



SKY SS W/Courses CPR Report

SKY SS - Counseling Program

Signature: *Luis Escobar*

Email: escobarluis@smccd.edu

Signature: *Newin Orante*
[Newin Orante \(May 3, 2023 20:21 PDT\)](#)

Email: oranten@smccd.edu

Signature: *Andrea Fuentes*

Email: hurlessj@smccd.edu

Signature: Fuentes,
Andrea

Digitally signed by
Fuentes, Andrea
Date: 2022.11.29
12:17:03 -08'00'

Email: rowdenquinceb@smccd.edu

Program Information

Assessment Unit Information

Program Type

Student Services with Courses

Division

Counseling, Advising and Matriculation (CAM)

Assessment Contact

Kwame Thomas

Comprehensive Program Review

2022 - 2023

Program Review Update

Fall 2025,Fall 2027

SKY Student and Learning Support Services with Courses Comprehensive Review

2022 - 2023

Student and Learning Support Services with Courses Comprehensive Review

Submitter Name:

Lorraine DeMello, Jacqueline Escobar, Judith Martinez, Nathaniel Nevado, Suzanne Poma, Alberto Santellan

Submission Date:

03/31/2023

BACKGROUND

1.A. DIVISION:

Counseling, Advising, and Matriculation (CAM)

PROGRAM NAME:

General Counseling

1.B. YEAR OF REVIEW:

2022-2023

1.C. PROGRAM REVIEW TEAM

Lorraine DeMello, Full time General Counselor

Jacqueline Escobar, Full time General Counselor and Articulation

Judith Martinez, Director of Student Support

Nathaniel Nevado, Full time General Counselor

Suzanne Poma, Full time General Counselor

Alberto Santellan, Full time General Counselor

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

As educators, counseling faculty are committed to Skyline College's culture of inquiry, innovation, and equity and truly transforming and empowering a global community of learners. This is evidenced by our continual efforts to improve and redesign our programming and systems to meet the needs of students, examine our counseling and pedagogical practices and tailoring our approach to serving students, and executing every interaction through an equity lens.

Counseling faculty are integral and essential in helping students realize a positive, rewarding, and successful educational experience. Counselors assist students in important academic, transfer, and career planning; and encourage self-exploration and reflection of intellectual, emotional, social, and systemic factors that impact their education. We work to empower students to think critically about their educational and career experiences and assist them in maximizing their resources so that their full potential is actualized.

Our areas of expertise include articulation, career counseling, transfer counseling, curriculum development, student leadership development, professional development, and program development and management. The Counseling Division takes pride in supporting the campus as a whole and partnering with students as they seek to transform their lives. Counseling faculty are leaders and creators of key initiatives, including the Promise Scholars Program and Meta Major counseling, which are proven models of student success,

SKY Student and Learning Support Services with Courses Comprehensive Review

retention, and persistence. We utilize our positions of leadership to advance initiatives that have a direct impact on student success college wide.

As a Division, we have moved toward Transformative counseling, where we work alongside students from the moment they engage with the campus, until they reach their educational goals. Counseling faculty challenge students to reflect on the systems that impact their lives as we reflect and advocate for change in educational systems that impact our students lives. We take the opportunity to be reflective and continually learn throughout the process and how that translates into the counseling session. We are always evolving and learning and are humbled to learn from our engagement with students and the campus community.

ii. Alignment with the College Values:

Social Justice, Student Success and Equity, Participatory Governance, Academic Excellence

For each chosen Value, provide a concrete example of how each connects to your program.

Student Success and Equity: Anti-racist and equity minded practices are the foundation for the work we do as counseling faculty. We recognize that an equity gap exists, and education is liberatory for our historically marginalized student populations. To address the equity gap, we have developed programs and services to promote student academic and personal success and have transformed the way in which we offer our services to students. Through Anti-racist and Transformative Pedagogy, we examine and critique the systems that have historically oppressed Black and Brown students in higher education and designed programming and implemented counseling practices that inspire hope, confidence, and commitment to helping students reach their aspirations.

Counseling faculty have also developed many community partnerships, including Hermanos and Hermanas, Connection to College, which provides a pipeline for Latinx students from middle school, through high school and enrollment in college by providing wrap around services to close the opportunity gap. We developed the High School Liaison program and partnered with Outreach to bring our enrollment steps and counseling services to our local feeder high schools. These are examples of understanding student needs and barriers to access and being responsive to those needs

Social Justice: Counseling faculty at Skyline College recognize that there are social structures in place that prevent historically underrepresented students from obtaining access to education and services. As counseling faculty, we seek to identify these barriers, tear them down and create programs and services to support students. CIPHER and Rock the School Bells are two examples of programs and events that were developed and brought to Skyline College by a Counseling faculty to inspire students through hip hop education.

Participatory Governance: We value our role as contributors and leaders in conversations and spaces that work to effect changes in the lives of our students through our participation in the college-wide participatory governance structure. To this end, counseling faculty are represented in all major shared/participatory governance areas and constituent groups, including Academic Senate, Curriculum Committee, FTE Faculty Allocation Committee, Institutional Effectiveness Committee, Professional Development Committee, Stewardship for Equity, Equal Employment and Diversity Committee, Strategic Planning and Resource Allocation Committee, and the Technology Advisory Committee.

Academic Excellence: Counseling sessions with students are a time to not only develop a sound education plan, but moreover, to support their intellectual, emotional, and social development and connect with students by encouraging, promoting, and affirming their unique experiences. We help students navigate a complex educational landscape, and connect them to resources, to help them succeed. The Student Success Program, which helps students struggling academically, is a partnership between students and their counselors. Student Success Counselors specialize in a student's chosen major and support their return to good academic standing, which continues until graduation. Additionally, students are provided the opportunity to attend the Student Success Workshops in the reboarding process where they learn more

SKY Student and Learning Support Services with Courses Comprehensive Review

about their academic standing, get reintroduced to campus resources, and hear motivational stories from peers/students who persevered through academic probation and have transferred to a four-year university.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

9

Adjunct Faculty FTE:

7.05

Classified Professionals FTE:

2

Manager/ Director FTE:

0.5

Dean FTE (if applicable):

1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Since the last CPR, the Counseling Division lost both the Career Services Counseling Aide (OAll) and the Career Services Program Services Coordinator (PSC) position. The loss of these positions has significantly impacted our ability to fully implement the Explorers Program and career counseling services. Supporting students in making early decisions about their major and/or career goals reduces the number of units taken and results in reduced time to transfer, degree, or certificate attainment. To help our students be ready for the new world of work and build social capital, we need career practitioners to help students create a clear path from the student's educational journey and the world of work.

In addition, the implementation of a new Meta Major Counseling Model, and the need to expand our career counseling services and programs, has created a critical need for additional staffing to support the full implementation and will require the hiring of both Counseling faculty and Classified Professional Staff to support the work.

Lastly, the implementation of the SSL, increased workload in the onboarding process, the change to digitalization of student service request from various student services offices has increased the number of students seeking support from the Counseling Division staff who are live and easily accessible.

For a complete list of needs and justification, please refer to Section 5 – Step: 2 – Goals and Resource Request.

To meet our existing needs, we have requested the following positions:

Three additional Career Counselors (one per Meta Major + Explorers support):

Five Retention Specialist for each Meta Major, including Explorers

Career Services Program Services Coordinator:

Counseling Division Office Assistant II (OA II):

Counseling Division Office Assistant II – Onboarding/A&R Liaison (OA II)

SKY Student and Learning Support Services with Courses Comprehensive Review

1.F. PROFESSIONAL DEVELOPMENT

i. **Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

Counseling faculty participate in a wide range of conferences, trainings, and educational opportunities: including staple counselor conferences, including the CSU and UC transfer Counselor conferences

CSU and UC Counselor Conferences

NCORE (National Conference on Race and Ethnicity)

Colegas Conference

ASSC

SSSP

Strengthening Student Success Conference

CIAC Conference- California Intersegmental Articulation Council

Equity training series

Equity institute academy

Counseling Division retreat

Counseling Division trainings including New Counselor Training, Intern Trainings, and all counselor trainings via Canvas

Student Services Retreat

UC and CSU Webinars

Career related trainings

ii. **Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

Continued training and professional development are the cornerstones of our profession. The role of counseling faculty is multi-faceted, and as such, our training needs represent this reality. As we work to meet the goals established within this CPR, we will need new and continued training in the following areas:

Statewide and Local Policy Updates

Policy changes have a direct impact on how we work with students. Changes in policy dictate change in practice and the need to determine how best to communicate these changes to students and the college community. The need to keep current in policy changes and practice is critical to our work.

Technical Training (Academic Counseling)

The knowledge to provide academic counseling information and support to students is ever changing. With over 23 CSU's, 9 UC'S, hundreds of private and out-of-state colleges, and yearly changes to requirements and policies, the need to keep current in the technical aspects of the work is paramount to supporting students in reaching their educational goals.

Career Counseling

SKY Student and Learning Support Services with Courses Comprehensive Review

Development of training program to support the work of the Explorers Program in helping students make early major and career decisions. With over 50% of students entering the college as “Undeclared” and only two Career Counselors (new hire beginning Fall 2023), all counseling faculty need to be trained to provide initial career counseling support and guidance.

CTTL Supported Trainings

CTTL trainings that support the needs of counseling faculty and student services, including Best Practices in Online Counseling and teaching, development of Canvas pages to support student services programming and the support for professional development that provides for the increased development of our pedagogical practices.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program’s achievements since the last CPR.

When reflecting on the Action Plan from the last CPR cycle, the Counseling Division achieved the majority of the goals stated. The division had identified the following goal: To be a leading institution in the implementation of SSSP and work to close the attainment gap among underrepresented student populations at Skyline College through working collaboratively with the campus-wide Skyline College Promise Initiative. The original Action Plan listed 6 strategies and 14 tactics and related activities to achieve the goal. Along the way 2 additional strategies were added as well as 6 more tactics.

Since the last CPR cycle, the Counseling Division has seen immense success both in our programming, and more importantly in real world outcomes for our students. Our division worked diligently to implement our strategies and tactics that were designed to impact these outcomes. Most notably are the successes achieved through the implementation of the Promise Scholars Program and the impact on the college graduation rate (increase of 3% to 13% within 2 years and 12% to 22% in 3 years). Also notable is the 4% increase in transfer admission to the CSU and UC colleges.

We would like to highlight the following additional programs and initiatives that we believe had a large impact on these outcomes:

Streamlined the “Getting in”/onboarding process for incoming high school seniors (Counselor Liaison Program (CLP))

Streamlined the matriculation process for incoming high school seniors by collaborating with local high schools to offer matriculation steps at their local campuses. Implemented a case management model that includes early pre-assessment and referral, with follow up to key college resources including Trio, EOPS, Explorers Program, and Learning Communities.

Collaborated in the development of the onboarding promise to the Skyline College Promise Program. Since the start of the program in 2017, the number of students served has seen a significant increase, from 379 students in 2017 to 677 in 2020.

AB 705 Implementation

In collaboration with Math, English and ESOL Faculty, implemented AB 705 guidelines, both policy and practice, to carry out state mandates;

Developed processes to support the placement of students into appropriate transfer level English and

SKY Student and Learning Support Services with Courses Comprehensive Review

math courses.

Developed Explorers Program

Developed Explorers Program that supports students through all levels of major and career exploration. Students participating in the Counselor Liaison Program and all new or returning applicants who identify as Explorers are provided with the opportunity to participate in the program workshops and meet with a career counselor. The first program launch was Spring 2023; full program expansion expected Fall 2023.

Development and implemented Promise Program

At the writing of the last CPR, the Promise Program was a Counseling Division led program. The Division developed the framework and implemented the outreach and structure of the Promise Program Model. The Skyline College Program model has served as a guide to the development of the program at our sibling colleges.

Implemented College-wide Early Alert Program

Took the lead in the re-design of the Early Alert Program, which has now become a college-wide initiative and system.

Leadership in College Re-design efforts

Designed a Meta Major Counseling model that supports students who are not otherwise participating in our Signature Programs. This work has included extensive collaboration with the Guided Pathways work of the college and collaboration to design programming and messaging systems through the Student Success Link.

Expansion of Counselor Faculty Training Program

Professional Development expanded with the addition of a first-year training program, a Counseling Internship Program, first year mentorship program and a robust Adjunct Evaluation and Tenure review process that supports professional growth. Provided training opportunities for online teaching.

Meet Curricular Needs of our Students

The Counseling Division continued to meet curricular needs of students through COUN sections both through regular enrollment, learning communities and special programs as well as Dual Enrollment programs. The Counseling Program achieved an 81% Course Success rate, compared to a college-wide course success rate of 76% over the last 6 years.

The Counseling Division continued our commitment to offer courses with ZTC, with 4 faculty members offering ZTC courses in Fall 22

Developed an Online Counseling Model via Zoom (PRE- PANDEMIC!!!)

Pre-pandemic, began development of online counseling program Developed program, including research and purchase of equipment. Early start ensured a smooth and quick transition and implementation to online counseling during the COVID-19 pandemic. After the closure of the school, our division began offering counseling services to students within three days.

Implemented the use of the Student Success Link (Salesforce)

SKY Student and Learning Support Services with Courses Comprehensive Review

Worked with SSL Team to design messaging for students going through the matriculation process and created messaging templates for Meta Major caseloads pending prioritization by the district to implement

Continued and Expanded Partnerships with divisions, programs, services and events?

The Counseling Division has maintained broad representation and key collaborations through representative committees such as the Academic Senate, Curriculum Committee, SEEED or IEC to name a few.

Additionally, several collaborations were developed or expanded, such as the:

Expansion of the Counselor Liaison Program with local high school;

Continued partnership with local High Schools to implement Dual Enrollment Program – Herman@s and Kapitiran Programs

Continued implementation of Rock the School Bells Student and Educators Conference

Continued cross-collaboration with Learning Communities and special programs

Expanded collaboration based on the new Meta Major structure with Faculty Leads for each Meta Major

Extensive collaboration with Math, English and ESOL faculty to implement AB 705 Assessment metrics

Data reflects the success of our work:

College-wide, from Fall 2016-Fall 2020, 91.8% of all Fall full-time, first-time students had either a comprehensive student educational plan (SEP) or an abbreviated student educational plan (SEP).

The college graduation rate increased from 3% to 13% within 2 years and 12% to 22% in 3 years.

In the time frame prior to the pandemic, we were steadily increasing the number of transfer students peaking with all time high number of students transferring in 2020-2021, notably there was a 4% increase in transfer admission to the CSU and UC colleges.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

Analysis: Program Environment?

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors

AB705

On the external level, AB 705, the state mandate that ensures that all students are placed into transfer level English and math, continues to impact our work as we continue to adjust to new procedures and expand our capacity to assess students to higher level math. There has been a considerable amount of work at the district level to align our metrics and use data through CCC apply to create an initial placement. Counseling

SKY Student and Learning Support Services with Courses Comprehensive Review

and Math faculty collaboration has been essential to the success of our application of new placement methods. Additionally, ESOL metrics were developed and implemented in Spring 2022.

AB1705

The sibling bill to AB705, AB 1705 will require that students declare a STEM pathway on their college application to enter STEM math at the level of Calculus I. This will require a new round of discussions - systems to develop and challenges to face. Additional collaboration across local feeder high schools will be key to this effort's implementation.

COVID-19 Pandemic

The COVID-19 pandemic impacted our programming and how we work. Online Counseling proved to open services up to many students who otherwise struggled to gain access. This is especially true for working students, student parents, students who do not have access to transportation. The convenience and accessibility have proven to be invaluable for many students. However, we were unable to serve students who needed an in-person and/or high touch experience. We were unable to implement the Counselor Liaison Program in-person in Spring 2020, Spring 2021 and part of Spring 2022. We have found that in-person new student services and support for graduating seniors has great value to building connections. Learning how to navigate needs and preferences is and continues to be a learning curve.

SMCCD's BP 2.90 COVID-19 Vaccination Requirement Policy

The policy resulted in extra enrollment steps for students, which became an additional navigational issue that Counseling classified professionals and faculty had to help manage.

CALGETC

On a statewide Curricular level, the implementation of CalGETC, the new statewide general education model (Fall 2025 expected start date) will impact our COUN 100 course offering. With the expected elimination of the CSU General Education Area E Lifelong Understanding & Development, where COUN 100 is currently approved under, this important course will no longer meet a General Education requirement. Counseling Faculty will need to explore the development of new curriculum that continues to meet the needs of students while also meeting requirements to receive GE designation.

SB893

The new implementation of SB 893 provides greater access to college by providing free tuition. Students express to Counselors uncertainty in determining if they qualify and if so, how to get access.

Internal challenges/changes:

Student Success Link/CRM

The Student Success Link/CRM was implemented in Spring 21. The transition to the SSL has been difficult as students continue to find it challenging to access and use. The complexity of the system has made what was once an easy process of scheduling appointments difficult to manage. Some of our basic services such as day to day scheduling, inputting past student appointments, and drop-in counseling have become challenging tasks. Additionally, one of reasons the Meta Major Counseling Model and framework has not been able to be fully implemented is due to lack of functionality in the SSL.

SKY Student and Learning Support Services with Courses Comprehensive Review

ACCESS

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 (i.e. Vision for Success: Strengthening the CCC to Meet California's Needs (2018) & Redesigning CC for Student Success: Overview of the Guided Pathways Approach (2014)) and institutional data such as the Community College Survey of Student Engagement (2016). 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.

Program data that are relevant to our program include: 1) # of counseling appointments, 2) # of CSEP and ASEP plans, 3) # of students who attended online and in-person orientations, 4) student participation in the Student Success Program for students who are academic probation and/or dismissal, 5) # of high school students served through our HS Liaison Program.

When we are able to disaggregate the data to include race, ethnicity, gender, and GPA, we are able to better understand who we are serving and more importantly identify students who are at most need of support. The following data - # of student educational plans and participation in orientation can be collected by PRIE as these data are tied to Banner and can be found in the Skyline College Tableau Dashboards under "First Time Full Time Students". The # of counseling appointments and participation in the Student Success Program can be collected through the Student Success Link (SSL). Prior to the SSL, we were able to access this data through our SARS report. The data for students participating in the High School Liaison Program can be accessed by the Outreach Department.

Accessing this data is particularly important to assess the level of support our students are receiving that contributes to their ability to navigate systems for college success. This data also helps us identify equity gaps in the various counseling activities such as orientation, counseling appointments, and probationary outreach.

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.

Student Educational Plans

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.

SKY Student and Learning Support Services with Courses Comprehensive Review

Placement/Assessment & Alternate Measures

The next counseling service focuses on our placement/assessment and alternate measures service. Our Assessment Office provides students multiple measures assessment to determine students' appropriate English/ESOL and math course recommendations. During Fall 2017, the Governor signed a bill called AB705 which requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. Through AB705, Skyline College uses the following measures collected through CCCApply to provide a preliminary math and English course recommendation:

- High school grade point average (GPA)
- High school coursework
- High school grades
- Intended program of study

This automation allows students to enroll into transferable English/Math courses minimizing the barriers that impact students' academic momentum towards their educational goals.

The percentage of students receiving English and Math placements through alternate measures as opposed to placement tests are evident in the report. In Fall 2017, the last full semester before fully implementing alternate measures showed that 57% of students completed an assessment test at Skyline College whereas, 43% completed their placement through alternate measures. During the first semester of implementing AB705 in Spring 2018, the number of students utilizing alternate measures increased from 43% to 69%. Semesters, thereafter, have shown significant upward usage trends for alternate measures reporting from 69% in Spring 2018 to 98% in Spring 2022. As of Spring 2020, the number of students have averaged 97%.

Orientation

The next counseling service focuses on our orientation services. As part of their matriculation steps, students with a defined educational goal are required to attend our new student orientation that provides students with information related to student support services, degree and transfer requirements, financial assistance, and other relevant information. Students can choose between in-person or online orientations.

The following data captures the number of students who have accessed our orientation services. It does not let us know which of these orientations were in-person or online. The number of students taking orientation is much higher during the Spring semesters as it prepares new, incoming students to enroll in the following Fall semester. Between Spring 2020 and Spring 2021, we have seen a drop in number of students, 1051 and 811 respectively, possibly due to the declining enrollment impacted by the pandemic. However, we have seen the number of students accessing orientation jump back up to 1288 students in Spring 2022, similar to the pre-pandemic numbers of past Spring semesters.

While there are other variables to consider, we wanted to explore the number of students accessing orientation in the Spring versus how many students enrolled in the following Fall semester. During Spring 2018, 1569 students accessed orientation; however, only 1250 students enrolled in Fall 2018. That is a 20% no enrollment rate. From Spring 2019 to Fall 2019, there was a 9% no enrollment rate of 117 students not enrolling even though they completed their orientation. However, we see a shift in numbers in the next two semesters. During Spring 2020, 1051 students accessed orientation. When we see the enrollment numbers for Fall 2020, 1200 students enrolled. The same trend happened in Spring 2021 where 811 students accessed orientation with 1123 students enrolling in Fall 2021. A thing to note is that students who participates in orientation can enroll in any semester of their choosing. Because of this, it's hard to make analytical connections between Spring orientations and Fall enrollments.

SKY Student and Learning Support Services with Courses Comprehensive Review

As a Division, we are in the process of reimagining our New Student Orientation to be more student-centered and culturally responsive to our students' needs. Qualitative data such as focus groups would yield more impactful results in terms of the effectiveness and impact towards student success.

Counselor Liaison Program

The following counseling service highlights our collaboration with our Outreach Office at Skyline College through our Counselor Liaison Program (CLP). Schools that we work with includes: Capuchino, Oceana, El Camino, Jefferson, South San Francisco, Wettsmoor, and Terra Nova. This program provides our prospective students with services related to the matriculation process at their respective high schools. For example, high school students are able to work on the application process with Admissions and Records, participate in orientation, and receive counseling support by co-creating abbreviated student educational plans.

The data shows how many students were served through CLP and the Priority Enrollment Program (PEP). PEP is similar to CLP except that the services are held at Skyline College and not at the high schools. PEP is effective in capturing students who may have missed out on CLP at their high school or are students from other high schools that are outside our traditional service area.

Based on our efforts with CLP and PEP, the report shows a consistent trend of students registering for Fall courses after attending CLP and PEP. The registration percentage ranges from 78% to 85%

Supporting Documents

[SSSP Service Volume by Term.pdf](#)

[CLP Results.xlsx](#)

3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

Listed below are disaggregated data for the following counseling services: student educational plans, orientations, and assessment. This data is disaggregated based on ethnicity and gender. This report also explored data across the different types of students: full-time (12 units or more), part-time (3-11 units, and less than part-time students (<6 units).

Student Educational Plans

Collegewide, from Fall 2016-Fall 2020, 91.8% of all Fall full-time, first-time students had either a comprehensive student educational plan (SEP) or an abbreviated student educational plan (SEP). Broken down by gender, we found in that same time span, 61.2% of identified females has a CSEP on file; whereas only 51% of identified males had one. As we take another dive in exploring across different ethnicities, here are our findings during Fall 2016-Fall 2020 for FULL-TIME students with a comprehensive educational plan.

- African American - 49.6%
- Asian - 66.6%
- Filipino - 56%
- Hispanic - 58.8%
- Pacific Islander - 66.6% (Fall 2017-Fall 2019)
- White - 39.4%
- Overall College - 55.4%

SKY Student and Learning Support Services with Courses Comprehensive Review

Based on these findings, African American and White students have a lower % of students with comprehensive educational plans compared to the overall College population.

On the other hand, Collegewide, from Fall 2016-Fall 2020, 77.6% of all Fall part-time, first-time students had either a comprehensive student educational plan (SEP) or an abbreviated student educational plan (SEP). Of that 77.6% of educational plans created, only 20.2% were comprehensive educational plans. Broken down by gender, we found in that same time span, 22% of identified females had a comprehensive SEP on file; whereas only 19% of identified males had one. As we take another dive in exploring across different ethnicities, here are our findings during Fall 2016-Fall 2020 for FULL-TIME students with a comprehensive educational plan.

Here are our findings for PART-TIME students:

- African American - *
- Asian - 20.8%
- Filipino - 20.8%
- Hispanic - 21.4%
- Pacific Islander - *
- White - 17.4%
- Overall College - 20.2%

* indicates that subgroups less than 10 students were not reported

Based on these findings, the majority of students with comprehensive educational plans were comparable to the Overall College population.

Student Success Program

The Skyline College Counseling Division prides itself in supporting students get in, get through, and graduate on time. For some students, graduating is not always linear and comes with challenges along the way. Unfortunately, this may lead a student to experience academic probation and/or dismissal. This means, not meeting the grade point average (GPA) or completion rate standards set forth by the institution. These are students who have the motivation to attend college and have educational goals of their own but experience academic probation and/or dismissal typically due to reasons that are outside of their control. To support these students return to good standing, the counseling division provides students the opportunity to take part in the Student Success Program (SSP)-specifically designed to support students who experience academic probation return to good standing to graduate on time. The Student Success Program has the following three steps: 1) Counseling Appointment 2) Student Success Workshop or Student Success Conference 3) Counseling appointment & submission of a mid-semester progress report. Each of the three steps are grounded in the pillars of SSP-Engagement, Belonging, and Hope. Student's who participate in the SSP show remarkable improvements on their academic motivation and overall performance as measured by their academic standing.

For this program, we decided to look at the participation rates of Hispanic, Filipino, and African American students between Spring 2016-Fall 2022.

SKY Student and Learning Support Services with Courses Comprehensive Review

- Hispanic - 43%
- Filipino - 18%
- African American - 4%

In comparison to the overall demographics within these student groups, we are finding these groups are participating in the Student Success Program at a higher rate which warrants some deeper exploration on how to support these students before they get on probation and/or dismissal.

3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

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 they 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.

In relation to access other counseling services such as orientation and assessment services, there are no significant outliers that point to any inequity across race, ethnicity and/or gender. Since orientation and assessment services are part of the SSSP process, it would be interesting to learn about students' experiences accessing the next steps such as scheduling counseling appointments and/or getting external transcripts submitted and evaluated. The SSSP Completion Rates table illustrates the % of students who were able to access the different counseling services but it doesn't give us the full picture in terms of the length of time students were able to complete all of the SSSP steps prior to registration.

ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

Specific to completion of SEPs, the data shows that 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. When we compare percentages between African American, Latinx, and Filipino students versus the Collegewide data, the trend is moving similarly across the different enrollment statuses. Despite the difference in race, ethnicity, and gender, students who less than part-time will have significantly lower percentage of completed SEPs versus those who are full-time students.

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

Based on the current data we have with SEP completion, access to SSSP activities such as orientation and assessment, participation in the College Liaison Program (CLP), and involvement in the Student Success Program, it shows that there is a need to support our part-time students, specifically students from traditionally marginalized and historically excluded backgrounds - African American, Latinx, and Filipino

SKY Student and Learning Support Services with Courses Comprehensive Review

students.

We have identified two goals: strategic outreach/inreach to students and the development of the Meta Major counseling model. Developing a centralized student communication strategy allows the college to tailor messages, given the point in the educational journey and student need(s), thereby limiting the duplication of messages and shifting the responsibility of deciphering what is relevant from the student to the institution.

Additionally, it creates accountability for communicating and following up with students. One way to centralize student communication is through wide-spread use of the CRM’s automated messaging around early alert, progress checks, SEP reminders, counseling appointments, and referrals to support services based on timely needs. It could also be a mechanism to connect part-time students to a robust student success team that includes counselors, instructional faculty, retention specialists, financial aid, peer mentors, completion coaches, and academic support team such as tutors.

In addition to institutional communication, we can leverage programs and learning communities to connect with our students. For example, the following was recommended in our Student Equity Plan to support our African American students. Since Learning Communities have proven to be successful for Black/African American student retention and success moving to an “Opt-Out” Learning Community Model, wherein students would be provided with an Educational Plan which intentionally includes them in a Learning Community, would help facilitate a shift towards more equitable outcomes for this population. If, however, students (given their lived realities) were unable or unwilling to participate, they would be able to ‘opt-out’ and be redirected to the Student Success Team model of support.

Secondly, the Counseling Division created the Meta Major Counseling Model in response to supporting students who do not have the support such as those in signature programs such as TRiO, EOPS, and Promise. These programs are designed to support full-time students. However, nearly 70% of all students are part-time students. The Meta Major Counseling Model was designed to do three major things: academic momentum, create a space of belonging, and provide timely and relevant student support services. Students are assigned a designated meta major counseling team where they can provide them with a comprehensive educational plan, help them explore career and major interests, and connect them to resources that address their educational needs.

Given this new model, we needed to think through how we can best communicated this model to new students so they are aware of the support services that the Counseling Division provides. As a result, we needed to re-examine our new student orientation, our process during students' first appointment, and our referral process with services such as the Explorer's Program, Career Services, and the Transfer Center.

3.E. EQUITABLE ACCESS TO COURSES IN THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access courses in the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your overall enrollment to courses demographics compare to that of the College as a whole? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

GENDER

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SKY Student and Learning Support Services with Courses Comprehensive Review

	College-Wide*	Counseling*	Difference	Career*	Difference
Female	53.5%	46.2%	- 7.3%	42.8%	-10.7%
Male	44%	52%	+ 8%	54.0%	+10%

* Excludes Unreported data

COUN Courses

Compared to college-wide data (53.5%), 7.3% less female students (46.2%) take COUN courses compared to male student who take the course at an increase of 8% (52%).

CRER Courses

Compared to college-wide data (53.5%), 10.7% less female students (42.8%) take COUN courses compared to male student who take the course at an increase of 10% (54%).

ETHNICITY

		Counseling*	Difference	Career	Difference

SKY Student and Learning Support Services with Courses Comprehensive Review

	College- Wide*				
Am. Ind./Alaska Native	<1%	<1%	0%	<1%	0%
Asian	21.1%	13.3%	-7.8%	9.3%	-11.8%
Black – Non- Hispanic	2.8%	3.2%	+ 0.4%	2.7%	-0.1%
Filipino	13.3%	21.6%	+ 8.3%	18.9%	+5.6%
	29.8%	40.7%	+ 10.9%	44.6%	+14.8%

SKY Student and Learning Support Services with Courses Comprehensive Review

Hispanic/Latino					
	1.4%	2.1%	+ 0.7%	2.1	+0.7%
Pacific Islander					
	21.4%	10.6%	- 10.8%	12.8%	-8.6%
White Non-Hispanic					
	3.1%	1.8%	- 1.3%	1.7%	-1.4%
Unreported					
	7.0%	6.8%	-0.2%	7.7%	+0.7%
Multiraces					

COUN courses

Counseling courses enroll Black, Filipino, and Latino students at percentage rates higher than the college-wide numbers – a slight increase of 0.4% for Black students, 8.3% increase for Filipino students, and 10.9%

SKY Student and Learning Support Services with Courses Comprehensive Review

increase for Latino students; fewer Asian (-7.8%) and White (-10.8%) students are enrolled in the classes. Black, Filipino, and Latino students who participate in Learning Communities benefit from having access to the COUN courses, particularly COUN 100, as a program requirement.

CRER Courses

For the Career courses, Filipino and Latino students enroll at an increase of +5.6% and +14.8% respectively. Fewer Asian (-11.85), Black (-0.1%) and White (-8.6%) of students enroll in the class. Given the value of the CRER courses to student development and success, thought and consideration needs to be given to how to increase black student enrollment.

AGE

	College-Wide	Counseling	Difference	Career	Difference
Age Under 18	23.9%	31.8%	+7.9%	39.7%	+15.8%
Age 18 - 22	44.1%	53.6%	+9.5%	49.3%	+5.2%

SKY Student and Learning Support Services with Courses Comprehensive Review

Age 23 - 28	21.8%	10.8%	-11%	8.0%	-13.8%
Age 29 - 39	13.3%	5.4%	-7.9%	2.2%	-11.1%
Age 40 - 49	4.8%	1.4%	-3.4%	<1.0%	-3.8%
Age 50 - 59	3.0%	<1%	-2.0%	<1.0%	-2.0%
Age 60+	1.6%	<1%	-0.6%	<1.0%	-0.6%

Both COUN and CRER courses enroll greater percentage of age of 22 and under, showing an increase of 7.9 and 15.8% of students respectively. For ages 23 thru 60, we see a decline in students who take both COUN

SKY Student and Learning Support Services with Courses Comprehensive Review

and CRER courses. This could be that many of the career courses are offered during the day and in collaboration with learning communities that generally enroll incoming high school graduates or recent high school graduates that fall within the 22 and underage group. With the expectant hiring of a new full-time CRER faculty in the Fall 2023 semester (we currently only have one full-time Career Counselor), CRER courses will be offered in both the evening and online modalities.

GOAL

	College-Wide	Counseling	Difference	Career	Difference
4 yr stu take class for 4 yr col	8.1%	2.5%	-5.6%	1.9%	-6.2%
College Preparation	10.0%	6.6%	-3.4%	6.6%	-3.4%
	12.3%	4.6%	-7.7%	3.9%	-8.4%

SKY Student and Learning Support Services with Courses Comprehensive Review

CTE Cert/Career Development					
Degree/Transfer	54.7%	78.8%	+24.1%	77.2%	+22.5%
Exploratory	14.9%	7.4%	-7.5%	10.4%	-4.5%

For both COUN and CRER courses, the greatest group of students who take the course are those who express a goal of degree/transfer. The fact that both COUN and CRER courses are CSU and UC transferable, and the the two courses with the greatest enrollment – COUN 100 and CRER 137 – meet the CSU GE Area E Life Long Understanding & Self-Development requirement are significant to the high enrollment for students that have a goal of Degree/Transfer.

FALL UNIT LOAD

	College-wide	Counseling	Difference	Career	Difference

SKY Student and Learning Support Services with Courses Comprehensive Review

Full-time (12+ units)	37.8%	47.1%	+9.3%	66.7%	+28.9%
Part-time (Less than 12 units)	62.2%	52.9%	-9.3%	33.3%	-28.9%

For both COUN and CRER courses, the greatest number of students taking the course is the full-time student group. For both COUN and CRER, there is a drop in the number of part-time students who take the course, with –9.3% of part time students taking the COUN courses and –28.9% of students taking the CRER courses.

COUN and CRER courses connected to Learning Communities, typically enroll full-time students that are engaged in not only the Learning Community about campus support programs that encourage full-time enrollment. In addition, the majority of the COUN and CRER courses are offered in the mornings/early afternoon which favor the full-time student. Fewer online and evening COUN and CRER courses are offered, which tend to enroll more part-time students.

ii. **COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?**

The COUN discipline has 11 active courses – 2 general student courses (COUN 100 and COUN 104), 1 Bachelors Level Course (COUNB10), 5 Learning Community connected courses (COUN 650.1, COUN 650.2, COUN 651, COUN 655.1, and COUN 655.2), 1 Honors connected course (COUN 652), and 1 course primarily taught through the International Student Program (COUN 101).

Pre-pandemic, the COUN 100 course maintained a steady enrollment both in the Fall and Spring semesters. In the Fall 2020 and Spring semesters, the first year of the pandemic, the course saw a decline of enrollment. While we do not have data to show this, anecdotally, in the Summer 2021 and Fall 2021

SKY Student and Learning Support Services with Courses Comprehensive Review

semester, and since then, we have seen a steady decline of enrollment in our COUN 100 in-person courses. Consistent with college trends, students are preferring to enroll in online courses, resulting in a cancellation of several in-person courses. Students continue to express their preference for online courses, speaking to the ease of access, work/life balance saved from time having to travel to class, and financial savings due to parking, gas, bus/rideshare fares. The COUN 104 class is not offered consistently, and as such, no trends in patterns can be ascertained.

Looking towards the future, we expect the COUN 100 course to be significantly impacted due to SB928 Common General Education (GE) Pattern. Currently, students can take COUN 100 to meet the CSU (California State University) GE Area E1 Life Long Understanding & Self-Development requirement (LLSD). The proposed new GE pattern – CalGETC – proposed the elimination of the LLSD requirement; with continued discussion to determine if the GE Area would be made a graduation requirement for the CSU colleges. Elimination of COUN courses is an issue of equity, as the majority of students enrolling in the course are students of color who benefit significantly from the college ready and personal development skills taught and learned from the course.

The Honors connected course (COUN 652) has seen a slight increase in enrollment, even through the pandemic, as a result of moving the class to an online format. The International Student Programs connected course (COUN 101), has seen a significant reduction in enrollment (%) due to the pandemic and reduced enrollment overall of International Students.

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

The decline in enrollment of our COUN courses is a recent outcome of the pandemic. Given the significance of the COUN courses to student development and success in college as a whole, the Counseling Division will be looking at strategies to increase enrollment, including offering more sections via the online or hybrid format, and continue discussion on how to integrate our curriculum into the existing IGETC.

EFFECTIVENESS

4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

i. How frequently were PSLOs assessed for the last five years?

The Counseling Division PSLOs were last assessed in 2017. We are planning to assess PSLOs again in Fall 2023, after we revise them.

ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

Counseling faculty have purview over two Student Success and Support Program (SSSP) enrollment steps: the New/Returning Student Orientation and Counseling. During our initial counseling session, we meet with students to discuss a myriad of topics and develop an abbreviated student education plan (A-SEP). The abbreviated SEP serves as a guide for the student's first semester and second semesters of classes and is based on a student's educational goals. Since the orientation to college and the education plan are primary components of the work we do as counselors, our PSLOs focus on those areas.

PSLO 1: Students will be able to demonstrate an understanding of requirements as they relate to a student's educational goals (Associate degree, Certificate, and/or Transfer).

SKY Student and Learning Support Services with Courses Comprehensive Review

PSLO 1 focuses on critical thinking and Student Education Plan (SEP) planning. Specifically, we randomly selected 50 students and utilized a Degreeworks feature called "Planned vs. Taken." This feature allows us to review a student's educational plan and compare their planned courses on their SEP, with the courses they completed for the semester. Using the "Planned vs. Taken" feature, we performed audits to see if students were following their plans. While the results were overwhelmingly positive (i.e., 70 percent of students in the sample followed their education plan), those who deviated from the plan took courses that we recommended for future semesters, which still led them to a positive outcome towards educational goal attainment.

While course planning is integral part of our work in terms of helping a student understand requirements and reach their educational goals, this work represents a small aspect of the overall work of counseling faculty, both in and outside of the counseling session. The PSLO does not allow for consideration of the work we do beyond education planning, such as program and curriculum development and the social, intellectual, and emotional development of students.

PSLO 2: Upon completion of the New Student Orientation, students will be able to identify policies, procedures, programs or services that promote academic success.

PSLO 2 focuses on the new student orientation and creating opportunities for students to become aware of the many resources and services that are available to them. During the 2015-2016 assessment period, we administered a four-question survey to 74 students. As a result of completing the orientation, 69 students or 93%, were able to positively identify services that would help support their academic and personal success. While this assessment is positive, there are also limitations. For example, although a student could identify resources to support their success, when we administered the survey, we did not have a mechanism in place to connect students to the resources they identified. We have made improvements to our process and created a counselor survey that connects students with resources during their first counseling appointment. We would like to continue our partnerships with constituent groups and expand services to more students.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

After reviewing the existing PSLOs, we found that the PSLOs do not reflect the depth and breadth of our counseling practice as well as our leadership in developing programs and services that are equity minded and support students in reaching their personal, professional, and educational goals. In Fall 2023, we will have a conversation and propose new PSLOs that are more relevant and comprehensive of the work we accomplish as counseling faculty.

iv. Please check the boxes to indicate that the following tasks have been completed.

Updated the Improvement Platform with new or changed PSLOs after approval by the appropriate person(s).

Yes

Updated new or changed PSLOs on the program website after approval by the appropriate person(s).

Yes

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

Yes

4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

i. Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.

SEP Completion and Years to Degree Data

SKY Student and Learning Support Services with Courses Comprehensive Review

Total Cohort Data			
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
% of Total Students with a Comprehensive Student Educational Plan	48%	56%	41%
% of Total students with a Comprehensive or Abbreviated	88%	90%	86%

SKY Student and Learning Support Services with Courses Comprehensive Review

Student Educational Plan			
% of students completing a degree within 2 years	7%	10%	13%
% of students completing a degree within 3 years	16%	22%	13%
% of students completing a degree within 4 years	21%	22%	13%
% of students completing a	21%	22%	13%

SKY Student and Learning Support Services with Courses Comprehensive Review

degree within 6 years			
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The data noted above shows that as the percentage of comprehensive and abbreviated Student Educational Plans developed increased so did the 2-year, 3-year, 4 year and 6-year rates of students completing a degree. However, in the Fall 2019 semester, we saw a significant drop in the completion rate of SEP developed and we also experienced an equally significant drop in the percentage of students completing degrees with the 2 – 6-year mark. This data possibly reflects that SEP development has a positive impact on degree completion, however more data is needed to make this correlation. The finding of a positive correlation can lead to programming that encourages and promotes early comprehensive SEP development for all students.

4.C. STUDENT FEEDBACK

If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.

See Appendix A for Student Survey Below

Selected Student Population

A survey was developed to solicit qualitative data from students. Students selected to participate in the survey were identified as “new non-exempt students”, including incoming freshman and returning students, who attended a minimum of one counseling appointment with a Skyline College Counseling Faculty member.

Administered Survey Dates

The student survey was administered via Survey Monkey on March 10, 2023 and closed on March 24, 2023. The survey was sent to 2,860 students and yielded 14 student responses. Although the response rate was very low and statistically insignificant, the responses provided some insight we can gather to inform further surveys.

Student Feedback Demographics

Of the student feedback received the majority (9) were between the ages of 18 and 24. The majority also identified as women (11). The demographic breakdown was 4 White, 4 Latinx, 3 Filipino, 3 Asian, and 2 as other.

Student Feedback Effectiveness

The counseling profession takes pride in building strong trusting relationships with students as they partner together to meet their educational goals. When asked if their counselor showed a genuine interest in

SKY Student and Learning Support Services with Courses Comprehensive Review

supporting them in reaching their educational goal, 92.86% agreed or strongly agreed to this statement, with 7.14% as not applicable.

When counseling faculty partner with students, this often requires exploring multiple educational goals. Many of these options come with many questions and concerns difficult for students to understand on their own. When asked if their counseling appointment was helpful in clarifying their specific questions and concerns, 92.86% agreed or strongly agreed with this statement, with 7.14% as not applicable.

The trust that students build with their counselor is at the utmost importance as they talk through something so delicate like their education. The goals and dreams students have had since they were young are quickly becoming a reality. When asked if they have confidence in their counselor to guide them through their educational experience to achieve their educational goals, 92.86% agreed or strongly agreed with this statement, with 7.14% as not applicable.

Trust is built in many ways, often times by asking critical questions about a student's educational goals. When asked if they feel comfortable talking to their counselor about their personal experiences in relation to their education, 85.72% agreed or strongly agreed with this statement, with 14.29% as not applicable.

While our sample size is statistically insignificant, we decided to present the findings as a starting point. For future surveys, our hope is to work with PRIE and marketing on a more intentional strategy to garner more responses.

Of the 14 students who responded to the survey, 92.86% said "Yes" they would recommend Skyline College Counseling Services to other students further indicating the effectiveness of counseling for students. Although positive, in a new survey with the goal of a larger sample size, we would want to see if this is true for the majority of respondents.

In reviewing the student feedback, students expressed that counseling is desired at times that is currently not being offered. 43.86% of students desire counseling to be offered Monday-Thursday evenings and 35.71% of students desire Friday afternoons. Although, this is a small sample size, scheduling did have a stronger variation in replies, prompting further research to identify students' needs regarding counseling appointment availability.

Appendix A

Counseling Student Survey

1. How many semesters have you enrolled at Skyline College (including the current semester)?
 1. 0
 1. 1-2

SKY Student and Learning Support Services with Courses Comprehensive Review

1. 3-4
1. 5 or more
1. What was the modality of your counseling appointment(s) in Fall 2022 at Skyline College? [check all that apply]
 1. In-person
 1. Online (zoom)
 1. Phone
 1. E-Mail (Including Ask a Counselor)
1. Which of the following is your preferred modality for counseling appointments at Skyline College? [check all that apply]
 1. In-person
 1. Online (zoom)
 1. Phone
1. How easy or difficult was the process to schedule your counseling appointment(s) at Skyline College in Fall 2022?

Scheduled via:	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult	Not applicable – did not schedule

SKY Student and Learning Support Services with Courses Comprehensive Review

1. Phone					
1. Student Success Link					
1. In-person					

If you selected "Very Difficult" or "Somewhat Difficult" in QX above, please explain your answer.

1. Technical difficulties
1. Lack of available appointments
1. Other (please specify):

1. Currently, Skyline College's counseling services are offered Monday and Thursday, 8:00am-4:30pm, Tuesday and Wednesday 8:00-6:30, and Fridays 8am-1pm. If counseling service hours were to be expanded, which of the following time blocks would you be most likely to want to access counseling services? [Check all that apply]

1. Monday through Thursday evenings
1. Friday afternoons
1. Friday evenings
1. Saturday mornings

SKY Student and Learning Support Services with Courses Comprehensive Review

1. Saturday afternoons
1. None of the above - I am satisfied with the current counseling service hours.
1. Other_____
1. Rate the extent to which you agree or disagree with the following statements regarding your counseling appointment(s) during the Fall 2022 semester.
 1. The counselor showed a genuine interest in supporting me in reaching my educational goals.
 1. I found the counseling appointment helpful in clarifying my specific questions and concerns.
 1. I have confidence in my counselor to guide me through my educational experience to achieve my educational goals.
 1. I feel comfortable talking to my counselor about my personal experiences in relation to my education.
1. If you attended the New Student Orientation, is there anything you would have liked for us to cover in the New Student Orientation that was not covered?
 1. Major and career exploration
 1. Financial aid resources/scholarships
 1. Transfer to four-year college/university
 1. Other (please specify)
1. I would recommend Skyline College Counseling Services to other students.
 1. Yes
 1. No
1. How do you identify? (Check all that apply)
 1. American Indian or Alaskan Native
 1. Asian
 1. Black/African American
 1. Filipino
 1. Hispanic/Latinx

SKY Student and Learning Support Services with Courses Comprehensive Review

- 1. Pacific Islander
- 1. White
- 1. Decline to State
- 1. Other (please specify)

- 1. Which of the following best describes your current gender identity?
- 1. Man
- 1. Woman
- 1. Gender or Gender non-conforming
- 1. Decline to State
- 1. Other (please specify)

- 1. How old are you?
- 1. Under 18
- 1. 18-24 years old
- 1. 25-30 years old
- 1. 31-40 years old
- 1. 41-50 years old
- 1. Over 50 years old
- 1. Decline to State

4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES

Identify cohorts and upload reports on the relevant success metrics for the program. Provide analysis of the data. Specific questions to answer in your response:

- i. What have you learned from reviewing the cohort retention, success, and/or persistence data?

SKY Student and Learning Support Services with Courses Comprehensive Review

Total Cohort Data				
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
Total Cohort Size	1,174	1,136	1,127	953
Total Cohort Retention (Fall to Spring)	83%	80%	83%	81%
Total Cohort Retention (Fall to Fall)	68%	66%	68%	65%
	48%	56%	41%	43%

SKY Student and Learning Support Services with Courses Comprehensive Review

% of Total Students with a Comprehensive Student Educational Plan				
% of Total students with a Comprehensive or Abbreviated Student Educational Plan	88%	90%	86%	88%

Full Time Student Cohort Data				
	Fall 2017 cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort

SKY Student and Learning Support Services with Courses Comprehensive Review

Full Time Cohort Size	797	826	817	645
Full Time Student Retention (Fall to Spring)	91%	88%	91%	91%
Full Time Student Cohort Retention (Fall to Fall)	76%	76%	80%	76%
% of Ful-Time Students with a Comprehensive Student Educational Plan	59%	70%	50%	53%
	92%	95%	90%	91%

SKY Student and Learning Support Services with Courses Comprehensive Review

% of Full-Time students with a Comprehensive or Abbreviated Student Educational Plan				
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Part Time Student Cohort Data				
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
Part Time Cohort Size	270	215	205	221
	72%	67%	69%	67%

SKY Student and Learning Support Services with Courses Comprehensive Review

Part time Student Retention (Fall to Spring)				
Part Time Student Cohort Retention (Fall to Fall)	59%	45.1%	45.3%	49%
% of Part-Time students with a Comprehensive Student Educational Plan	25%	15%	12%	22%
% of Part-Time students with a Comprehensive or Abbreviated Student Educational Plan	82%	76%	78%	80%

The choice to enroll at Skyline Community College is one that thousands of students make every academic year. To enroll at Skyline College, a student must complete a number of matriculation steps that include assessment, orientation, and counseling. As part of the matriculation process, counseling faculty work in

SKY Student and Learning Support Services with Courses Comprehensive Review

collaboration with the student to develop either an Abbreviated Student Educational Plan (ASEP) or a Comprehensive Student Educational Plan (CSEP). An abbreviated plan consists of the courses a student plans to take for the upcoming semester and a comprehensive educational plan consists of the courses a student plans to take until they achieve their educational goal.

Comprehensive and Abbreviated Student Educational Plan

In analyzing data across multiple cohorts, we found that nearly all students who enrolled full-time had either an abbreviated or comprehensive student educational plan. As a student's enrollment status changed it had an impact on the student having completed a student educational plan. Of note, there was a significant decrease of abbreviated or comprehensive student educational plan completed for students who enrolled part-time.

Of significance in the 2018 –2019 academic year, comprehensive and abbreviated educational plans for full time students were at their highest point (95%). In that same year, comprehensive and abbreviated student educational plans for part-time students were at their lowest point (76%). This may be because it was in 2018 when the Counseling Division implemented the Promise Scholars Program, a program that only serves students who are enrolled full time.

Another significant analysis is there is a positive correlation between part-time students who have a comprehensive or abbreviated educational plan and Fall to Spring persistence rates. When comprehensive or abbreviated educational plans increased for part time students, so did Fall to Spring persistence rates in every year except for the Fall 2020 cohort which may have been impacted by the Covid-19 pandemic. Additionally, there was a correlation between part time students who have a comprehensive or abbreviated student educational plan and Fall-to-Fall persistence rates for all cohorts from 2019-2020. When comprehensive or abbreviated student educational plan increased so did Fall to Fall persistence rates.

4.E. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

- i. How do the overall course success rates compare to the College and/or Division success rates?

SKY Student and Learning Support Services with Courses Comprehensive Review

SKYLINE COLLEGE STUDENT OUTCOMES Department(s): COUN



Annual Course Success and Retention

	Enrollments	Success Count	Success Rate	Retention Rate	Withdrawal Rate
2016-2017	1,276	998	78.2%	92.1%	7.9%
2017-2018	1,534	1,230	80.2%	92.0%	8.0%
2018-2019	1,432	1,179	82.3%	93.2%	6.8%
2019-2020	1,268	1,060	83.6%	94.4%	5.6%
2020-2021	798	622	77.9%	97.4%	2.6%
Total	6,308	5,089	80.7%	93.5%	6.5%

SKYLINE COLLEGE STUDENT OUTCOMES Department(s): CRER



Annual Course Success and Retention

	Enrollments	Success Count	Success Rate	Retention Rate	Withdrawal Rate
2016-2017	423	367	86.8%	97.4%	2.6%
2017-2018	300	248	82.7%	91.0%	9.0%
2018-2019	248	189	76.2%	87.9%	12.1%
2019-2020	208	163	78.4%	89.9%	10.1%
2020-2021	230	185	80.4%	97.8%	2.2%
Total	1,409	1,152	81.8%	93.3%	6.7%

SKY Student and Learning Support Services with Courses Comprehensive Review

SKYLINE COLLEGE STUDENT OUTCOMES College-Wide



Annual Course Success and Retention

	Enrollments	Success Count	Success Rate	Retention Rate	Withdrawal Rate
2016-2017	55,734	41,641	74.7%	87.3%	12.7%
2017-2018	52,690	40,018	75.9%	87.8%	12.2%
2018-2019	50,989	39,017	76.5%	88.3%	11.7%
2019-2020	50,224	38,362	76.4%	91.6%	8.4%
2020-2021	49,606	38,287	77.2%	98.6%	1.4%
Total	259,243	197,325	76.1%	90.6%	9.4%

SKY Student and Learning Support Services with Courses Comprehensive Review

Division: Counseling Gender: All Race/Ethnicity: All

		16-17	17-18	18-19	19-20	20-21	21-22	Total
TOTAL	Enrollments	1,710	1,834	1,679	1,476	1,079	910	8,688
	Course Retention	93%	92%	92%	92%	89%	91%	92%
	Course Success	80%	81%	81%	83%	78%	82%	81%
		16-17	17-18	18-19	19-20	20-21	21-22	Total
Female	Enrollments	789	817	781	668	521	432	4,008
	Course Retention	95%	93%	92%	92%	90%	91%	92%
	Course Success	83%	81%	82%	86%	80%	83%	83%
Male	Enrollments	878	976	866	778	536	463	4,497
	Course Retention	92%	91%	93%	91%	88%	91%	91%
	Course Success	78%	80%	81%	80%	76%	82%	80%
Unreported	Enrollments	43	41	32	30	22	15	183
	Course Retention	95%	90%	94%	93%	82%	93%	92%
	Course Success	79%	78%	81%	83%	77%	80%	80%
		16-17	17-18	18-19	19-20	20-21	21-22	Total
AI/AN	Enrollments	*	*	*	*			*
	Course Retention	*%	*%	*%	*%			*%
	Course Success	*%	*%	*%	*%			*%
Asian	Enrollments	173	182	193	205	109	123	985
	Course Retention	93%	93%	96%	96%	90%	95%	94%
	Course Success	82%	84%	89%	91%	86%	89%	87%
Black/African American	Enrollments	64	48	64	34	30	24	264
	Course Retention	86%	79%	86%	85%	77%	75%	83%
	Course Success	69%	58%	69%	65%	53%	58%	64%
Filipino	Enrollments	359	393	345	306	216	159	1,778
	Course Retention	94%	94%	94%	93%	89%	91%	93%
	Course Success	86%	88%	85%	84%	81%	82%	85%
Hispanic/Latinx	Enrollments	762	811	765	646	460	409	3,853
	Course Retention	94%	93%	92%	91%	88%	90%	92%
	Course Success	79%	80%	81%	82%	76%	82%	80%
Pacific Islander	Enrollments	36	42	24	37	27	14	180
	Course Retention	92%	86%	83%	81%	100%	93%	88%
	Course Success	67%	81%	71%	70%	81%	79%	74%
White	Enrollments	184	199	150	126	130	108	897
	Course Retention	93%	88%	91%	88%	90%	95%	91%
	Course Success	86%	73%	77%	81%	76%	85%	79%
Multiraces	Enrollments	114	129	110	91	80	61	585
	Course Retention	92%	88%	92%	92%	91%	92%	91%
	Course Success	77%	80%	79%	81%	84%	82%	80%
Unknown	Enrollments	14	29	27	30	27	12	139
	Course Retention	93%	90%	93%	90%	81%	100%	90%
	Course Success	71%	79%	85%	77%	70%	75%	77%

SKY Student and Learning Support Services with Courses Comprehensive Review

SKYLINE COLLEGE STUDENT OUTCOMES College-Wide



		SU16	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	All Terms
Am. Ind./ Alaska Native	Enrollment	17	40	29	7	26	24	7	31	29	6	31	35	13	27	27	349
	Withdrawal	*	33%	17%	*	12%	8%	*	13%	21%	*	16%	3%	*	7%	0%	14%
	Success	*	38%	76%	*	73%	83%	*	68%	59%	*	65%	57%	*	56%	59%	63%
Asian	Enrollment	2,010	4,708	4,660	1,799	4,278	4,376	1,643	4,038	4,050	1,614	3,763	4,012	2,496	3,613	3,630	50,690
	Withdrawal	9%	10%	11%	7%	9%	8%	6%	8%	8%	6%	7%	2%	0%	1%	1%	6%
	Success	86%	80%	79%	87%	81%	83%	89%	82%	83%	90%	83%	86%	92%	84%	84%	84%
Black - Non-Hispanic	Enrollment	226	654	686	230	610	545	173	609	607	208	584	451	215	540	495	6,833
	Withdrawal	11%	17%	16%	12%	15%	17%	10%	21%	16%	8%	16%	7%	3%	3%	2%	13%
	Success	73%	64%	66%	70%	62%	66%	79%	61%	66%	75%	65%	65%	66%	63%	66%	66%
Filipino	Enrollment	1,419	4,839	4,600	1,298	4,557	4,490	1,272	4,428	4,371	1,101	4,236	4,015	1,414	3,839	3,273	49,152
	Withdrawal	11%	12%	15%	7%	11%	14%	10%	12%	13%	11%	11%	5%	1%	1%	1%	10%
	Success	79%	75%	73%	85%	77%	75%	82%	76%	76%	80%	76%	75%	82%	75%	77%	76%
Hispanic/ Latino	Enrollment	2,345	7,300	7,069	2,089	7,217	6,872	2,292	7,265	6,520	2,220	6,912	6,878	2,767	6,593	6,288	80,627
	Withdrawal	12%	15%	15%	10%	16%	15%	10%	14%	15%	10%	14%	6%	2%	2%	1%	11%
	Success	76%	68%	69%	79%	68%	70%	78%	69%	72%	79%	68%	71%	78%	68%	70%	71%
Pacific Islander	Enrollment	116	305	279	120	288	258	104	263	235	97	257	277	116	256	242	3,213
	Withdrawal	14%	21%	20%	7%	14%	17%	13%	20%	22%	24%	20%	6%	5%	3%	1%	14%
	Success	73%	59%	63%	79%	68%	68%	69%	59%	63%	62%	61%	65%	71%	63%	66%	65%
White Non-Hispanic	Enrollment	1,284	4,012	3,898	1,210	3,753	3,666	1,138	3,587	3,519	1,220	3,404	3,636	1,645	3,242	3,509	42,723
	Withdrawal	11%	11%	11%	9%	12%	11%	8%	11%	9%	9%	10%	5%	1%	1%	1%	8%
	Success	82%	78%	80%	83%	78%	79%	84%	79%	82%	84%	80%	79%	86%	79%	82%	80%
Unreported	Enrollment	190	492	522	150	542	491	162	422	480	263	674	673	323	571	582	6,537
	Withdrawal	6%	14%	10%	11%	12%	12%	4%	12%	9%	9%	12%	5%	1%	2%	1%	8%
	Success	86%	70%	80%	77%	75%	79%	88%	76%	80%	84%	73%	75%	84%	76%	77%	77%
Multiraces	Enrollment	640	1,735	1,659	519	1,696	1,579	519	1,649	1,576	565	1,524	1,568	712	1,576	1,602	19,119
	Withdrawal	11%	12%	15%	9%	14%	14%	10%	14%	13%	8%	12%	6%	2%	2%	1%	10%
	Success	78%	75%	72%	82%	74%	74%	81%	74%	75%	84%	76%	75%	83%	71%	77%	75%
ALL	Enrollment	8,247	24,085	23,402	7,422	22,967	22,301	7,310	22,292	21,387	7,294	21,385	21,545	9,701	20,257	19,648	259,243
	Withdrawal	11%	13%	14%	9%	13%	13%	9%	12%	12%	9%	12%	5%	1%	2%	1%	9%
	Success	80%	74%	74%	83%	74%	75%	82%	74%	77%	82%	75%	76%	84%	74%	77%	76%

SKYLINE COLLEGE STUDENT OUTCOMES College-Wide



		SU16	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	All Terms
Female	Enrollment	4,607	12,097	11,927	4,107	11,389	11,388	4,088	11,265	10,826	4,084	10,609	10,855	5,766	10,732	10,588	134,328
	Withdrawal	11%	13%	13%	9%	12%	13%	9%	12%	12%	9%	12%	5%	1%	1%	1%	9%
	Success	79%	75%	75%	82%	76%	77%	82%	76%	78%	82%	76%	79%	83%	76%	78%	77%
Male	Enrollment	3,413	11,358	10,930	3,134	10,989	10,401	3,073	10,497	10,073	3,039	10,266	10,173	3,734	9,138	8,680	118,898
	Withdrawal	10%	13%	14%	8%	13%	13%	8%	12%	12%	8%	11%	5%	1%	2%	1%	10%
	Success	81%	73%	72%	83%	73%	74%	83%	73%	75%	83%	73%	74%	84%	73%	75%	75%
Unreported	Enrollment	227	630	545	181	589	512	149	530	488	171	510	517	201	387	380	6,017
	Withdrawal	8%	13%	16%	11%	15%	14%	3%	13%	7%	12%	10%	6%	0%	2%	1%	10%
	Success	82%	68%	70%	82%	72%	75%	93%	73%	80%	80%	76%	70%	84%	72%	80%	75%
ALL	Enrollment	8,247	24,085	23,402	7,422	22,967	22,301	7,310	22,292	21,387	7,294	21,385	21,545	9,701	20,257	19,648	259,243
	Withdrawal	11%	13%	14%	9%	13%	13%	9%	12%	12%	9%	12%	5%	1%	2%	1%	9%
	Success	80%	74%	74%	83%	74%	75%	82%	74%	77%	82%	75%	76%	84%	74%	77%	76%

Counseling and Career Success Rate Summary

SKY Student and Learning Support Services with Courses Comprehensive Review

In analyzing the data, what was evident was that both Counseling and Career course success rates have consistently outperformed the collegewide success rates over the past 5 academic years. Counseling with an average success rate of 80.7%. Career courses with an average success rate of 81.8%. During this same period, the college success rate was 76.1%.

Counseling and Career Retention Rate Summary

What was also evident was that retention for both counseling and career courses consistently outperformed the collegewide retention rates over the past 5 academic years. Counseling courses with an average retention rate of 93.5%. Career courses with an average retention rate of 93.3%. During this same period, the college success rate was 90.6%.

Observed Equity Gaps

Reviewing the cohort success and persistence data, there were observed equity gaps. From 2016-2021, African American/Black students who enrolled in counseling courses succeed at a rate of 64% which was 17% lower than the average over that span. This observed equity gap also held true for African American/Black student persistence rates who persisted at a rate of 83% which was 9% lower than the average of that span.

Another observed equity gap was when we compared student success by gender. From 2016-2021, male students who enrolled in counseling courses succeeded at an 80% rate which is 1% lower than the average over that span. Compared to students who identified as female, these students succeed at an 83% rate which is 2% higher than the average over that span.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

The data shows that there are clear disparities in terms of course success rates in counseling courses among students who identify as African American/Black. The data also shows that there are disparities in terms of course success rates in counseling courses among students who identify as male.

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

As a Division, we need to ask ourselves if we are taking a cultural humility approach in the work we are doing with African American/Black students and underserved communities. We also need to examine our pedagogy (i.e. does it reflect the students in our classes?) as well as our overall environment (is it inclusive, does it promote a sense of belonging, how are we cultivating the needs of students) and are we engaging in reflective practices (e.g. are we examining the consequences of our practices and policies and how it impacts students in a structured and consistent manner).

4.F. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

SKY Student and Learning Support Services with Courses Comprehensive Review



COURSE ENROLLMENT REPORT

2016-2017 to 2020-2021

Success Rate by Course	SU16	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	Total Success Rate	Total Withdraw Rate
COUN-100	81%	76%	76%	84%	76%	73%	86%	75%	75%	79%	75%	72%	91%	77%	74%	77%	10%
COUN-101			100%	98%	94%	74%	97%	92%	92%	100%	99%	95%	94%	52%	55%	91%	2%
COUN-102		71%			100%			80%				100%				87%	2%
COUN-104										100%			100%			100%	0%
COUN-650.1		67%			97%			85%	100%		100%	100%		60%		87%	4%
COUN-650.2			100%			95%			95%			100%			60%	92%	6%
COUN-651			60%			84%			86%		84%					77%	7%
COUN-652		100%			100%						100%			93%		98%	2%
COUN-655.1		73%	95%		80%	100%		90%			100%			84%		87%	3%
COUN-655.2			75%			86%										80%	2%
COUN-656.2			79%			68%			100%			100%				87%	4%
COUN-657		79%	65%		93%	81%										81%	12%
COUN-658		68%	77%		72%											72%	3%
COUN-B10			100%			100%			96%			100%		94%		98%	1%

As of Spring 2021, our success rates in COUN 100 have decreased to 74%. A noticeable trend is that summer COUN 100 courses have a higher success rate than our semester length courses. One may surmise that the shorter length of the class (e.g. 8 weeks vs 17 weeks) has an impact on course success rates. In terms of a goal success rate in our classes, we can establish a goal of 80% - 90% (need to discuss with faculty who teach the courses).

4.G. COURSE SLO RESULTS

Drawing from the last six years of course SLO assessment, and Institutional SLO assessment if your program participated, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program?

During fall 2019, counseling faculty participated in assessing COUN 100 courses in relation to our Lifelong Wellness Intuitional Learning Outcome (ISLO). Lifelong wellness includes the ability to:

- Demonstrate an understanding of physical fitness and its role in lifelong wellness.
- Take responsibility for identifying personal needs, determining resources, and accessing appropriate services for academic success.
- Exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges.
- Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.

Inserting image...

SKY Student and Learning Support Services with Courses Comprehensive Review

59 students in COUN 100 courses were assessed for Self-Awareness and 84 percent, (39 demonstrated a high level of proficiency and 11 demonstrated proficiency) in Personal Development: Self-awareness. Self-awareness is foundational as students declare a major and move forward in their academic careers. Self-awareness comes from knowing our interests, values, aptitudes, personality traits and how those characteristics connect to majors, career and choices that impact our world. As educators, we know that students who choose a major or career based on those identity markers are more likely to remain engaged and persist in college. In the other two areas, resilience, in terms of challenges, and Lifelong Learning behaviors, the sample size was small, 13 and 12 respectively, and we would like a larger sample size to draw more conclusions. We would also like a larger sample size so that we can disaggregate results by Learning Community, Online COUN 100, and the like.

4. H. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals in the Action Plan.

Three courses of concern are our COUN 101 and COUN 650.1 and 650.2. Success rates in those courses are around 55 percent and well below overall average course success rate. We will need to address the concern the faculty who teach those courses in order to gain some insights into what may be happening.

Counseling Division Operations and Effectiveness

Goal and Desired Impact

Evaluate processes, procedures and operations in general counseling in order to make updates and changes that respond to student needs and support student goals.

Implementation Steps and Timeline:

Evaluation of processes, procedures, and operations to better support student needs throughout the semester (i.e. drop-in counseling availability; evening and weekend hours; peak times). Evaluation of need for stronger collaborations with local high schools, Adult Schools, community agencies and within the campus community to broaden access to counseling. In collaboration with the Office of Instruction, assess ways to broaden access to the Early Alert Program ication and efficiency.

Conduct a technology analysis to identify technology gaps to gain access to technology resources that will support and enhance both the online and in-person Counseling student experience.

New Goal: Continuous improvement of technological tools that support our work

Baseline implementation of the SSL such as scheduling and messaging has been implemented. Improvements to these baseline systems would support our overall efficiency in tasks such as scheduling, drop-in counseling and logging student contacts. There is a need to prioritize and get support for innovative approaches to respond and identify student needs early on (such as counseling dashboard, high ,medium, low, success plans, artificial intelligence predictors, etc).

SKY Student and Learning Support Services with Courses Comprehensive Review

4.I. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new or changed SLOs, and requested from PRIE the addition of new courses after approval by the Curriculum Committee.

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Below are the areas we have identified as challenges and concerns which need further action.

Meta Major Counseling Implementation Support

Evidence has shown that the Signature Programs - the Skyline Promise Program, EOPS and TRiO - have successfully been able to move the needle on completion. 2- and 3-year completion rates would not have moved like they have from 3 to 13% in two years, without the cohorting, tracking and case management of a majority of our new incoming students. The Counseling Division has recognized this and for 5 years worked and sought to create a parallel system for students who do not qualify to participate in our Signature programs. This parallel system, the Meta Major Counseling framework, along with our collaboration with the Guided Pathways work, would enable us to do very similar work and reach ALL students.

What do we need to make this vision a reality?

We needed dedicated support from the District to build out our SSL priorities, including:

Creating a dashboard and caseload of students who are not in the Signature programs (and other special programs, Veterans, etc)

Creating a mechanism to send the identified students' messages that apply to their academic goals and journey

Establish student data points to identify student benchmark needs: high, medium, low and key interventions such as student success program support, completion, progress towards degree etc.

Data to track our successes

Staffing to support case management tracking and retention

Access to Quantitative/Qualitative Counseling/Student Services Data

SKY Student and Learning Support Services with Courses Comprehensive Review

Skyline College continues to lack in accessing relevant student service and Counseling data that is needed to make data driven decisions. Each CPR cycle we receive data on course success, number of SEPs created, number of appointments created, all of which do not address to the effectiveness of our program, nor is it relevant data that helps us identify individual student and programmatic needs.

Need for continued focus on collaboration, communication, and streamlined processes with Admissions and Records colleagues

The Counseling Division and Admissions and Records work closely to meet students' needs, especially when navigating several bureaucratic and navigational barriers students face. Frequent staff changes in Admissions and Records have resulted in ineffective communication and inconsistent application of policies and procedures. There is a need for continued focus on collaboration, communication, and streamlined processes with Admissions and Records colleagues.

Proactive Engagement to make systemic Institutional changes to address Equity Gaps

College-wide equity gaps in course and degree completion are noted among Hispanic/Latinx students, African American Students and Male students. The Meta Major Counseling Framework is built to address these equity gaps, but lack of college-wide knowledge of the importance of the systemic change and district and college support to implement the program remains a challenge.

Technology

SSL

A continued challenge has been implementing basic services in SSL, such as appointment scheduling, drop-in, logging past appointments. SSL can have a lack of communication with outlook, making it impossible to schedule a student follow up appointment within the last 2 minutes of an appointment, which had been possible before.

Projects such as implementation of the Meta Major Counseling messages have not moved in several years

Unable to use the of SSL to track, monitor, cohort, case manage and follow up on student success

Equipment

Counseling faculty need better technology and resources, as well as more mobile workstations to support the mobile nature of our work and lack of space

Career Counseling

Increased college commitment to career counseling and career development is needed to fully realize the development of the Explorers Program and thus support students in making early decisions regarding their majors and careers. Supporting students in making early major and career decisions and goals reduces the number of units taken and results in reduced time to transfer, degree, or certificate attainment.

Staffing

Messaging – Review to make sure we are asking for same thing throughout

GOAL

Professional Development/Training

Goal and Desired Impact on Students

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.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

To ensure that Counseling Faculty are able to meet students needs in the multi-faceted areas of our work, continued training would include but will not be limited to: Career, Pedagogical/Critical Consciousness, Cultural Competency, Teaching Pedagogy, Curriculum Development, Training and mentorship for new Instructors, Local transfer admission policies and procedures, Career, Mental Health, Early Alert, Best practices: Building Agency; Policy's and procedures specific to supporting new, continuing, and returning students and/or those who experience academic probation/dismissal.

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Other

Resource Name

Funds for professional development/training

Resource Description

Funds to cover professional development/training either via conferences, webinars, outside trainings, and internal trainings. Funds will be used for expenses related to fees, travel and counseling time used to develop internal trainings.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Professional development/training provides counselors with the tools needed to help students navigate through a complicated educational landscape. Counselors work with students on their educational goals and career options and assist them in maximizing their resources so that their full potential is actualized. Equity minded counseling and teaching practices are the foundation for the work done with students and training and educational ensures the division is up to date on the latest information available.

Cost

35,000

Level of need, with 1 being the most pressing

1

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GOAL

Enhance Meta Major Counseling Model

Goal and Desired Impact on Students

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)

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

2022-2023

Establish Meta Major Canvas Shells that will serve as both a hub for meta-major information and counseling resources and as a communication tool to reach out and follow up with students in the different meta-majors.

Hire Retention Specialist to support with developing caseloads, referrals and follow ups

Develop Meta Major specific workshops in collaboration with instructional faculty to support career and major exploration.

Coordinate monthly trainings with meta-major counselors to discuss effective practices, share resources, and coordinate/develop meta-major workshops

2023-2024

Implement Support-Based model within SSL by organizing students in caseloads based on different levels of support (high, medium, and low). Each level of support will inform the type of counseling activities that is related to students' needs as well as their educational goals. Each activity will have a completion date accompanied with automated messaging to inform students about completion of activities.

Integrate counseling benchmarks within SSL is an integral part of the support-based model. The counseling benchmarks will serve as milestones to determine progress towards students' educational goals. The benchmarks will have a completion date accompanied with automated messaging to inform students about completion of activities related to counseling benchmarks.

Provide counseling pedagogical training to support the work of the Meta Major counseling model

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Retention Specialists (5)

Resource Description

Hire a full-time retention specialist to support meta-major efforts.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

5 full-time retention specialists will help analyze PRIE data for students in our meta-majors, student tracking for support based model, communicate with students regarding appointments, outreach, program development, and coordination for events such as SEP week. The retention specialists will manage the transition from Explorers to a designated Meta Major. Note: These positions are cross-listed with the Career Counseling Retention Specialist request. No cost has been associated to the Career Counseling Retention Specialist positions.

Cost

319,200

FOR ADMINISTRATIVE USE ONLY

GOAL

Curricular Goals/Changes

Goal and Desired Impact on Students

Increase student access to COUN and CRER courses by redesigning our courses, where applicable, to meet CalGETC guidelines and to meet our commitment to diversity, equity and inclusion within our curriculum. Curriculum found within COUN and CRER courses support students, many first-generation historically marginalized students, in learning how to navigate institutions of higher education, learn about services and programs that support their success in college, build agency, and so much more. With the redesign of the new statement GE pattern (CalGETC), less students will have access to this curriculum. Our commitment to redesigning our courses to meet CalGETC guidelines will allow greater access to our courses.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

Redesign COUN and CRER courses to meet CalGETC Area 4 designation.

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Other

Resource Name

Curriculum Redesign

Resource Description

Redesign of COUN and CRER courses to align with CalGETC.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

COUN and CRER courses are critical to first-year students and college curriculum in that they support the onboarding of many first-generation who are new to higher education and come from disproportionately impacted communities of color. The impact of redesigning these courses supports the college's mission to be a student centered institution operating through an equity and social justice lens. This will ensure that courses continue to exist to provide students with critical knowledge imperative to their success.

Cost

5,000

FOR ADMINISTRATIVE USE ONLY

GOAL

Implement Explorers Program and expand Career Development Services

Goal and Desired Impact on Students

Research shows that students change their minds about their major and/or career goal up to three times while in college. Being able to support students early in their education with major and career exploration is integral to their success. To do so, we need to fully implement an Explorer's program, and have a designated space/Career Center to serve students.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

Implementation of Explorers Program (moves students toward declaring a major earlier in their education and helping students explore their options – to make informed decisions). Potentially has an impact on completion and persistence rates at Skyline College.

Reestablish the Career Center. A Career Center is a resource center that provides students to explore their major and career options as they work with a Career Counselor in their career development process. The Career Center will once again serve as a resource center to conduct major/career research, workshop space, career counseling offices. The Career Center is critical to space to support students in defining their major early in their education.

Fully integrate career into the college Meta Majors. This alignment will allow for a seamless transition (e.g. Guided Pathway) into a Meta Major after a students participation in the Explorers Program.

Re-introduce Career Counseling to the institution. Career Counseling aligns with the institutional goal of supporting students from beginning to completion of their educational/career goals. Greater understanding of the value of Career Counseling is needed to support the growth of the service and increase visibility for students.

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Facilities

Resource Name

Career Center Space

Resource Description

Career Center where students can receive targeted support aimed at guiding them to develop their career goals, plans and objectives.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

A dedicated space for exploring students who are working towards choosing a major, educational goal, career, etc. will provide them with the tailored support needed. First-generation students will especially benefit from having a dedicated space, faculty and staff available to help guide them and answer questions.

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Full-Time Career Counselors (3)

Resource Description

3 additional, full-time Career Counselors (e.g. one per Meta major)

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Additional counseling faculty are needed to fully implement the Explorers Program which moves students toward declaring a major earlier and helping students understand their options. This may potentially have an impact on completion and persistence rates at Skyline College. Additional counselors will help support and carry out the integration with Meta Majors and support efforts to re-introducing Career Counseling to the institution by having more visibility, carry out the purpose and identity that aligns with the institutional goal of supporting students from beginning to completion of their educational/career goals.

Cost

223,740

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Full-Time Program Services Coordinator

Resource Description

1 Full-time Program Services Coordinator to support the Career Development coordination

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This position will help support students early in their educational endeavors with major and career exploration is integral to their success. The implementation of Explorers/Career Development requires coordination that is not currently supported with the existing staff support. This position will help manage caseloads and identify students who are at-risk and can benefit from tailored supports and services.

Cost

68,580

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Full-Time Retention Specialists (5)

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

5 full-time retention specialists will help analyze data for students who are Exploring/Undecided, track student progress, communicate with students regarding appointments, resources, workshops, etc., outreach, program development, and coordination for events. The retention specialists will manage the transition from Explorers to a designated Meta Major. Note: These positions are cross-listed with the Meta Major Retention Specialist request. No cost has been associated to these positions; cost included within the Meta Major Retention Specialist request.

Cost

0

FOR ADMINISTRATIVE USE ONLY

GOAL

Improve Onboarding Process –Increase efficiency and reduce navigational barriers to enrollment

Goal and Desired Impact on Students

Collaborate with key campus stakeholders to improve the matriculation (on boarding) process for students, both new and returning. Doing so will increase access to the college and reduce navigational barriers to enrollment that disproportionately impact first-generation college students.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

Improving the matriculation process (Application, Assessment, Orientation, Counseling, Registration) will require an honest evaluation of our college processes and the identification of loss points. This work will require collaboration with Admissions & Records, Meta Major Counseling, Signature Programs (EOPS, Promise, TRiO) and our high school partners. Strategies may include: simplify the registration process (1 day registration process); analysis of student counseling needs (ie. days and times with most demand); revisit the development of a system or process for same day clearance of registration (after the priority registration period); development of programming and support for special populations including ESOL students, Adult school students, working adults, part-time and full-time returning students, and the development of a seamless process for students to return to good standing after being placed on dismissal status, (including lifting registration blocks within an hour). Note: Counseling is responsible for the Assessment, Orientation, and Counseling steps of the Matriculation Process.

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Full-time Office Assistant II

Resource Description

Full-time staff to support college-wide coordination work of updating matriculation processes between General Counseling, Admissions & Records and local High Schools. This position will also serve as a "one-stop" for students that will direct and support students in the onboarding process, thereby providing this position first-hand data on the student experience that will then be used to improve these processes.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Improving the matriculation process will ensure a seamless process for students to onboard to the college. This will support efforts to support first-generation, disproportionately impacted students navigate the onboarding process supporting the college's efforts to provide services through an equity and social justice lens.

The development of program specific onboarding and orientation will further support early navigational knowledge for students to plan their college experience.

Cost

55,104

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Other

Resource Name

Counseling Faculty Coordination

Resource Description

Funds to support the college-wide coordination of improving the matriculation process for students and their families.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Serve as the liaison with Admissions & Records to collaborative improve the matriculation process that will ensure a seamless process for students to onboard to the college. This will support efforts to serve first-generation, disproportionately impacted students navigate the onboarding process supporting the college's efforts to provide services through an equity and social justice lens.

The development of program specific onboarding and orientation will further support early navigational knowledge for students to plan their college experience.

Cost

10,000

FOR ADMINISTRATIVE USE ONLY

GOAL

Counseling Division Operations and Effectiveness

Goal and Desired Impact on Students

Evaluate processes, procedures and operations in general counseling in order to make updates and changes that respond to student needs and support student goals.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

Evaluation of processes, procedures, and operations to better support student needs throughout the semester (i.e. drop-in counseling availability; evening and weekend hours; peak times). Evaluation of need for stronger collaborations with local high schools, Adult Schools, community agencies and within the campus community to broaden access to counseling. In collaboration with the Office of Instruction, assess ways to broaden access to the Early Alert Program.

Establish working group to collaborate with Admissions and Records to develop best practices, procedures and structure that reduces systemic barriers for students and improves communication and efficiency.

Conduct a technology analysis to identify technology gaps to gain access to technology resources that will support and enhance both the online and in-person Counseling student experience.

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Full-time Office Assistant II

Resource Description

A full-time Office Assistant II will further support the efforts of the Counseling Division to be responsive to student needs and demand.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

The SSL, in its current state, has created more work for the Counseling OAI position. Many delays in appointment scheduling have become commonplace where it can take up to 15 minutes to schedule one single appointment. In past practice, counselors scheduled student appointments, but because of the amount of time it now takes in SSL, counselors refer students to front desk for assistance. This new practice has overloaded the front desk. Record keeping is also difficult because of system's slow/lagging processing speed. The burden of the scheduling software has shifted to the counseling faculty and front desk staff. Students are impacted by the barriers created by the chosen technology. First-generation and students of color are most impacted by these barriers. To effectively respond to student need with the technology in its current state, more support is needed.

Cost

55,104

FOR ADMINISTRATIVE USE ONLY**Resource Request****Division Name**

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Other

Resource Name

SSL Contract Support

Resource Description

Support is needed to move forward SSL project requests that will support the General Counseling division's goal to make data driven decisions based on student need and student demand.

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

By moving forward project requests that have been recommended to improve the SSL, the division staff and faculty will be better equipped to serve students in an equitable manner by responding to needs based on data generated by students via drop-ins, appointments, virtual vs. in-person, etc. The completion of various project requests will generate data that will inform the division on what is needed to meet student demand.

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY**GOAL**

Continuous improvement of technological tools that support the Counseling Division's work

Goal and Desired Impact on Students

Continuous improvement of technological tools that support the Counseling Division's work

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

Baseline implementation of the SSL such as scheduling and messaging has been implemented. Improvements to these baseline systems would support our overall efficiency in tasks such as scheduling, drop-in counseling and logging student contacts. There is a need to prioritize and get support for innovative approaches to respond and identify student needs early on (such as counseling dashboard, high ,medium, low, success plans, artificial intelligence predictors, etc).

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2022 - 2023

Resource Type

Contract Services

Resource Name

SSL Contract Support

Resource Description

Support is needed to move forward SSL project requests that will support the General Counseling division's goal to make data driven decisions based on student need and student demand.

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

By moving forward project requests that have been recommended to improve the SSL, the division staff and faculty will be better equipped to serve students in an equitable manner by responding to needs based on data generated by students via drop-ins, appointments, virtual vs. in-person, etc. The completion of various project requests will generate data that will inform the division on what is needed to meet student demand.

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY**Resource Request**

Resource Type

Contract Services

Resource Name

Technology Consultant

Resource Description

Conduct a technology analysis to identify technology gaps to gain access to technology resources that will support and enhance both the online and in-person Counseling student experience. There is a need to prioritize and get support for innovative and new technologies to respond and identify student needs early on (such as counseling dashboard, high ,medium, low, success plans, artificial intelligence predictors, etc).

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

By gaining access to technologies that would allow us to cohort, send AI messaging, and track and monitor students, we would be able to more effectively serve our students.

Cost

50,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

