

STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Counseling Dept. **Planning Year:** 2022_2023 **Last Year CPPR Completed:** 2017

Unit: SSSP

Cluster: Student Success and Support Programs

NARRATIVE: STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional).

The Counseling Department at Cuesta College seeks to enhance the lives of those whom we serve. We strive to provide intentional counseling, instruction, and services that assist individuals in their pursuit of educational, occupational, and personal goals by promoting and supporting an inclusive culture of equity, learning and social justice.

B. Brief history of the program.

Since 1964, Cuesta College Counseling has been providing academic, personal and career counseling services to our diverse student population.

C. Include the broad history of the program and significant changes/improvements since the last Program Review.

Counseling is available year-round by appointment (Zoom, phone, or in-person) and via drop-in. Prior to the pandemic, these services were available on the San Luis Obispo and North County campuses.

Students also communicate with counseling via email, phone or e-advising. Additional counseling services take place via classroom presentations or workshops.

Counseling Services Available:

- Zoom, phone or in-person 45-minute appointments
- Drop-in (15 minutes)
- E-mail correspondence
- E-Advising
- Contact with Areas of Study Counselors or Special Program Lead Counselors

- Crisis intervention, referral, and initial personal counseling (students are allowed six mental health appointments via Health Center Fee).
- Group Workshops such as Transfer Workshops, Career Exploration, Major-Specific based on Areas of Study (e.g. Science, Technology, Engineering, and Math (STEM) Majors; Social and Behavioral Sciences and Human Services Majors, Health and Wellness Majors), and special population group support (e.g. Student-Athletes Workshops, Teacher Pathways Workshops, International Students Orientation)
- Classroom presentations by Counseling Department
- MyCuesta Pathway, Degree Works

Counseling Technology Improvements:

- MyCuesta Pathways was upgraded August 2021
- SARS Reason Codes were reviewed and updated to maximize data collection
- E-SARS has been successfully implemented

D. Describe how the Program Review was conducted and who was involved.

Counseling Department Management, Faculty and Staff participate in an annual retreat. At the retreat facilitated by Student Success Support Program Dean, the counseling team actively participates and the input guides the revision of the department mission statement, department goals, student learning outcomes, and resources needed.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Counseling Department helped support the District Mission Statement in these primary areas:

Inspire diverse student population to achieve their educational goals

- Transfer Workshops
- Counselor participation at UCSB Summer Institute
- Counselors participation in Program Mapper Project
- Counseling participation in Guided Pathways Implementation
- Counselor participation in Summer Academy
- Career Exploration Workshops
- Teacher Pathways (Road to Becoming an Education Info Session, Getting Started in the Educational field: Marketing Yourself for Employment Success, We transferred: The Latinx Student Experience at a 4-year College)

- Counselor participation in University Bound

Support students to transfer

- Transfer Center Plan
- Transfer informational workshops (UC TAG, ADT, Transfer 101)
- Transfer application workshops
- CSU/UC one-on-one application reviews
- Annual Transfer Day Celebration and next steps event
- Transfer Day/College Night
- Transfer-specific drop-in counseling
- Increased university representative visits
- Classroom visits 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)

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
- Ten counselors attended the Counseling on the Era of Equity Summit at Skyline College
- Counseling in the Era of Equity Debrief with all the Counseling Team, August 30, 2019
- Several counselors attended the Safe Zone training, October 11, 2019
- Several counselors participated in the Cuesta College Faculty Retreat planning meeting, November 12, 2019
- Division Chair shared with the whole counseling team the information she learned at the CUNY/ASAP Model training at Skyline College, October 17-18, 2019
- Counseling staff contributed to the planning and implementation of the Educate: Sí Se Puede Conference, March 2019
- CSU Long Beach Counselor Conference
- Counseling Staff participated in Cougar Welcome Days
- Counseling staff participated at Connect at Cuesta
- Counseling staff participated during College Night and Transfer Day
- 2018 to 2021 conferences, workshops and outreach activities included:

- Hispanic Association of Colleges and Universities, HACU, Conference in Chicago, October 4-8, 2019
- Road to Teaching Conference in Santa Ana, November 16, 2019 & November 20, 2021
- Latina Leadership Network Statewide Conference
- Region 6 Transfer Center Director Meetings
- UC Monthly Webinar Series for Transfer Information
- Intersegmental Pathways Symposium
- Historically Black Colleges and Universities Webinar Series
- Ensuring Transfer Success Conference
- Region 6 Articulation Officer's Meeting, November 15, 2019
- By-monthly webinars put by UCOP, two Wednesdays/month
- QPR Training
- Region 6 Veteran's meeting
- Safe Zone Training, October 2019
- The Cuesta 21 Day Racial and Social Justice Challenge, December 2019
- Local HS Counselor Workshop, Financial Aid, September 2019
- OEI Implementation Team Meeting
- Gender Odyssey Trans Conference and Trainings, August 2019
- Inclusive Teaching: Supporting All Students in the College Classroom (online course through edX), Fall semester 2019
- Sexual Harassment Prevention for Non Managers, Fall 2019, Fall 2021
- UC Transfer Counselor In-service
- 21 Day Racial Challenge
- Clifton Strengths for Students Training
- Behavioral Intervention and Support Workshop
- LGBTQIAP Campus Ally Presentation
- Faculty Training on Mentoring, Teaching and Advising Students
- Three Part Behavioral Intervention Workshop for Cuesta Student Services
- One Day Training on Combining kindness and assertiveness in Important Relationships
- Safe Zone Training
- Gender Odyssey Conference
- CSU Transfer Day Conference
- Presented to the Hispanic Service Institution Grant Team regarding HACU and available resources
- Attended Skyline Equity Summit
- Provided classroom presentation/information sessions regarding "Introduction to Teaching Profession"
- Facilitated Cuesta College Future Teachers Club Info Session
- Education Futures Teacher Prep Programs Conference
- Represented Counseling at the Community Resource and Civic Engagement Fair with and information table

- Attended a “Talk Saves Lives”, Suicide Prevention Presentation
- Participated in webinars hosted by “Colegas” (Ex. Collective Excelencia “Validating the Latin/o/x Experience to Ensure Student Success; Resilience”; “From Incarceration to Higher Education”)
- Participated in webinars hosted by the Chancellor’s Office (Undocumented Student Action Week Webinars)
- Participated in several workshops organized by Cuesta LLN Cuesta Chapter
- Keynote Speaker Cuesta College Multicultural Graduation
- Keynote Speaker for College Bound Today
- Served on the Advisory Board for College Bound Today
- Presented at “Educate Si Se Puede” Conference regarding Teacher Pathways
- Completed EEO training to be able to serve on Cuesta College Hiring Committees
- Completed the required HR Trainings
- Road to Teaching Conference on Saturday, November 20th.
- Teach for LA Conference, November 15th 5-7p.m.
- Skyline Equity Institute Master Class: Equity in Praxis
- CTE Educating for Careers (virtual) conference
- ASE Entry Level Certifications (auto tech)
- CTE Advisory Committee Meetings – auto tech, criminal justice, ag business, construction
- Campus highlight/information webinars and listservs – Humboldt, UCSD, Channel Islands, Woodbury, UCR, Transfer Counselor listserv, UCOP newsletter
- UC Counselor’s webinar series – various topics: TAG, Personal Insight Questions, application review, among others
- EEO and district required trainings.
- Chancellor’s Office equity webinar series – various topics including, COVID updates, Equity Minded Student Services, Equity Pathways, Equity Mindedness in Online Learning, Student Centered Financial Aid
- CORA webinars – racial bias/micro aggressions in online environment
- John Burton Advocates for Youth (JBAY) – foster youth webinars and newsletters on various topics, including SAP as Obstacle to Success
- Supporting Students at HSI Institution
- Vet Ally Workshop, including credit for prior learning initiatives

- Provided workshops for student-athletes and international students. The following information was covered during these workshops:
 - MyCuesta account
 - Registration Date – What day student athlete registers

- Fees Owed
- Pay fees before you can register
- Fill out FAFSA 20-21 and Cuesta Scholarship (due March 2nd)
 - How to locate FAFSA/Scholarship app on our website
 - CaFE information
- How to read your Cuesta Transcript
 - Verify current classes
 - Athletic Eligibility – between seasons (24 units/6 unit minimum if competing in fall and then spring sport)
- myCuesta Pathway
 - How to read the Worksheet
 - Review SEP/PLAN
- Build Your Spring Schedule Worksheet (see attachment)
 - Review when season starts (preseason)
 - Travel days
 - Build in study time/math/English lab
- Find Classes
 - How to read class schedule (green (SLO), yellow (NCC), blue (ONLINE))
 - Be careful of 9 week courses (need to be in 12 units at start of season)
 - Be careful of taking too many online classes (1 is best/2 is most); if international, ONLY 1 online course
- Athletes transferring fall 2020 – Application Workshop information OR meet with me to review applications
 - Transferring – CSU/UC Application assistance
 - Apply for AA/AAT degree – through myCuesta portal
 - IF you are struggling in a current class, please see counselor
 - Consider signing up for Hancock winter session or another CCC winter session
- Academic Eligibility – to participate as a Cuesta College student-athletics each year
 - 24 units between session,
 - if participated in fall and will participate in spring sport must complete at least 6 units with 2.0

B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

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
- University Bound Program launch
- 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
 - Transfer 101
 - Choosing Your Transfer Major
 - What is UC TAG?
 - CSU Application Workshop
 - UC Application Workshop
 - Cal Poly Transfer- All You Need to Know
 - Next Steps After Admission
- Complete revision of Transfer Center website with clear steps outlined for transfer
- Expanded participation of 4-year universities in Transfer Center activities
 - Increased university representative tabling and student appointments
 - University rep cohosting Next Steps After Admission Workshops
- Hispanic Serving Institution Teacher Pathways counselor provided the following outreach/in reach:
 - In reach presentations to EDU 200, ECE 201, CSS 225 & PSCI 210
 - Group Comprehensive Student Education Plan Workshops
 - 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
- 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, Next Steps After Admission)
 - 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:

- 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 Next Steps After Admission Workshops
- 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.
- C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

The work that counselors do during one-on-one appointments, workshops, in-reach and outreach efforts support Institutional Learning Outcomes.

ILO 1: Personal, Academic, and Professional Development

Students achieving this outcome will be able to:

- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being

Counseling Services provides personal counseling for students. Student Success workshops target balance between work, school, and personal commitments.

ILO 2: Critical Thinking and Communication

Students achieving this outcome will be able to:

- Communicate and interpret complex information in a clear, ethical, and logical manner

Counseling Services assists students in orientations, counseling appointments, and workshops to understand academic policies and student rights and responsibilities. Students are encouraged and challenged to be informed and take responsibility for their educational choices through guidance and support.

ILO 4: Social, Historical, and Global Knowledge and Engagement

Students achieving this outcome will be able to:

- Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world

Counseling Services works with students to explore learning opportunities, educational and career pathways, and strategies to achieve their goals in a global world.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
THIS SHOULD BE AN UPDATE ON THE DATA ANALYSIS FROM THE LAST CPPR

Program data is available on the [SLOCCCD Institutional Research website](#).

A. [Enrollment](#)

Please review the data and provide analysis of the factors affecting your program’s overall enrollment, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

	2017-2018	2018-2019	2019-2020	2020-2021
Available Appointments***	6196	5854	9570	12411**
Available Walk-Ins*	19337	21521	20348	11287
Converted Walk-Ins to Appointments***	6446	7174	6783	3762
Total Appointments***	12642	13028	16353	16173

*This is the number of unbookable drop-in/walk-in time available for a 15-minute duration.

**This includes bookable walk-in appointments for a 15-minute duration.

***Appointments are based on a 45-minute period.

Note: Data used was available appts/walk-ins compared to college enrollment data – use 4 year data (SARS + OIR) – intent is to compare counseling capacity with collegewide enrollments

B. [Student Demand \(Fill Rate\)](#)

Please review the data and provide analysis of the factors affecting your program’s overall fill rate, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

Academic Year	Booked Appointments	Showed	No-show	Not Marked	Cancelled	Filled Walk-In/Drop-In Appointments
2017-2018	5427	4931	755	82	539	8582
2018-2019	5394	4580	717	28	609	10251
2019-2020	9082	6261	977	476	1368	9626
2020-2021	16944	11408	2570	179	2787	6134

Note: Filled appts/walk-ins

C. [Efficiency \(FTES/FTEF\)](#)

Please review the data and provide analysis of the factors affecting your program's - FTES/FTEF, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

Funding and budgets related to part-time and overload assignments:

- Re-Entry/Rising Scholars Grant has created an additional PT Counselor Load assigned to California Men's Colony between 40%-67% each term
- Strong Workforce Program funding has been used to support a 67% PT Counselor load each primary term for Nursing/Allied Health
- Strong Workforce Program funding has been used to support a 5% FT Overload for additional CTE counseling
- Veterans Resource Center (VRC) Grant has supported a 35% FT Overload
- Non-Credit Basic Skills Grant has covered a 40-47% PT Counselor to serve students in Non-Credit programs
- DHSI-Teacher Pathways Grant funds a 50% FT Counselor load and a 17% FT Overload; this grant is anticipated to sunset September 2022
- CUNY-ASAP Replication Grant supported 2 PT Counselors at 67% for 1-year and 1 PT Counselor at 67%
- COVID emergency funding created additional counseling hours in Fall 2020
- SEA funding has been earmarked for a PT Counselor assigned to the Monarch Center for 2021-2022
- SSSP-Credit portion of the SEA funding has been used to support 2.10 FT Counselors, 0.10 FT Overload, and 1.15 FT equivalent PT loads
- As of Fall 2021, the following grants have been depleted:

- Re-Entry/Rising Scholars
- CUNY-ASAP
- As of Summer 2022, the following funding sources will need to be re-examined:
 - SEA for Monarch Center
 - DHSI-Teacher Pathways
 - Non-Credit (grant funded & contingent on funding)

D. [Student Success – Course Completion \(Insert Data\)](#)

Please review the data and provide analysis of the factors affecting your program’s overall successful course completion percentage, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

	CSEPs Completed	ASEPs Completed
2017-18	4380	877
2018-19	3750	461
2019-20	3527	623
2020-21	4030	875

Note: CSEP data from DegreeWorks

E. [Degrees and Certificates Awarded \(Insert Data\)](#)

Please review the data and provide analysis on the number of degrees and/or certificates awarded, paying particular attention to recent changes.

In the future it would be good if we could compare list of students with approved grad petitions/cert petitions (petitions should be looked at F-S-U for academic year) with students who have met with a counselor at least 1x in the within the period of this CPPR – July 1, 2017-June 30, 2021. Counseling requested this information, but it was not provided before the completion of this document.

F. Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

University Bound Data as of 1/13/2022

- Applicants for Fall 2021 cohort: 87
- Planned to admit 30 but doubled program size to 60 admits in first cohort
 - Demographics:
 - First Generation – 50
 - Latinx (Hispanic, Chicano/Chicana, Latino/Latina) – 41
 - Black/African American – 2

- Native American/American Indian/Indigenous – 3
- Low Income (CCPC) – 45
- Undocumented/DACA – 3
- Students with Disabilities – 5
- Foster Youth – 4
- Undecided on Major – 21
- Cuesta Promise Students – 32
- Comprehensive Student Education Plan on file- 52
- Connected with EOPS and Financial Aid- 60

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

These were the 2020-2021 Student Learning Outcomes that the Counseling Team reviewed at our Counseling Retreat 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)

The Counseling Department was going to develop assessments to measure the 2020-2021 Student Learning Outcomes. Due to the challenges of the pandemic, the Counseling Department had to focus on other efforts. This would be a continued goal for 2021-2022.

B. Describe improvement efforts that have resulted from SLO assessment.

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 that focuses on Cuesta Promise students.

Here are the student learning outcomes for 2021-2022:

1. Increase the number of disproportionately-impacted 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

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

Continue to conversations regarding assessment tools that would accurately measure the student learning outcomes of the department.

D. Recommend changes and updates to program funding based on assessment of program outcomes.

- For elements that require funding, complete Section D – [Resource Plan Funding Requests](#).

- For faculty hiring needs, see Section H – Faculty Prioritization Process.

E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

Having a full-time Allied Health & Nursing Counselor, a Counseling Division Assistant, front desk student workers and an additional full-time clerical staff would positively impact the department learning outcomes and the institutional/programmatic objectives.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

- A. Regulatory changes
 - a. CCCO Guided Pathways
 - b. Academic/Progress Dismissal Board Policy Implementation
- B. Internal and external organizational changes
 - a. DegreeWorks Update
- C. Student demographic changes
 - a. Increase in LatinX Students
 - b. Equity-minded hiring practices
- D. Community economic changes – workforce demands
 - a. CTE
 - b. America’s Job Center of California – Eckerd
- E. Role of technology for information, service delivery and data retrieval
 - a. E-SARS
 - b. Zoom/SARS Online Appointments
 - c. DegreeWorks Update
 - d. Upgrade to Banner 9
- F. Distance Education impact on services
 - a. Counseling offering Zoom/phone appointments and remote drop-in
- G. Providing service to multiple off-campus sites
 - a. n/a
- H. Anticipated staffing changes/retirements
 - a. As of the submission of this plan, one full-time counselor has communicated plans for retirement by August 2023.

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

- A. Description of forecasted program development and objectives, based on information collected in I-IV
- B. Plans for improvement
- C. Support for Institutional Goals and Objectives and Objectives
- D. Student and program outcomes evaluation
- E. Recommendations from external agencies
- F. New service coordination and collaboration – internal and external programs
- G. Anticipated job description revisions based on program changes
- H. Staff training/professional development needs

1. Counseling Department is committed to the implementation of Guided Pathways and participation in the Student Success Teams. This supports the institutional goals and objectives.
2. Counseling Department is committed to continuing the conversations to develop assessment tools that would measure student learning outcomes.

OVERALL BUDGET IMPLICATIONS

Will be reflected in District planning and budget process

Elements:

- A. Personnel
- B. Equipment/furniture (other than technology)
- C. Technology
- D. Facilities