counselor/Coordinator
- Equipment/furniture (other than technology)
 - Replacement Chairs for Counseling Offices at SLO campus
- Technology
 - Docking Stations
 - App for Promise Students to connect Student Support Programs and Services/Resources
- Facilities