ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2020

Program: Counseling   **Planning Year:** 2020-2021   **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**

- Describe changes to program mission, if applicable.

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

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

  Department Reorganization (please see attached org charts)

    - Transfer Center is now under the Student Services Dean.

    - Counseling Division Assistant position was eliminated.

    - Counseling Assistant "Front Desk" position was reinstated.

    - Two part-time counselors where hired to work with Probation and Dismissal students through the CUNY Grant.

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

    - Converted all walk-in to "purple" walk-in to meet more students needs. Purple walk-in counseling is limited to a 30-minute meeting (offered on a first-come, first-served basis) and is appropriate for referral to campus and community services, short term academic planning, informational quick questions and emergency problem solving

    - Having designated walk-in for nursing, probation, transfer, athletics

    - Partnering with Cal Poly SLO to offer application workshops

    - Offering Saturday Counseling during Library hours at both NCC and SLO campus this fall and spring semester

    - Embedded counseling in Athletics, CTE and Applied Behavioral Sciences

1 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
N o n - I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved Document to be Used for Submission Spring, March 2, 2020

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

    - Implementation of the CUNY model – Probation and Dismissal Students

    - Implementation of E-SARS and Zoom/SARS online appointments

    - Reinstating in-person "Back on Track" workshops

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
- Counselor participation at UCSB Summer Institute
- Counselors participated in Program Mapper Project
- Career Exploration Workshops
- On-line "Back on Track" Workshops
- Teacher Pathways

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
- First annual Transfer Day Celebration and next steps event
- Transfer Day/College Night
- Transfer-specific walk-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 Edúcate: 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
- This year's 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
  - 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

3 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
N o n - I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved Document to be Used for Submission Spring, March 2, 2020

- o Inclusive Teaching: Supporting All Students in the College Classroom (online course through edX), Fall semester 2019
- o Sexual Harassment Prevention for Non-Managers, Fall 2019
- o Provided workshops for 234 student-athletes and 7 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 a counselor 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. 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 CaFE and DSPS students
  - Transfer 101
  - Choosing Your Transfer Major
  - What is UC TAG?
  - CSU Application Workshop
  - 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
  - Increased university representative tabling and student appointments
  - Application workshops in collaboration with Cal Poly SLO
  - University rep tabling at Transfer Celebration in May
- Hispanic Serving Institution Teacher Pathways counselor provided the following outreach/in reach:
  - Latinx Teacher Expo (NCC & SLO Campus)
  - ESL Student Resource Fair
  - High School presentations to EDU 200 & EDU 201
  - In reach presentations to EDU 200 & PSCI 210
  - Group Comprehensive Student Education Plan Workshops (NCC & SLO Campus)

- Hispanic Association of Colleges and Universities (HACU) Conference attendance -Transfer Center Counselor brought two Latinx students to Chicago to attend HACU Conference in October 2019
    - Cuesta College Night presentation, "Transfer Admission Guarantee Programs in the CSU and UC", English with Spanish interpreter
- 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
- Counselor and Transfer Center tabling at Transfer Day/College Night
- 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:
    - Edúcate Si Se Puede Conference
    - 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 Paso Robles and Atascadero High School – Teacher Pathways
- Dual Enrollment Counselors Training on Cuesta Programs & Services
- 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)

<ins>Institutional Objective 3A</ins>: *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)
- Counseling has continued to work collaboratively with other 4-year institutions to provide information to students on Transfer Opportunities. Examples include:
  - Dean Cascamo convened a meeting consisting of Cuesta Architecture faculty, Cal Poly SLO Architecture faculty and Dean, and two counselors to discuss ways for the two Architecture departments to work more closely together to assist Cuesta Architecture students with portfolio skills development and presentation, to promote transfer into the Architecture major at Cal Poly SLO.
  - Development of a partnership with the SLO College of Law, whereby specified degree tracks and general education patterns have been identified and agreed upon as appropriate preparation for transfer into this local area law school.
  - 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
  - Hosting Transfer Day event

- Counseling has continued to work with other 4-year institutions to articulate our courses, which would help streamline students' transfer opportunities. Some examples include:
  - The articulation of BIO 211 at Channel Islands for the Liberal Studies Teacher Pathways (previously denied, now accepted)
  - The acceptance at San Jose State University for their Liberal Studies and Child Development and Adolescence Teacher Pathway.
  - Updating of the Columbia College articulation agreement with Cuesta

7 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
N o n - I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved Document to be Used for Submission Spring, March 2, 2020

- o Updating of the Grand Canyon University articulation agreement with Cuesta
- o 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".
- o 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.
- o 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.

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.

8 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
N o n - I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved Document to be Used for Submission Spring, March 2, 2020

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

Table 1. Total students served

Total Students Served	2016/2017	2017/2018	2018/2019
District Wide	4225	4397	4914
SLO	3423	3292	3662
North county	797	1051	1129
South County	71	116	84

Table 2. Student Persistence

Counseling	1st Year Student Persistence Counseling	1st Year Student Persistence College	Student Success Units Completed/ Units Attempted Counseling	Student Success Unites Completed/ Unites Attempted College
Annual 2016/17 Total	71.00%	54.08%	80.00%	77.52%
Annual 2017/18 Total	64.82%	55.51%	80.26%	78.69%
Annual 2018/19 Total	67.14%	55.37%	80.08%	78.55%

Students Receiving Counseling Services 2018-2019: 4,914

The college wide 1st year persistence rate from 2018/2019 was 55.37% compared to the 67.17% 1st year persistence rate of students who received counseling services. Students who received counseling services persisted at an 11.8% higher rate than those who did not.

California Community Colleges Student Success Metrics.

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 disproportionally 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 increase in persistence in 2018/2019 compared to 2017/2018.
- 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.

  - Summer appointments were changed from one hour to 45 minutes
  - An on-line "Back on Track" workshop was piloted Fall 2019
  - In-Person "Back on Track" workshops were reinstated Spring 2020

- 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

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheets](#).

  - Schedule appointments for students at the end of the "Back on Track" workshops to meet with a counselor 1:1 in the upcoming weeks; OR Have counselors on walk-in only to meet with the students right after the "Back on Track" workshops are over.

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.

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
N o n - I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved Document to be Used for Submission Spring, March 2, 2020

These were the 2019-2020 Student Learning Outcomes that the Counseling Team reviewed at our Counseling Department Retreat, which was scheduled on February 7, 2020:

- Counseling Services will see an increase in the number of first-time (non-exempt) students who complete a CSEP by the time they've completed 15 units.
- First time Freshman who complete a CSEP by the time they've completed 15 units at Cuesta College will graduate with fewer # of units than students who don't.
- Through strategic counseling initiatives counseling will help increase the degree and certificate completion of underserved groups as indicated in the 17-18 Student Equity data.
- Through strategic transfer initiatives targeting disproportionally impacted groups as indicated in the 17-18 Student Equity data, counseling will help decrease transfer gaps.

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 and lengthy discussion, the Counseling Team decided to modify the SSO's for 2020-2021.

Here are the Counseling Department SSO's for 2020-2021:

- 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.)

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
   a. CCCCO Guided Pathways
   b. Academic/Progress Dismissal Board Policy Implementation
   c. Implementation of CPOS

B. Internal and external organizational changes
   a. Counseling Division Assistant position was eliminated
   b. Counseling Front Desk Assistant position was reinstated
   c. Transfer Center in now under Student Services Dean
   d. DegreeWorks Update

C. Student and staff demographic changes
   a. 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. ESARS
   b. Zoom/SARS online Appointments
   c. DegreeWorks Update

F. Providing service to multiple off-campus sites
   a. California Men's Colony
   b. SCC Technology Access

G. Anticipated staffing changes/retirements
   a. Embedding Counselors to Areas of Focus
   b. Need for FT tenured 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 Promise Counselor
  - F/T CMC Counselor
  - F/T Career Counselor
  - F/T Nursing Counselor
  - F/T Classified Support for CMC
  - F/T Transfer Articulation Specialist
  - F/T Division Assistant
  - P/T Dreamer Counselor
  - F/T Veterans Counselor
  - F/T Generalist (Puente) Counselor

- Equipment/furniture (other than technology)
  - Replacement Chairs for Counseling Offices at SLO campus

- Technology
  - Chrome Books
  - Replacement computers for faculty offices
  - Web cams

- Facilities

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

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date