

Counseling Department

AUP for Academic Year 2020-2021

October 2019

Describe Department/Unit

Connection to College Mission

The mission of the Counseling department at Cerro Coso Community College is to support student success and completion through providing equitable, student-centered, and data-driven services in the areas of academic advising, counseling, career planning, and transfer preparation to students regardless of location or mode of delivery.

The mission of the Counseling department directly supports the college's mission and all five of the strategic goals. For example, the department focuses on improved onboarding, one of the objectives under Maximizing Student Success (Strategic Goal 1). Narrowing Equity Gaps (Strategic Goal 2) is an overarching goal that guides the focus and direction for many of the department's strategies and initiatives. Counseling works to Optimize Student Enrollment (Strategic Goal 3) through ongoing outreach activities with local high schools and encouraging students to attend full-time. In response to Enhancing Community Connections (Strategic Goal 4), the department had an increase in male applicants for vacant positions and was able to hire qualified applicants that reflect the communities we serve. There are a number of ways that the department Strengthens Organizational Effectiveness (Strategic Goal 5). Examples include ongoing professional development opportunities, frequent meetings within the department, a collaborative model of decision making, and staff and faculty who are involved in the participatory governance process.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

The department has diversified the staff and faculty that are available to serve students through the hiring process. This has enabled the department to work on addressing equity gaps by having staff/faculty to support African-American students, Veterans and their families, and males. Specialized training has been provided to staff and faculty to support these specific student populations (e.g. Umoja, veterans). The department continues to identify equity gaps (e.g. foster youth) and is working on strategies improve supports and narrow gaps. The department has worked with Access programs to identify and refer students previously in foster care who may qualify for the Next Up program.

Technology continues to play a large role in expanding access for students and the department continues to expand its use of Navigate. During FY 18-19, the new Early Alert system was implemented with great success. In addition, progress reports are now being requested through Navigate. Counselors and advisors are using Navigate daily for student information, advising, and to communicate with students.

During FY 18-19, the department identified gaps in counseling services at the prisons; particularly with education planning. The department met as a group several times and developed strategies to begin addressing these gaps. Strategies have included embedded counseling, increased hours dedicated to the prison, and the hiring of a full-time counselor for Cal City prison. Further activities and practices are being implemented at each prison site to ensure services are equitable and timely.

The college began implementing new policies and practices guided by AB 705 legislation in fall 2018. This started when the college stopped placement testing in November 2018. Subsequently, the Counseling department in partnership with the English and math departments, and administration, developed placement guidelines that were aligned with AB 705. These guidelines and procedures were implemented in April 2019. New models of instruction followed that also support AB 705 and ensure students are getting through transfer-level math and English.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

African-American students are much less likely to persist from semester to semester and successfully complete their courses in their first year. The expansion of services at the two prisons and through programs such as Umoja were developed to help address gaps in this area. The counseling department has a dedicated counselor supporting students in the Umoja program. Last year a Program Technician was hired who also provides student support services at the prison and for the Umoja program. The expansion of technology such as Navigate has been helping to address equity gaps as it gives us the ability to reach out to specific student populations with targeted outreach and messaging. Recent data shows that African-American students taking Distance Education classes have lower success rates in our department's classes than those who take classes on-ground. The department intends to bring this up at a faculty meeting in the near future to discuss this gap. Since one of our adjunct faculty has an advanced degree in online curriculum development and experience with the Umoja program, we will ensure that he is involved in these discussions.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

Foster Youth -

The Counseling department has begun working in partnership with Access Programs to identify and reach out to foster youth. Through referrals to the Next Up program, college students who were once in foster care can receive financial support to get through college.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Non-Instructional:

Assessment and placement have been going through extensive changes through the implementation of Assembly Bill (AB) 705. After consulting with the English and Math departments and reviewing guidance provided through the Chancellor's office, the Counseling department ceased the use of Accuplacer in November 2018. The departments worked together to establish placement procedures using the Default Placement Rules recommended through the AB 705 legislation. Guidelines were developed for placement in math and English that also included the use of Guided Self-Placement. Counseling staff began using these placement procedures in spring 2019.

The Early Alert system was redesigned using the Navigate platform and launched in fall 2018. The department previously used SARS Alert but the platform did not work well and we lost participation from faculty. Navigate Early Alert enables instructional faculty to issue alerts on students who may be experiencing academic or personal difficulties. Early Alerts come to an assigned counselor and enable the department to provide early feedback and support to students to assist them in being successful inside and outside the classroom. Initial feedback on the new system has been very positive; particularly for its ease of use. Through Navigate, the department has also been able to implement the use of electronic progress reports. This implementation has also been very successful.

Overall, the completion of core services remains low for orientation, counseling, and particularly for education planning. The department has reviewed this data annually and implemented a variety of strategies to address these gaps. There are differences in the percentage of core service completion based on the service and the site. ESCC has the highest numbers of students completing counseling and education planning, followed by the main campus. KRV, East Kern, and Online have lower rates of completion. Due to staffing shortages at KRV and the quick, vast growth of students at CAC and CCI prisons, these sites have the lowest rates of completion. A full-time Educational Advisor was hired in August, 2018 who works at the KRV campus and also provides support to CAC prison. There were challenges providing student support services at CAC due to staffing shortages while the student population continues to increase. In the past year, there have been staffing increases at East Kern to assist but not to the level to meet all of the backlog and the needs of both general population and EOPS students. A new staffing plan was developed specifically for CAC prison where the gaps are more prevalent. The department has begun to implement new strategies such as embedded counseling and increasing counseling hours at the prisons. As a result, we have seen a steady increase in the completion of education plans at the prisons.

As a department, counseling faculty are working with the Child Development Faculty Chair to pilot and develop a module that can be embedded into a few CHDV courses. Topics will include creating a long-term education plan, basic college success techniques like study skill strategies, time management, avoiding procrastination, resources, etc. This is a student support service that will point the student to the appropriate resources for additional information.

Outreach activities are provided each year to high schools, middle schools, and elementary schools. There are key events that

occur at each site to reach the schools within the local communities. Typically a number of faculty and most or all student services staff participate in some of the major events such as:

- Career Day (IWV - middle and high school)
- I'm Going to College (IWV - elementary school)
- Junior and Senior Day (East Kern - high school)
- Counseling Collaborative (IWV and East Kern)
- Inyo County 5th & 8th Grade Days (ESCC)
- Welcome Dinner/BBQ (ESCC - high schools)
- Open Houses (all sites)

In addition to these signature events, each site provides direct outreach to the high schools in the fall and spring of each year. This outreach varies from campus to campus based on the needs of the community but generally includes providing orientation and advising to high school seniors, application assistance, financial aid workshops, parent night for local high school parents, career fairs, and meetings with high school counselors.

The AUOs that were in the 2013 Counseling Program Review were developed more as strategic goals. They were written in such a way that the description had a larger focus on service provision and less on the outcomes associated with those services. Targets were not developed to be measurable in a way that made sense for the intended outcome. This made it more challenging to identify gaps in each area based on the way the outcomes were written. There appeared to be a misunderstanding of AUOs and the department has rewritten them to ensure they are consistent with AUOs and the services needing to be assessed by the department. Due to the misalignment of AUOs and targets in the 2013 Program Review, the department rewrote the AUOs for the 2019 Program Review.

Instructional:

Student Learning Outcomes (SLOs) assessments completed for the 2018-2019 academic calendar yield results of "met" for the following courses:

- Counseling-COUN C101: Tools for College Success
- Personal Development- PDEV C052: Becoming Successful Online Student
- Personal Development- PDEV C100: Student Success Career Pathway
- Personal Development- PDEV C101: Becoming a Master Student

Personal Development - PDEV C131: Making Transfer Easy, was the only course under the counseling department that did not have all its SLOs met. Only one out of its six SLOs was met. In completing the department's 2019 Program Review, it was concluded that PDEV C131 SLOs needed to be revisited and revised.

Although an assessment schedule for the next Program Review cycle was agreed upon and finalized, as a department, we agreed to have all counseling courses assessed every semester to have data to make improvements, if needed, before, during and/or after the schedule assessment cycle. This was decided to overall get in the habit of assessing each course SLOs, have data and avoid the inconsistency of assessing and data collection for our courses.

During the 2018-2019 academic calendar, PDEV C052 course was submitted to the Curriculum Instruction Council (CIC) for approval to change its subject designator from PDEV (Personal Development) to COLL (College) and was approved and in effect spring 2019. As a department, we decided that all counseling courses needed to be identified and categorized under the same subject designator. The department collaborated and elected to have all the courses under the counseling department have the same subject designator of, College (COLL). Before we had courses under the department with the following subject designators, Counseling (COUN) and Personal Development (PDEV).

All courses under the counseling department have been submitted to CIC and are going through the CIC process for review fall 2019. The goal is to have these courses approved and on the catalog by spring 2020, if not by the 2020-2021 academic calendar.

To address the inconsistency of data collection for SLOs assessment, the department has collaborated with the Outcomes Assessment Committee Chair. The department will participate in the "Need an Assessment Planned?" shell to input our SLOs assessment results/data in eLumen during or after the semester each one of our courses are taught.

As a department we are discussing moving to Open Education Resources (OER) for our courses. Although we honor the academic freedom faculty members have in our department, we also want to help all students complete our courses without any financial hardships. As a department, we understand how having our courses being OER would assist and benefit all students in completing their education goal(s). We do have several faculty who have already implemented OER.

For our online courses, the department is considering ways to better have online students know and identify that they are taking a

course under the Counseling department from the on-start of logging into their course. We will collaborate with the Director of Distance Education to identify possibilities to achieve this goal.

Due to the change in the course designators and course names, the department will plan to conduct outreach and obtain support from Marketing to advertise course changes to students.

Assessments completed in the prior academic year

Non-Instructional Assessments

Graduation Exit Survey (2018)

Question #23 (4-5) of the Graduation Exit Survey (see supporting documentation) further looks at the student experience and the linkage between the department's services and a student's educational goal. Ninety-three percent of students stated that "the Counseling services I received at Cerro Coso helped me to reach my educational goals." Ninety-four percent of students said they "would recommend Cerro Coso Counseling services to other students." Usage data is similar in the graduation survey where the majority of students report being satisfied with the services offered by the department. Over 90% of students report being satisfied or very satisfied with counseling/advising services.

Student Experience Survey (2018)

Questions on the Student Experience Survey (SES) were revised by the Institutional Researcher in 2018 and differ some from the questions asked on the 2015 SES survey. Due to the change in questions and wording, it is not appropriate to compare the two surveys directly. However, when reviewing overall trends from the SES survey, it appears that overall satisfaction has improved with the department. On SES question 17, 35% of students report using academic counseling/advising services 2-3 times with 26% and 24% of students using these services more than 7 times or 4-6 times respectively. Only 3% of students report never having used counseling/advising services. On SES question 18, over 80% of students agreed or strongly agreed with the following:

1. CC counselors and advisors have helped me plan my education.
2. CC counselors and advisors are very knowledgeable.
3. I am satisfied with my ability to get an appointment at the CC Counseling Office.
4. I am satisfied with my ability to meet with the counselor or advisor of choosing.

Early Alert and Progress Reports

Fall 2018 (Navigate):

In fall 2018, a new Early Alert system was introduced through the Navigate platform. Early results indicate a number of encouraging outcomes for both faculty and students. This platform has also enabled the use of electronic progress reports in the form of Progress Report Campaigns.

Early Alert

1. There was a 300% increase in the number of Early Alerts using the new platform. A further increase has been seen in the first month of spring 2019.
2. For the students who were flagged at-risk through Early Alert, 47% went on to pass or withdraw from the associated course.

Progress Report Campaigns

3. Student Athlete Grade Checks had excellent response rates; 65% response rate on Grade Check I and 85% on Grade Check II. The 85% response rate is one of the best EAB has seen nationwide.
4. Students flagged as at-risk on Grade Check I were more likely to ultimately pass the class or withdraw than those first identified in Grade Check II (36% vs. 28%). This makes sense as students have more time to improve their grade after the first Grade Check. One of our goals will be to increase the overall success rate of students identified at-risk.
5. Students in EOPS had a very strong success rate if they were flagged at-risk. Of the students flagged at-risk, 58% of them went on to pass the class or withdraw. The EAB benchmark is 40-50%.
6. Of the EOPS students flagged at-risk, 87% registered for spring semester.

Analysis of early results for Early Alerts and Progress Reports:

1. The earlier that we know that a student is at-risk, the better. This allows more time for faculty/staff interventions and gives students more time to make changes. We are already developing some additional strategies that the Counseling department

- can implement after the first Grade Check for students flagged at-risk.
- 2. Given the strong success rates in students who were flagged at-risk, faculty should place significant value on their role in initiating Early Alerts and responding to Progress Reports.
- 3. An overall increase in response rates means more students are being identified and helped.

Student Services Trend Data

Completion of core services remained about the same with a couple exceptions. The number of first-time students completing Counseling increased by 11%. The number of first-time students completing an abbreviated education plan also increased and the overall number of students with no education plan decreased. The completion of Comprehensive Education Plans and students who are Fully Matriculated remains low. However, the number of students completing Follow-up Services increased significantly.

Instructional Assessments

COUN C101: Tools for College Success

Course	SLO #	Target	Semester	Met?
COUN C101	SLO 1	70%	FA18	Yes
	SLO 2	70%	FA18	Yes
	SLO 3	70%	FA18	Yes

PDEV C052: Becoming a Successful Online Student

Course	SLO #	Target	Semester	Met?
PDEV C052	SLO 1	80%	FA18	Yes
	SLO 2	80%	FA18	Yes
	SLO 3	80%	FA18	Yes
	SLO 4	80%	FA18	Yes
	SLO 5	80%	FA18	Yes
	SLO 6	80%	FA18	Yes

PDEV C100: Student Success Career Pathway

Course	SLO #	Target	Semester	Met?
PDEV C100	SLO 1	70%	FA18	Yes
	SLO 2	70%	FA18	Yes
	SLO 3	70%	FA18	Yes
	SLO 4	70%	FA18	Yes

PDEV C101: Becoming a Master Student

Course	SLO #	Target	Semester	Met?
PDEV C101	SLO 1	70%	FA18	Yes
	SLO 2	70%	FA18	Yes
	SLO 3	70%	FA18	Yes
	SLO 4	70%	FA18	Yes
	SLO 5	70%	FA18	Yes
	SLO 6	70%	FA18	Yes
	SLO 7	70%	FA18	Yes

PDEV C131: Making Transfer Easy

Course	SLO #	Target	Semester	Met?
PDEV C131	SLO 1	80%	FA18	No
	SLO 2	80%	FA18	No
	SLO 3	80%	FA18	No
	SLO 4	80%	FA18	No
	SLO 5	80%	FA18	Yes
	SLO 6	80%	FA18	No

Outcomes Assessment: Gaps to be Addressed

Provide mandatory orientation, assessment, counseling, and education planning.

Type:

AUO

Target Missed/Gap Detected:

While written into the FY 15-16 SSSP Plan, the ability for the department and college to implement mandatory core services (orientation, assessment, counseling, and education planning) has been varied. Certain services such as orientation, counseling, and education planning have never been able to be mandated due to district-level issues. The department does have the ability to mandate core services for certain populations of students based on state regulations and requirements (e.g. student athletes, veterans). However, this has not been feasible with general population students with the exception of assessment services. Due to the requirements for placing students in math and English and the implementation of multiple measures, assessment was the one area where the department was able to make specific requirements for students taking math and English or courses with those prerequisites.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan for Improvement:

This AUO was re-written for the 2019 Program Review to better align with measurable services and targets for the department. The department has been working with the Incarcerated Student Education Program (ISEP) committee and others to develop strategies to address the education planning needs in the prisons. For online students, the department continues to develop strategies to engage online students in completion of core services. With the reinstatement of online counseling, there has been an increased ability to provide student support services at a distance. Other strategies for first-time students are also being developed through targeted outreach activities and the use of Navigate.

Revised AUO for 2019 Program Review:

AUO 3 - Improve student success outcomes by providing core services (orientation, placement, counseling, education planning).

Target: Students completing three core services will demonstrate greater success than students not receiving those services by 10% overall.

Anticipated Semester for Implementing Planned Improvements:

fall 2019

Anticipated Semester of Next Assessment:

fall 2020

PDEV C131 - SLOs 1, 2, 3, 4, 6

Type:

SLO

Target Missed/Gap Detected:

SLO 1 - Only 65% of students met this SLO. In discussing the results, it was concluded that this SLO was not met because the assignment was worth a small percentage of the total grade for the course.

SLO 2 - Only 50% of students met this SLO. It was concluded that this SLO was not met because the articulation website was undergoing major renovations, which appeared to have confused or resulted in fewer students completing the assignment.

SLO 3 - Only 57% met the SLO. It was concluded that this SLO was not met because not all students participated in both parts of the assignment (discussion or O*Net), which affected the completion of the assessment. SLO was not met because 35% of the students failed to completely do the assignment.

SLO 4 - Only 61.1% met the SLO. It was concluded that this SLO was not met because the assignment was due after the submission deadlines, creating problems with student access to the applications for the duration of the assignment. This resulted in a low completion percentage.

SLO 6 - Only 59% met the SLO. It was concluded that this SLO was not met because the assignment instructions did not include the rubric and students were confused by the term "comprehensive analysis."

Type of Gap:

Need for revision to assessment method. Need for revision to outcomes. Need to alter/refine course content. Student unpreparedness in soft skills (time mgmt, notetaking, etc.).

Analysis and Plan for Improvement:

PDEV C131 is currently undergoing revisions to SLOs and in the process of CIC approval. The course previously had six SLOs which needed to be reviewed and updated based on changes to transfer resources and the need to align the SLOs more appropriately with the course content for assessment.

SLO 1 - It was determined that the intervention to improve future outcomes and meet the target would be to assign more points to the assignment and to focus on assessing the student's knowledge of the assignment itself rather than completing assignment. It is hoped that assigning a greater point value and assessing Area by Area (each area of the 3 general education patterns) as opposed to 100% identification of the three general education patterns (including each Area and Area requirement) will result in a higher assignment completion percentage.

SLO 2 - It was determined that the intervention to improve future outcomes and meet the target would be to notify students that the ASSIST website is undergoing renovations and using the 2015-2016 or 2016-2017 requirements is sufficient for the assignment. Additionally, to ensure students are able to access current information, there will be an added assignment requiring use of the updated materials available. The secondary assignment would provide detailed instructions on how to access the new materials.

SLO 3 - Students were assessed through an assignment that required them to articulate major choices and connect majors with career options through a class discussion following an assignment that required them to login to O*Net and explore majors and careers.

SLO 4 - Instructors in the future will be reminded to ensure that the due date for the assignment is prior to the priority deadlines. This will require separate deadlines for each application as they are available in different months. Additionally, it was decided to implement check-in marker points and grade each marker points. Examples of the markers could be:

1. Account creation.
2. Completion of CCCC academic history for the CSU application.
3. Completion of Quad 1, Quad 2, Quad 3, and exploration of Quad 4 (does not apply to all), completion of the "4 Questions Assignment."
4. Completion of the CCCC academic history for the UC application, completion of the UC "Review Your Application" screen capture.

SLO 6 - It was determined that the intervention to be applied to improve future outcomes and meet the target would be to assign the paper earlier, provide check-in marker points, and explain in detail what is considered an "comprehensive analysis". Examples of the markers could be:

1. Complete evaluation of the CSU system.
2. Complete evaluation of the UC system.
3. Compare and contrast the two systems and provide examples of the various degree programs offered through each system. Show how each system emphasizes (through the programs offered) either skill building and job competence or theory and research. Provide an analysis of the strengths and weakness of each system.

Personal Development, PDEV C131: Making Transfer Easy, was the only course under the counseling department that did not have all its SLOs met. Only one out of its six SLOs was met and strategies have been identified in the Analysis and Plan for Improvement. As a department, with collaboration with the faculty member that last taught the course, we have revised the SLOs for PDEV C131.

Instead of six, there will now be three, which are:

SLO 1. Identify major and general education requirements for transfer to UC/CSU and private universities through the use of available articulation websites.

SLO 2. Demonstrate successful access to Private, CSU, or UC application websites and completion of an application for one of the three options.

SLO 3. Analyze the benefits and challenges of attending and completing degrees within each system (UC, CSU and Private) of higher education.

These revisions to the SLOs for PDEV C131 along with the subject designator (COLL C131) have been submitted to CIC and are under review.

Anticipated Semester for Implementing Planned Improvements:

fall 2020

Anticipated Semester of Next Assessment:

fall 2021

Program Review: Actions Taken

Counseling

Year of Last Program Review:

2019

Actions Taken in the Prior Year to Address Strategies:

After being in temporary office modulars for three years, the One-stop Student Services Center was opened in September 2018 at the IWV campus. The One-stop houses Counseling, Access, Financial Aid, and Admissions and Records within the same physical location. In addition to the main office areas, there are several rooms available to provide workshops, student activities, and house information for transfer, veterans, Umoja, and other student groups served by the department. There is a space in the front for reception that also contains computers for student use. Full-time counselors have their own offices and there are two office spaces for adjunct counselors to share. Educational advisors are located in cubicles near the counseling offices.

The Navigate platform continues to be implemented with the new Early Alert and Progress Report system being launched in 2018. Use of the platform with counseling staff is now occurring throughout the department and there has been a increase in student usage of the platform.

Strategies Still to be Addressed:

The department is working towards implementing an online student education plan with the use of Navigate's Academic Planner. New 2- and 5-year strategies were developed as part of the 2019 Program Review.

Annual Planning: Actions Taken

Improving and Increasing Matriculation Services

The department has been developing strategies to increase the provision of core services to first-time students. This has improved in some areas but not in others. Services for students at a distance have been increased through online counseling, online workshops, and making most services available for students who do not live near a campus. On the other hand, the ability to provide core services for incarcerated students has been hampered by staffing shortages and large growth of the student population. Plans for addressing these issues have been identified such as increasing staffing, increasing counseling days at the prisons, and

providing embedded counseling. The department has expanded in-reach and outreach services at all sites for new and returning students. Staff training on data collection and service provision has occurred frequently during regular staff meetings. The department has also increased partnerships with faculty and engaged them in completion of services.

Increase the Use and Integration of Existing Technology Solutions

Counselors and advisors now have access to an advisor dashboard with the student's pathway information. This information helps inform their education planning appointments and allows the students to be an informed participant in the process. In fall 2018, the department began using Navigate as the new technology for Early Alerts and Progress Reports. The implementation of Early Alert and electronic Progress Reports through Navigate has gone exceptionally well. A marketing campaign for Navigate was developed and there have been a number of training opportunities for staff and faculty in the use of Navigate.

Develop a Guided Pathways Model

Through the various stages of implementing Navigate, the department has been able to engage in activities that support a Guided Pathways Model. This has included streamlining the onboarding process for students, providing targeted messaging and communication with students, revising academic plans to provide improved education planning, and support guidance of students through Early Alerts and Progress Reports. Department staff also participate in the SSSP Committee and the Cross-functional Inquiry Teams that are engaging in much of the Guided Pathways work.

Develop a Communication Plan to Improve Identification of and Support to All Students Including those Identified as Disproportionately Impacted

A marketing campaign was developed, along with new outreach materials, to promote the use of Navigate for all students. This has included the notification of new features such as the launch of the app. The Director of Counseling has also been working with the Director of Outreach to identify milestones using reports from Navigate. New workshops with a focus on student success have been developed. A variety of communication strategies have been used to get the word out about these workshops. The department has begun offering all workshops through Zoom so that all students can participate. We have seen an increase in participation in workshops.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Improving and Increasing Core Services (Orientation, Counseling, and Education Planning)

N/A

Increase the Use and Integration of Technology Solutions

Continued support from Marketing and Outreach for Navigate.

Evaluate the Onboarding Process

N/A

Develop Effective Placement Strategies under AB 705

Support from Institutional Research to develop data collection methods.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Improving Student Outcomes Through Early Alert and Progress Reports

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Evaluate of Navigate data for Early Alerts and Progress Reports
- Develop intervention strategies for students identified "at-risk"

Lead Measure of Success:

Review of semester data and course outcomes for students "at-risk"; including those who did or did not attend a student success workshop.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

An increased percentage of students receiving an Early Alert or marked "at-risk" will earn a grade of A, B, C, or W. Review of data over the course of two years.

Person Responsible:

Director of Counseling

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Improve Counseling Services for Incarcerated Students

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Improve student support services for incarcerated students through improved staffing arrangements, embedded counseling, increased counseling hours, and group workshops.

Lead Measure of Success:

Increase hours dedicated at the prisons by counseling staff, regular days for embedded counseling, development of workshops.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Evaluation of matriculation data and increasing the percentage of services received by incarcerated students.

Person Responsible:

Director of Counseling

It addresses a gap in student equity

Incarcerated Students

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Implement Requirements under AB 705 for Placement in Transfer-level English and Math

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Implement placement guidelines developed in spring 2019 and evaluate effectiveness. Provide ongoing staff training for placement guidance. Work with the English and math departments to identify and address areas of concern. Develop assessment and data collection strategies to evaluation outcomes.

Lead Measure of Success:

Development of data collection procedures and assessment strategies for each semester.

Are any of the lead measures identified above lacking assessment instruments?

Yes

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

Full implementation of AB 705 requirements. Evaluation of placement in relation to course outcomes over time.

Person Responsible:

Director of Counseling

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Evaluate Resource Needs

Facilities

The department needs file cabinets to replace ones destroyed in the earthquakes. While the department is moving towards more use of electronic records, there is still a need to have hard files for some students and for certain information. Office furniture cannot be paid for using SSSP. See AUP budget request.

Information Technology

The department needs to purchase desktop document scanners for each counselor/advisor at all sites. Funding for this will come from SSSP but we will need assistance from IT to identify the appropriate scanners. We are waiting for a final decision on document imaging software before purchasing scanners.

Marketing

The department will need continued support from Marketing to promote Navigate; particularly as new features are introduced, changes made, and during certain peak times of year. Other support would include PR for department events throughout the year at all sites. Lastly, the department has had changes to its course names and designator (COLL) and would like support from Marketing to advertise these new changes to students.

Professional Development

N/A

Research and Data

The department needs support from the Institutional Research department to ensure appropriate assessment methods are in place for revised AUOs and program strategies outlined in the 2019 Counseling Program Review.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff