

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET

Program: Counseling, SSSP, Assessment, Outreach

Planning Year: 2018-2019

Last Year CPPR Completed: 2017-2018

Unit: Student Services

Cluster: Student Services

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

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

Counseling Services

The mission of the Counseling Department at Cuesta College is to provide counseling, instruction, and services that assist individuals in the pursuit and attainment of their educational, occupational, personal, and life goals.

The Counseling Department promotes and supports diversity of culture and learning and, as an integral part of the local educational community, seeks to enhance the lives of those whom we serve.

B. Describe any changes in primary relationships, internal and external, to the District.

- PRHS Innovation Grant
- New Vice President Student Services
- New Director Outreach, Orientation, and Success Activities
- Assessment floor shared with Math Lab Student Success Center
- Zoom embedded counseling – SLO and NCC
- California Men's Colony embedded counseling
- Title V Hispanic Serving Institution Grant
- Noncredit Counseling available at all three sites

C. List any changes to program service, including changes and improvements, since last year, if applicable.

- eAdvising
- Text message appointment reminders
- Multiple Measure Assessment Project
- Noncredit Counseling support
- Early Alert Pilot (Fall 2017)
- New Student Services Building NCC
- Expansion of Undocumented Student Support
- Cougar Welcome Days

- Probation Workshops
- Dismissal Reinstatement Workshops (online contract)
- Student Success Festival/Student Success Center Open House
- Embedded Counseling at StudyTHON
- Outreach Request Form
- Merging of Prerequisite Form A and Assessment Placement Request Form (now electronic)
- Piloting external transcript evaluations in Degree Works
- Dual Enrollment/Enrichment Workshop

D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

- Integration of Credit and Noncredit SSSP, BSI, Equity for program planning purposes

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.

1. Inspire diverse student population to achieve their educational goals.

- LLN Leadership Trip with Students
- United We Dream: Supporting Undocumented Students and Their Families
- Zoom! Embedded Counseling
- Noncredit Counseling

2. Supporting students to transfer

- The Articulation Officer and Transfer Center Coordinator contributed to expanding our ADT offerings. Cuesta now has 26 ADTs.
- Degree Works, a comprehensive academic planning and degree audit tool, is designed to help students and the institution to streamline course selection and offerings. Students can access this tool independently, giving them up to date information on their academic progress and outstanding requirements. When used to its capacity, students are less likely to take unnecessary courses and are more likely to stay on track to efficient graduation and transfer eligibility.

3. Promote cultural, intellectual, and professional growth.

- Counseling staff contributed to the planning and implementation of the Edúcate: Sí Se Puede Conference.

- During the Fall and Spring semesters, Counselors and Enrollment Success Specialists provided informational presentations to students enrolled in Basic Skills Math, English, College Success, and English as a Second Language courses.
- Counselors and department staff participate in professional growth and development activities on an ongoing basis during bi-monthly counseling staff meetings, administrative student services meetings, all-staff service meetings, webinars, and through attendance at local and Statewide conferences designed to provide relevant, current, and updated information regarding regulatory and legislative issues.
- As needed, there are lunchtime professional development trainings and activities.

This year's conferences and workshops included:

- California Community College Assessment Association Conference (CCCAA)
- California Career Café Webinars (Student Success, Career Preparation, Career Pathways)
- Counselor Days (UCSB, CSU Channel Islands)
- CSU/Community College Counselor Conference
- Degree Works Training
- Ellucian Live Conference
- Ensuring Transfer Success
- EOPS Conference
- Latina Leadership Network Conference
- Learning Disabilities Conference
- Private University (e.g. USF) Transfer Admission Conference
- Student Athlete Eligibility
- UC/CSU Articulation Conference
- Veteran's Conference
- Guided Pathways
- Hispanic Association of Colleges and Universities Annual Conference
- RP Student Success Conference
- Myer's Briggs/MBTI
- 3CSN SSSP/Equity/Basic Skills Workshop

- 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.

The District has developed a 2017-2020 Strategic Plan. These are the activities the program is implementing to support the Strategic Plan.

Institutional Goal 1: Completion: Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

- Allocated funding for targeted data collection pertaining to goal
- Basic Skills success class presentations
- Bilingual Assessment Proctor to assess noncredit students
- Bilingual Student Services Site Specialist to assist students with the core services of orientations, assessment, and follow-up services
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- Counseling referrals to course sections with embedded tutors
- Counseling support for the creation of Student Educational Plans (SEPs) (abbreviated)
- Creation of Student Educational Plans (SEPs) (abbreviated and comprehensive)
- Development of new Probation interventions, including workshops in-person and online
- Embedded counseling for all noncredit students to complete a noncredit Student Education Plan
- Enrollment Success Specialist liaisons for each local area high school
- Equity-minded professional development
- Focused support for Basic Skills students
- Guided Pathways (counseling support, career exploration, transition from high school to college)
- Implementation of embedded noncredit counseling to meet the scheduling needs of noncredit students and increase the number of students who complete a noncredit Student Educational Plan (SEP).
- Implementation of Multiple Measure Assessment Project (MMA) for placement
- Interventions for students on Early Alert (Enrollment Success Specialist support, Student Success Plans)
- New outreach model (director and support staff)
- Noncredit/Credit counselor participation in workforce agencies and community partner meetings to collaborate on programs and increase participation and transition

- Specialized support services for targeted population (First Year Experience Program, EOPS/CARE/Foster Youth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)
- Student Success Festival and Student Success Center Open House
- Support campus activities specifically targeting noncredit ESL and basic skills students during evening hours
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Targeted getting started support (CMC, Promise, Foster Youth, AB540, Athletes, Veterans)
- Tracking of students that receive intervention services
- Transfer Day Event and UC/CSU application assistance

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

- Implementation of Multiple Measure Assessment Project (MMAP) for placement
- Interventions for students on Early Alert (Enrollment Success Specialist support, Student Success Plans)
- Development of new Probation interventions, including workshops in-person and online
- Tracking of students that receive intervention services
- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Equity-minded professional development
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Student Success Festival and Student Success Center Open House
- Specialized support services for targeted population (First Year Experience Program, EOPS/CARE/Foster Youth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)
- Targeted getting started support (CMC, Promise, Foster Youth, AB540, Athletes, Veterans)

Institutional Goal 2: Access: Increase student access to higher education.

Institutional Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

- Implementation of Multiple Measure Assessment Project (MMAP) for placement
- Interventions for students on Early Alert (Enrollment Success Specialist support, Student Success Plans)
- Development of new Probation interventions, including workshops in-person and online

- Tracking of students that receive intervention services
- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Equity-minded professional development
- Allocated funding for targeted data collection pertaining to goal
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Student Success Festival and Student Success Center Open House
- Specialized support services for targeted population (First Year Experience Program, EOPS/CARE/Foster Youth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)
- Targeted getting started support (CMC, Promise, Foster Youth, AB540, Athletes, Veterans)

Institutional Goal 3: Partnerships: Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1: Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.

- Guided pathways development to ensure appropriate transition from high school to college (Promise)
- Enrollment Success Specialist liaisons for each local area high school
- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- New outreach model (director and support staff)
- Noncredit/Credit counselor participation in workforce agencies and community partner meetings to collaborate on programs and increase participation and transition
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.
- Embedded counseling for all noncredit students to complete a noncredit Student Education Plan
- Bilingual Student Services Site Specialist to assist students with the core services of orientations, assessment, and follow-up services
- Bilingual Assessment Proctor to assess noncredit students
- Ongoing professional development for noncredit student success
- Support campus activities specifically targeting noncredit ESL and basic skills students during evening hours

- Implementation of new CDCP noncredit programs for students with goals to transition to CTE programs (e.g. Noncredit Home Health Care, Hospitality, Office Management)
- Collection of data specific to noncredit progress indicators, noncredit transitions, CDCP certificate completions and course completion rates
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.

Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

- Guided pathways development to ensure appropriate transition from high school to college (Promise)
- Enrollment Success Specialist liaisons for each local area high school
- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- New outreach model (director and support staff)
- Noncredit/Credit counselor participation in workforce agencies and community partner meetings to collaborate on programs and increase participation and transition
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.
- Embedded counseling for all noncredit students to complete a noncredit Student Education Plan
- Bilingual Student Services Site Specialist to assist students with the core services of orientations, assessment, and follow-up services
- Bilingual Assessment Proctor to assess noncredit students
- Ongoing professional development for noncredit student success
- Support campus activities specifically targeting noncredit ESL and basic skills students during evening hours
- Implementation of new CDCP noncredit programs for students with goals to transition to CTE programs (e.g. Noncredit Home Health Care, Hospitality, Office Management)
- Collection of data specific to noncredit progress indicators, noncredit transitions, CDCP certificate completions and course completion rates
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.

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.

We looked at the following data collected from Institutional Research:

- Full-Time Equivalent Student
 - Students Receiving Counseling services
 - Student Persistence
 - Counselor to Student Ratio
 - Student Headcount by Ethnicity
 - Academic Standing
 - Students Receiving Intervention Services
 - Students Receiving Comprehensive Student Educational Plans
-
- Include updates to program data results from the previous year, if any.

The following charts show 2016-2017 data related to counseling services, student success, and enrollment trends.

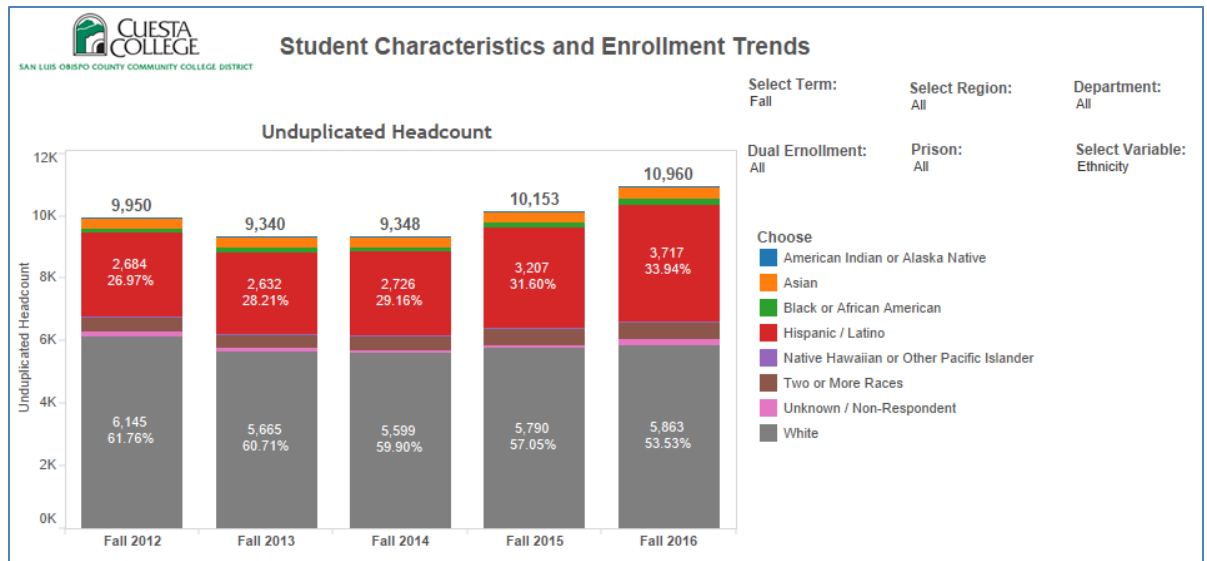
Students Receiving Counseling Services:

Total Students Served	2014/2015	2015/2016	2016/2017
District-wide	5341	5140	4225
- SLO	4468	4168	3423
- North County	1181	1147	797
- South County	133	93	71

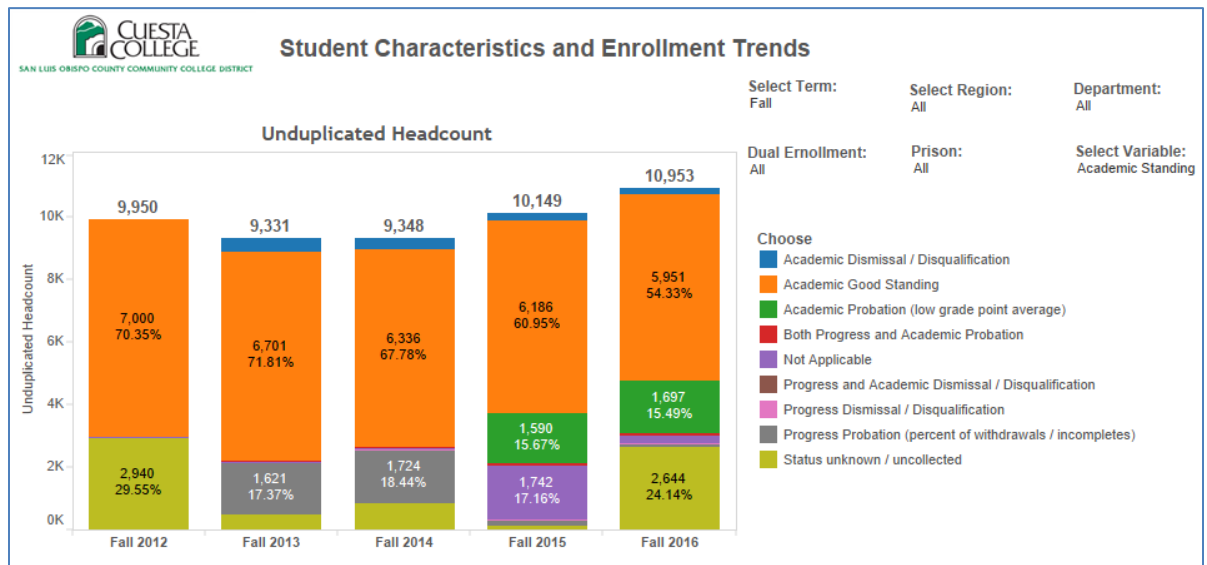
Student Persistence, Success, and Counselor to Student Ratio:

Counseling	1 st Year Student Persistence	Student Success Units Completed/ Units Attempted	Staffing Ratio: HEADCOUNT/FTE
Annual 2014/15 Total	64.55%	77.65%	1093.38
Annual 2015/16 Total	67.74%	80.45%	807.67
Annual 2016/17 Total	71.00%	80.00%	365.96

Student Headcount by Ethnicity:



Student Academic Standing:



Summary:

- There was an overall decrease in the number of students served compared to the prior two years. This is most likely due to the conversion of appointments from 30 minutes to one-hour appointments. This may account for the recent decrease in the number of students served compared to the prior two years.
- There was an increase in the persistence rate of first year students and a year over year increase in the successful completion of units since 2014-2015.
- There was an increase in the number of counselors per student.
- There is an increase the percentage of Hispanic students and a decrease in the percentage of White students attending the college.
- Roughly the same percentage of students face academic and progress probation.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
 - Student appointments changed in Fall 2017 from sixty minutes to forty-five minutes.
- Identify areas if any that may need improvement for program quality and growth.
 - We are revisiting the interventions for students on probation and dismissal.
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.

Some changes the department would like to explore are:

1. Continue offering dismissal workshops in a group setting with time at the end for students to meet with a counselor 1:1 for 10-15 min.; OR
 - a. Schedule appointments for students at the end of the workshops to meet with a counselor 1:1 in the upcoming weeks; OR
 - b. Have counselors on walk-in only to meet with students from the workshops after the workshop is over.
2. Continue offering dismissal workshops in a group setting with time at the end for students to break out into smaller groups to focus on a particular topic. (For example, a group for academic renewal, progress probation, double dismissal, or veterans. Could be similar to the new student orientation format with a certificate/AA degree group, CSU transfer group, or UC/OOS transfer group.)
3. Development of a probation module that could be used in place of a formal workshop. Counselors could utilize the EOPS Academic Performance/ Prescription form to help students identify reasons why they might be struggling and find solutions.
4. Limiting the number of credits that students on dismissal are able to take based upon prior academic history.

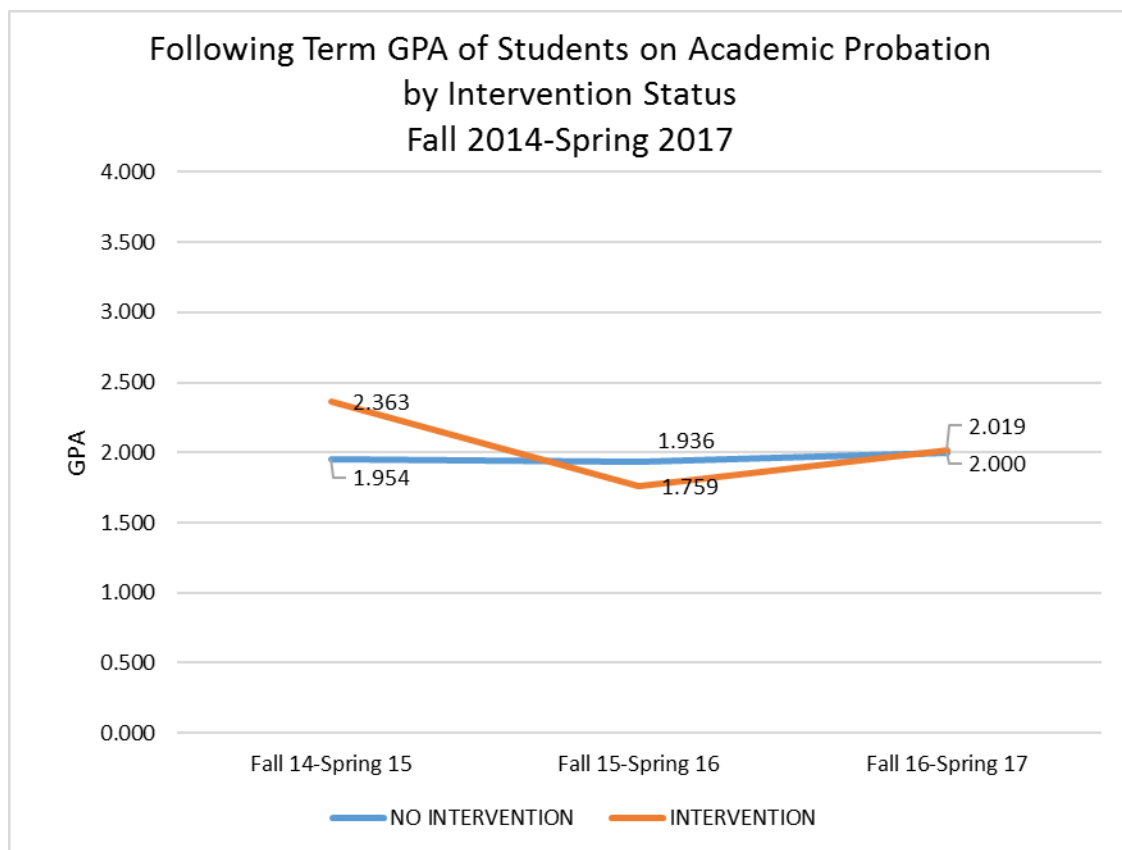
IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS

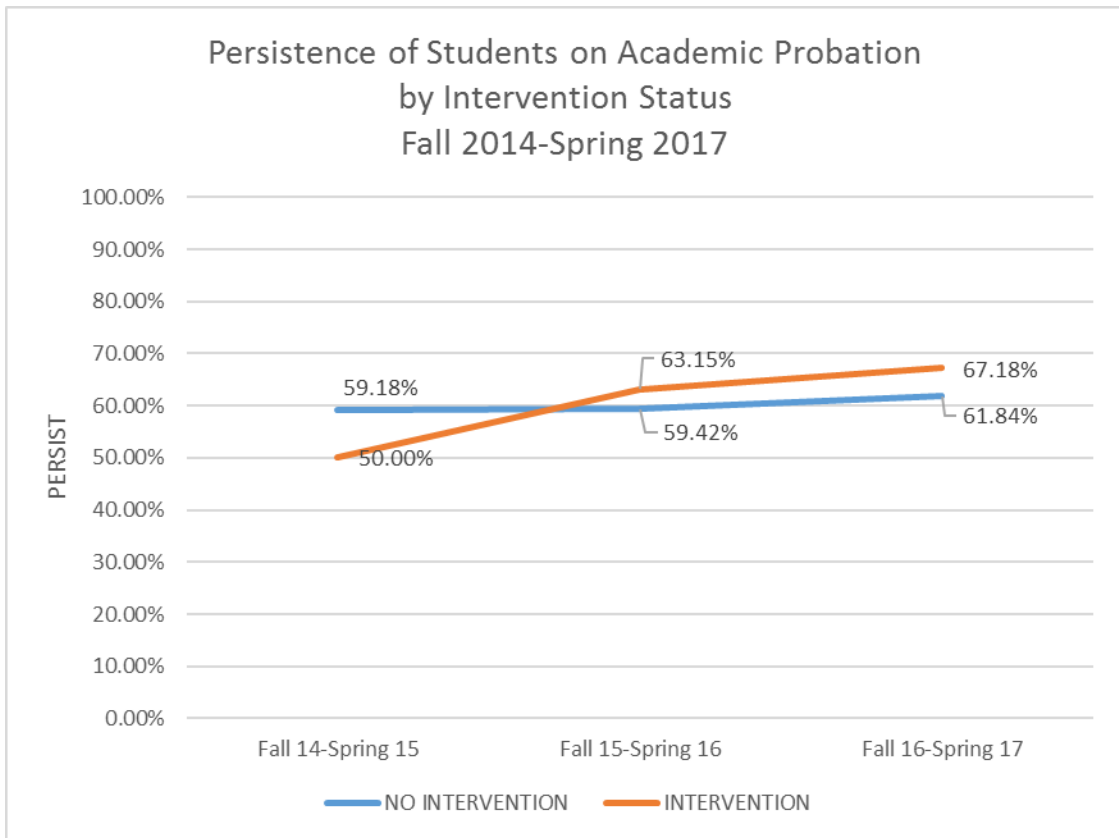
Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

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

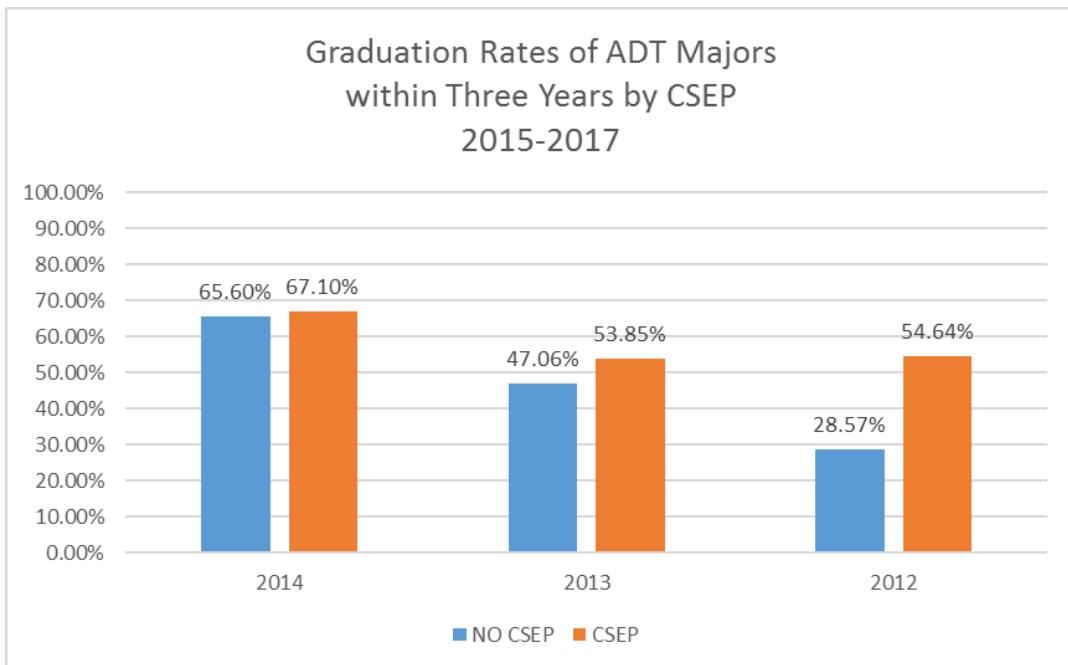
Results from 2017-2018 SSOs:

1. Student on academic probation who receive an intervention during the semester will have a higher term GPA than students on probation who do not receive an intervention.

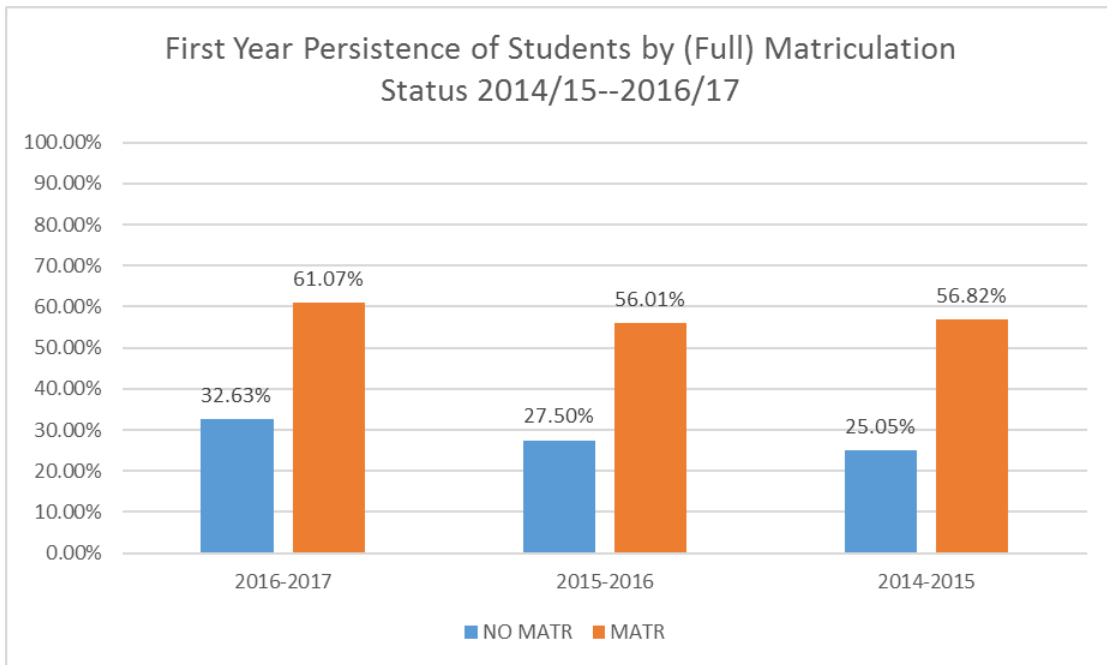




- Students who declare an Associate Degree for Transfer (ADT) as their program of study and who complete a Comprehensive Student Education Plan (CSEP) will have a higher completion rate than student who do not complete a CSEP.



3. Students who complete the matriculation process of assessment/placement, orientation, and an Abbreviated Student Education Plan (ASEP) are more likely to persist than students who do not complete the process.



- 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 the data received, the SSOs for 2018-2019 have been modified. These are the current SSOs:

1. Students on academic probation who receive an intervention during the semester will have a higher term GPA than students on probation who do not receive an intervention.
2. Counseling Services will see an increase in the number of first time (non-exempt) students who complete a CSEP prior to completing 30 units.
3. Students who complete the matriculation process of assessment/placement, orientation, and an Abbreviated Student Education Plan (ASEP) are more likely to persist than students who do not complete the process.

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
- Termination of Common Assessment Initiative: As a result, we will need to move to Accuplacer Next Generation by January 2019.
- AB 705: Seymour-Campbell Student Success Act of 2012: Assessment
- AB 1567: Foster Youth: Higher Education Outreach and Assistance Act for Foster Youth
- AB 19: California College Promise and Early Commitment to College
- SB 68: Exemption from Nonresident Tuition (Expansion of AB 540)
- Ending of Deferred Action for Childhood Arrivals (DACA) Program
- Academic/Progress Dismissal Board Policy Change
- Enrollment Priority Board Policy Change

B. Internal and external organizational changes

- New College Superintendent/President
- Bilingual Assessment Proctor move to Associate Director of Continuing Education and Noncredit

C. Student and staff demographic changes

- HSI Title V Grant
- Equity-minded hiring practices
- Rebranding of Reentry Program

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
- Further Expansion of SARS Trak
- Proctorio Remote Proctoring for CCC Students (Online Education Initiative)

F. Providing service to multiple off-campus sites

- New Student Services Building at North County Campus
- California Men's Colony
- PRHS Innovation Grant

G. Anticipated staffing changes/retirements

Staffing Changes

- California Men's Colony – dedicated counselor and administrative support position
- Title V Hispanic Serving Institution Grant
- Paso Robles High School Innovation Grant
- Transfer Center Coordinator
- Student Services Division Chair
- Zoom embedded counseling
- Reentry Program
- Athletics

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:

A. Personnel

- FT Nursing Allied Health Counselor
- NCC University and Career services Specialist
- At Risk Counselor
- Dean of Counseling, Transfer/career
- Generalist FT Counselor
- Dreamer Counselor
- Evaluator – Pathways transcripts evaluation
- PT Veterans Counselor

Equipment/furniture (other than technology)

- Outreach and promotional materials for Guided Pathways

B. Technology

- Outreach Database
- Data collection – disaggregated and multivariate (Tableau)
- Tablets, Chromebooks
- New student portal
- Transfer Articulation DegreeWorks Upgrades/Consultants

C. Facilities

- Assessment Wall/Door

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Erin Lastreto Amy Lastreto 2/23/18
Division Chair/Director Name Signature Date

Bonnie Gordon Bonnie Gordon 2-23-18
Name Signature Date

ROBERT WHITEFORD Robert Whiteford 2/23/18
Name Signature Date

Vicky Almaguer Vicky Almaguer 2/23/18
Name Signature Date

LANA NELSON Lana Nelson 2-23-18
Name Signature Date

Name Signature Date

Name Signature Date

Name Signature Date

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program


Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

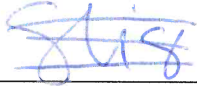
<u>Shelda Moscoso</u> Division Chair/Director Name	<u>Shelda Moscoso</u> Signature	<u>2/23/18</u> Date
<u>Susan Gossard</u> Name	<u>Susan Gossard</u> Signature	<u>2/23/18</u> Date
<u>Regina Vucic</u> Name	<u>Regina Vucic</u> Signature	<u>2/23/18</u> Date
<u>Andrea Devitt</u> Name	<u>Andrea Devitt</u> Signature	<u>2/23/18</u> Date
<u>Heidi Webber</u> Name	<u>Heidi Webber</u> Signature	<u>2/23/18</u> Date
<u>DANA M. GOUCH</u> Name	<u>D. M. Gouch</u> Signature	<u>2/23/18</u> Date
<u>Ruth Cook</u> Name	<u>Ruth Cook</u> Signature	<u>2/23/18</u> Date
<u>Blake Reed</u> Name	<u>BR</u> Signature	<u>2/23/18</u> Date


SIGNATURE PAGE

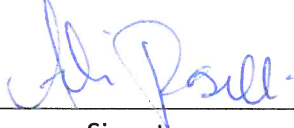
Director(s), Manager(s), and/or Staff Associated with the Program

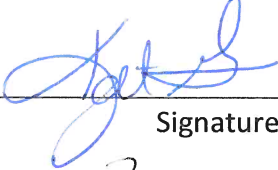
Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

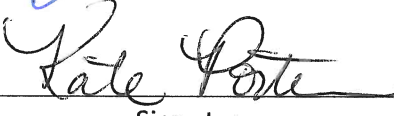
Jeffery Alexander  2/23/18
Division Chair/Director Name Signature Date



Name Signature Date

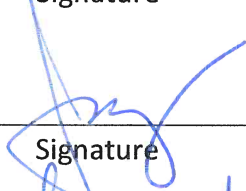
Summer Gish  2/23/18
Name Signature Date

Ali Roselli  2/23/18
Name Signature Date

Katherine Britton  2.23.18
Name Signature Date

Kate Porter  2.23.18
Name Signature Date

Amy Parsons  2/23/18
Name Signature Date

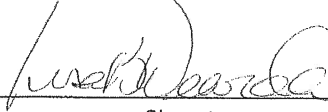


Janet Flores  2/23/18
Name Signature Date

Ariana Jimenez  2/23/18
Name Signature Date

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
LISA B. WEARDA		2/23/2018
Name	Signature	Date
Nolberto Marroquin		2/23/18
Name	Signature	Date
Cindy Stever		2/23/18
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date