

IEC – Providing Student Services CPR Feedback Via Appreciative Inquiry

Objective

Review amended and submitted CPR reports for Counseling for comprehensiveness and goal alignment.

Resources

- This Worksheet
 - [Student Services Program CPR Checklist](#)
 - Completed [Counseling CPR](#)
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STEP ONE

Read and review excerpts from the Counseling CPR draft below. Note your responses on the [Jamboard](#) to the following questions:

- *What works well in the draft about student educational plans thus far?*
- *What questions does the information raise that you think the narrative should address?*
- *What are potential program goals in response to the information?*

ACCESS (focused on student educational plans)

3.A. DATA COLLECTION OVERVIEW What program data about usage or access is relevant to your program, and why? How is it collected?

As a Counseling Division, to assist with the institutional efforts to address equity gaps that impact students' ability to graduate and transfer on time, we have found three major themes based on statewide research... and institutional data... The three themes were: academic momentum, creating a sense of belonging/community, and access to timely and relevant student support services.

There are several counseling activities that highlight how students use and access our services. Examples of counseling activities include but are not limited to counseling appointments, completion of comprehensive (CSEP) and abbreviated student educational plans (ASEP), new student orientations, student success workshops, and our partnerships

with our local feeder high schools through our High School Liaison Program. Each of these counseling activities is intended to address the three aforementioned themes.

3.B. USAGE TRENDS Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

One of the ways in which Counseling can support students' ability to navigate towards accomplishing their educational goals such as transfer, attainment of degrees and/or certificates, and entry requirements for employment is through the collaborative creation of student educational plans - both abbreviated and comprehensive. These plans provide details semester by semester, courses they need to complete in order to be on track and finish their requirements for their educational goals.

The number of SEPs created during the last 5 years based on unduplicated head count ranged between 90-95% for either comprehensive or abbreviated SEPs. In assessing our part time students, the creation of SEPS ranged between 73%-82%. Lastly, when we look at students who are less than part-time (<6 units), the number of SEPs created ranged from 49-65%. It is important to note that these numbers exclude exempt students.

3.D. EQUITABLE ACCESS TO THE PROGRAM Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program.

i. What usage trends do you observe, and what may account for these trends?

In analyzing the data specifically around student educational plans, we wanted to look specifically at the following student populations: African American students, Hispanic/Latinx students, and Filipino students. Over the span of 5 years (2016- 2020), the data below illustrated the % of students with any student educational plan (SEP) on file. For first-time, full-time students, 91.6% of African American students, 93.4% of Latinx students, and 93.2% of Filipino students, have created SEPs. In comparison, the Collegewide number is 91.8%. All three student populations are at or above the Collegewide number. Several factors attribute to these numbers: full-time students may be part of signature programs such as EOPS, TRiO, and Promise as well as Learning Communities such as Puente, Kababayan, and UMOJA/ASTEP. When we look at part-time students for the following groups, the data shows that 80.6% of Latinx students and 78.8% of Filipino students have an SEP. There were no data for African Americans as the data showed less than 10 in that subgroup. The Collegewide data for part-time students illustrates that 77.6% of all students have SEPs. Both Latinx and Filipino students are at or above the Collegewide number. Lastly, when we look at the data for students who are less than part time (<6 units), 65.8% of Latinx students and 50.8% of Filipino students have SEPs on file. There was no data for African American students as the sample size was lower than 10 students. The Collegewide number is 56%. From this data, the % Filipino students with SEPs is lower than the Collegewide %. In analyzing this data, there is a downward

trend in terms of completed SEPs related to the students' enrollment status. The data suggests that full-time students are more likely to complete an educational plan with a counselor.

iii. What are the implications for how you will provide services and conduct outreach for your program?

STEP TWO

Read the Spring 2023 [Counseling CPR](#), pp. 10-15, focusing primarily on the student educational plans.

- *Which questions were answered?*
- *Which would you advise to further explore, if any, and why?*

STEP THREE

Which program goals seem like a natural outgrowth to the observations about student educational plans? How so? See pp. 50- 58 in [the CPR](#) for more details.

- Goal 1:** Continued commitment to our professional development as Counseling faculty and discipline experts that are culturally responsive practitioners committed to equity, diversity, and inclusion both inside and outside the classroom and technical expertise to support students in reaching their goals.
- Goal 2:** Enhance the Meta Major Counseling Model that addresses the needs of all students, especially those not included in Skyline College signature programs (Promise,TRiO, EOPS etc).
- Goal 3:** Implement Explorers Program and expand Career Development Services.
- Goal 4:** Collaborate with key campus stakeholders to improve the matriculation (on boarding) process for students, both new and returning.
- Goal 5:** Continuous improvement of technological tools that support the Counseling Division's work (e.g., Student Success Link).