**2019-20 Administrative Leadership Unit Review of
Counseling, Advising, and Matriculation Division**

I.A.   Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

Narrative

The Counseling Department has a "Student First" philosophy. Counseling faculty and staff empower students by providing accurate and timely information, assisting the student with the technical skills to obtain information, and providing student centered counseling services to individuals seeking assistance. The Counseling Division strives to empower students to be active participants in their education and to provide them with the resources to excel personally and academically.

The Counseling Division is critical in the implementation of many College and District wide initiatives including SB1456 (SSSP), AB 705, multiple measures, equity initiatives, and the Skyline College Promise. More recently, the Counseling Division serves a critical role in the advancement of the signature components of the Skyline College Promise including the development and implementation of the Promise Scholars Program, the development and implementation of the guided pathways and meta-majors, and also redesigning the delivery student services in advancement of teaching and learning that takes place across campus.

I.B.   Profile: Programs
Which programs or functions are contained within the unit?

Narrative
The following are programs that comprise the Counseling Division:

- Career Center

- SparkPoint

- Transfer Center

- Articulation

- Assessment

- General Counseling

- Student Success and Support Program (SSSP)

- Development & delivery of COUN and CRER courses

- Promise Scholars Program

- NOVA Work Center

- Psychological Services

- Health Services

- Student Life & Leadership

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

Each program listed above has their respective service area outcomes. For Counseling in particular, they are the following:

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

b. Students will be able to demonstrate an understanding of requirements as it relates to a student's educational goals (Associate degree, Certificate, and/or Transfer).

c. Demonstrate the ability to utilize and synthesize computer-based research information into their overall educational goals.

II.A.   Analysis: Unit Effectiveness

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

Narrative

Implement consistent initial counseling appointment outcomes	- Outcomes for the initial counseling outcomes includes 1) identifying exploring students by reviewing my majors assessment 2) multiple measures 3) Reviewing their respective guided pathway 4) abbreviated SEP 5) signing them up for meta-major preview day and 6) utilizing novi-survey to facilitate connection to campus resources
Develop and implement meta majors counseling	- Identify counselor to student ratio and intentionality of counseling approach tailored to each meta-major - Completed. Current ratio is maximum of 370 to 400 for every 1.0 FTE
Develop and implement Career development support to scale	- Clarify work plan in collaboration with Career & Strong Workforce: In progress. Teams will be convening Summer 2019 to refine roles and integration strategy. - Finalize benchmarks ranging from increasing career awareness in semester 1 up to increasing career/job readiness in semester 4: In progress - Benchmarks have been identified but approach toward meeting those benchmarks to scale still needs further refinement. - Integrate Career Development Benchmarks on the guided pathway visuals.

	In progress - Benchmarks included in drafts but final visuals have not been completed. - Soft pilot launch in fall 2019
Develop and implement a needs based counseling approach	- Finalize work plan leading to fall 2019 implementation that will include clarifying metrics, intentionality in approach specific to the needs level, technology implications, and training. In progress: Vision has been developed. Training will be taking place in academic year 19-20. CRM technologically needed to implement full scale needs based counseling
Increase accessibility to College Orientation	- The online orientation was designed to provide 24/7 access for students. - We have increased the number of in person orientations by over 34% since 2014-15 with regularly scheduled evening and Saturday orientations to accommodate working and evening students. - Launched a "Counselor Liaison Program" with all feeder high schools. A counselor serves as point of contact for high schools but also facilitate orientation, multiple measures, and counseling (abbreviated SEP) at the high school campuses. Completed - This has been one of our most successful efforts to date as we have significantly increased the number of students from our needed high schools completing all matriculation steps. Identified at board meeting as most successful in the district in enrolling first time graduating high school students.
Update orientation content that provides a foundation for student success in addition to the required Title V and Title IX topics.	- Finalized modifications of content of in-person orientation that are interactive and relevant to student experiences that increases engagement with the orientation. Completed

	- Added information about Multiple measures, Comprehensive SEP's, meta-majors, guided pathways and information pertinent to undeclared students and the next steps they are to take. - We added process to identify undeclared students and students that are ready for Comprehensive SEPs during the orientation and then refer them accordingly. MyMajors Cloud based technology has been key tool in funneling and supporting students accordingly.
Implement Multiple Measures to scale to accurately place all students in Math & English courses	- We are now in full scale implementation of multiple measures which includes high school gpa, previous performance in English and Math courses, non-cognitive factors, and assessments.
Increase assessment staffing to support the increase in processing of multiple measures forms and for evaluation purposes.	- Finalized hiring a FT permanent classified staff member dedicated to assessment center
Increase integration of SSSP core services to facilitate the process ranging from orientation to counseling	- Implemented "streamlined core services" that provided students opportunity to complete all core services in one day. These were primarily scheduled for Saturdays with occasional weekdays. - Launched a "Counselor Liaison Program" with all feeder high schools. A counselor serves as point of contact for high schools but also facilitate orientation, multiple measures, and counseling (abbreviated SEP) at the high school campuses - Developed new SSSP checklist sent to all new students with SSSP related goal that clarifies steps. - Integrated and intentional process of supporting undeclared students and students in need of comprehensive SEP as part of the experience all new students have at Skyline College.

	- Update: All of the highlighted above has been implemented. We have now made adjustments and will continue to make adjustments after evaluations. CRM will also have impact on how we do what was noted above.
Increase E-counseling availability for students	- Added dedicated online counseling hours that resulted in the highest number of counseling hours dedicated to online counseling at Skyline College - Completed - Researched online counseling technology platforms with goal of fall 2018 implementation. As new technology platform phases in additional online counseling hours will be allocated - Complete - Pilot implementation utilizing Zoom starting fall 2018 - Complete - Update: For fall 2019 significant majority of counseling offices will have cameras, document cameras, and headsets. Every student appointment will now have the option to make appointment in person or online
Increase percentage of students with comprehensive student educational plans.	- Developed process to monitor all new incoming students that have SSSP related goals to identify which students are still in need of comprehensive SEP. Proactively reaching out to these students to provide them the Counseling support to develop SEP. - Fully integrated process with goal of having every student complete Comprehensive SEP as part of their experience at Skyline College which includes identifying students ready for C-SEP during orientation, monitoring all new students still in need of C-SEP, and tied to eligibility for certain priority groups pertaining to priority registration - Emphasis on C-SEP has been aligned with all categorical programs,

	learning communities, and our Promise Scholars Program.
	- Meta-majors and guided pathways are being developed with the premise that all students will need C-SEP which will serve as their individualized guided pathway.
	- Exploring how instructional and counseling faculty can work together differently to increase C-SEP's for all students.
	- Continued research on different approaches campuses are taking in increasing SEP's.
	- In progress: Continued collaboration with PRIE to evaluate progress of % of students with C-SEP's. Also, 19-20 academic year will have focus on furthering collaboration with instructional divisions to increase % of C-SEP's
Provide intentional support for undeclared students to be able to declare a major and develop a comprehensive SEP.	- Initial launch of the "Explorers Program" which includes identifying undeclared students at orientation, undeclared students assigned to specific Counselors, and the monitoring of these students declaring a major and developing a Comprehensive SEP.
	- A focus on undeclared students has been integrated in the college redesign that involves instructional and counseling faculty exploring how to work together differently across the entire campus to support undeclared students. These enhancements have a goal of fall 2018 implementation.
	- Update: In progress - small scale pilot Spring 2019. Goal to scale academic year 19-20. CRM will be critical in effectively scaling up efforts. In addition, goal to advance collaborations with instructional divisions to support major exploration

Increase dedicated support for students on academic/progress probation	- Hired FT counselor dedicated on supporting students on academic/progress probation. - Research innovative approaches in supporting students on probation and developed timeline for enhanced support services to be implemented fall 2018. - An operational report in SAP Business Objects (Skyline College's primary data reporting and analytics tool) is being drafted for roll out beginning in Spring 2018 to support counselor tasked with supporting students on academic probation. - Pilot launch of student success conference in Spring 2018 that had close to 100 students in attendance - Update: all goals noted above were completed. Focus on 19-20 will be to scale up efforts by supporting students on probation through a caseload approach
Provide dedicated Counseling support for Basic Skills students to increase student success rates.	- Assigned dedicated counseling support for English, ESOL, and Math Basic Skills sections. - Implemented math assessment (ALEKS) designed to identify remediation needs that then provides focused practice in these identified areas. This provides students opportunity to address remediation needs and improve their initial placement. - Implemented Summer Scholars 5-week Institute designed for students placing in basic skills to get them ready for college level math and English in their 1st fall semester. Over 95% of the 180 students participating have placed in transfer level English and Math after program participation. - Update: All goals noted above were completed. Given changes to AB705 and the SEA program these efforts

	are now being integrated with other efforts on campus.
Professional Development	- Provided professional development designed to increase intentionality in how we support students, counseling pedagogy, and refining the outcomes we seek to achieve when working with students. Professional development has implications on program development, educational planning, and counseling practice. - Professional development events included multiple counselors participating in Equity Training Series and the Equity Academy - For academic year 19-20 there will be a focus on professional development support that promotes growth in regards to counseling pedagogical approaches

II.B.   Analysis: Progress on Outcomes
Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

The division has made progress to engage in meaningful evaluation of outcomes that has resulted in updating service area outcomes (ie: Career Services, Counseling, Health Services, Student Life & Leadership) and in identifying improvements. The division engaged in a comprehensive review of course outcomes and assessment calendar moving forward is noted at following link:

http://www.skylinecollege.edu/sloac/assets/threeyearplans/counseling%20courses.pdf

Despite progress over this last year there are areas to continue to improve in regards to the evaluation of service area outcomes. For instance, 19-20 academic year will have focus on evaluating the impact of the Counseling redesign on student success. This kind of evaluation will necessitate a collaboration with PRIE office.

There will also be an enhancement to the process of increasing opportunities to share assessment results across the division and to learn from each other. Providing additional opportunity for the exchange of information will increase likelihood of leading to meaningful discussions and modifications to increase student success.

II.C. **Analysis: Unit Environment**

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

It continues to be a time of constant change as a result of state mandates and college wide initiatives. The following are some of the most impactful:

− The development of the guided pathways and meta-majors
− The implementation of the Promise Scholars Program full replication
− The integration of SB1456 (SSSP) with Equity and Basic Skills (SEA) .
− The implementation of AB 705 and multiple measures.
− The commitment to redesign the delivery of student services that results in a more intentional and informed student experience
− Transfer information from UC, CSU, and local private universities is constantly changing requiring ongoing training for counselors to ensure proper application of new policies and articulation agreements.
− SB 1440: AA-T/AS-T: As a new policy we are still seeing the impact on student transfer to CSU's from this legislation.
− Changes in regulations regarding availability of financial aid, unemployment benefits and veterans benefits

II.D. **Analysis: Unit Personnel**

Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

Narrative

III.A. Reflection: Considering Key Findings

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

Narrative

<u>Strengths</u>

The division understands the need for innovation under the premise that the status quo approach to delivering student services has not supported student success sufficiently. There is a ***genuine desire and commitment to innovation*** and adopting best practices that are implemented at scale that go beyond a programmatic level. There is also a strong ***commitment to equity*** that is at the core of the inquiry in regards to best practices and innovations that are being explored and developed. The Counseling division has been engaged in developing new approaches over the last couple of years that will come to a culmination in a new counseling structure and delivery of services in fall 2019. This work that is being leveraged includes examples such as developing a Counselor Liaison program with all feeder high schools, developing career development benchmarks, meta-major counseling, intentional support for exploring students, and developing needs based counseling support model.

<u>Challenges</u>

Embarking in a comprehensive college redesign is complex and hard work. Part of the challenge is the need for constant communication on all of the simultaneous changes within the department and to the college at large. In part, this is as a result of being in the midst of the work and many approaches still being developed that prevents full clarity until some of these are developed. The counseling division is one of the most impacted divisions by the comprehensive college redesign and with many added efforts which includes Promise Scholars, Meta major Counseling, and supporting exploring to scale among others have resulted in a need for increased capacity for both faculty and staff. The entire division is currently operating at capacity. The ability to take on new initiatives or projects will need to be placed on hold until some of the current work is completed to again free up capacity to add on additional work.

Lastly, in fall 2019 with the planned growth of the Promise Scholars Program and the counseling redesign being partially completed there will not be enough Counseling capacity to implement. There will be a need to increase the Counseling FTE if we desire to deliver intentional and informed counseling to scale and grow the Promise Scholars Program.

Opportunities

Large scale change brings the opportunity for innovation and creativity that includes thinking outside of conventional approaches to working with students. For the Counseling division this includes exploring how to work differently across campus with instructional faculty when it comes to working with undeclared students and in increasing comprehensive SEP's. Part of this work also includes implementing career development benchmarks and a needs based counseling model to scale that will require collaboration with instructional faculty and leveraging technology. Critical to the success of the counseling redesign will be the opportunity to inform technology needs that will facilitate the delivery of student services to scale. We have a unique opportunity to leverage the existing culture and years of work that has already taken place to completely redesign a status quo approach in the delivery of services to one that is transformative, intentional, and in collaboration with instructional faculty and students.

Concerns

There are two main concerns in looking forward as we get closer to the implementation. First, there is a need to increase the Counseling FTE significantly if we desire to deliver intentional and informed counseling to scale and grow the Promise Scholars Program. There will not be enough funding through SSSP to meet the need for increased counseling capacity.

Lastly, as the years progress in the implementation of the Counseling and student services redesign I am most concerned about the budget implications. By year 2020-2021, the vision is that the entire student population would be served by a meta major and needs based counseling model, Promise Scholars would have multiple cohorts in progress, and the added technology costs to support the CRM. This would all be well beyond the means of the SSSP budget (especially considering the position control that is currently tied to SSSP).

III.B. Reflection: Synergy

Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

Narrative

As mentioned earlier this is a time of a lot of change and opportunity for innovation. In this process of change and innovation it is important to be mindful of integration both within the division and across the campus. Many areas of synergy have been identified that have implications for work being done with SSSP, Counseling redesign, and the overall comprehensive college redesign. Some examples include the following:

-SSSP approach to working with undeclared students and integrating with the undeclared work team that is part of the comprehensive redesign

-Continued exploration of synergy between Promise Scholars Program and TRiO, EOPS, and learning communities

-Counseling 100 curriculum and the development of an "exploratory course"

-Continued refinement of implications of meta-majors on orientation, counselor liaison program, and the structure of the counseling division

-The work that has taken place in the development of the Promise Scholars Program in regards to needs based counseling support and career development benchmarks informing counseling approach to scale

- The need for integration of Career Counseling and Career and Strong Workforce

- The need of integration of counseling support, academic support, instructional faculty and peer tutors in the vision for the development of implementing student success teams

III.C. Reflection: Aspirations

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

Narrative

The future of the Counseling Division is to provide a proactive, intentional and informed student support experience. The Skyline College Promise and Comprehensive College Redesign has many implications for the Counseling division that necessitates redesigning, enhancing, innovating new approaches in working with our students. In examining the future of the unit it has been organized in the following ways: 1) Scaling of the Promise Scholars Program 2) Providing a seamless "getting in student experience" 3) Providing intentional and proactive services to enhance support for students to get "through" and 4) The scaling of intentional Career Development Services that spans increased awareness of career options when students enter up to increased job/career readiness when students are completing their educational goal at Skyline College.

The following section will indicate the action plan to enhance the above mentioned priorities. In reviewing the action plan it will be apparent that strategic budget discussions are needed to maximize the impact of available resources and funding available. Skyline College has a unique opportunity to be in the midst of a comprehensive redesign that will result in: 1) a new organizing structure through the implementation of meta-majors 2) changes to instructional practices through the integration of high impact practices, redesign of general education, and changes to foundational courses and 3) Redesign of the delivery of student services that are integrated, proactive, and intentional. These will all have future funding and resource implications. For Student Services in particular to develop an approach as outlined above that disrupts the status quo, additional resources will be needed to enhance the capacity of students services to deliver on the vision. Specific examples of what this entails are outlined in the resource requests.

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

Narrative
1. Promise Scholars

Request: Stabilizing PSP Staffing Structure

Last year was a wildly successful year in being able to secure a fully staffed team for PSP including counselors and retention specialists. For the 19-20 and 20-21 academic years the focus will be on stabilizing the funding to maintain the team. The following are the positions that need additional funding secured: Promise Director, 2 FT Counselors, 1 Retention Specialist, and adjunct counseling support

1. "Get In"/On-ramp

Request: .50 Outreach Staff

Rationale: With the anticipated implementation of 4 meta-majors in fall 2018 it will become imperative to enhance the Counselor Liaison Program at local feeder high schools. Starting to connect with students during the fall semester of their senior year will become increasingly important to deliver programing to support students in being able to select a meta-major (potentially even a major) as they "get in" to the college.

Request:1 FT Counseling OAII

Rationale: Classified staff in the Counseling Division is heavily reliant on SSSP funds. Over the last year and a half there has been a reduction of 1.67 FTE as a result of the need to balance SSSP budget. This has resulted in slower times in responding to student emails, phone calls, and processing of forms. The Counseling front desk is critical in ensuring students complete matriculation process and register on time.

Request: 2 laptops and 1 portable projector

Rationale: This equipment would be to include assessment and processing at the high schools as part of our high school liaison program efforts

1. **"Get Through" Support**

Request: 2.0 FTE General Counselors

Rationale: As incoming students are "getting in" undeclared students are being identified so that they proactively get the support to be able to make an informed major decision and culminating with a comprehensive educational plan. Out of approximately 2,000 new students entering every fall we are estimating that 800 of them will be undecided on a major. These students will get assigned to a counselor that will work with them and responsible for providing them the support needed to make major decision and complete comprehensive educational plan.

Request: 4.0 FTE General Counselors

Rationale: Enhancing the General Counseling capacity to provide intentional and proactive services will be essential to moving the student success needle. These counselors would be dedicated to delivery of needs based counseling support with a meta-major framework. As students enter the college and as they identify their meta-major they will be assigned to a "student success team" (may include counseling, career counseling, peer mentoring, and potentially tutoring, etc) designed to support students within specific meta-majors. In addition, we will be putting a predictive analysis in place to identify high needs students based on metrics such as high school gpa, major declaration status, and socioeconomic status among others. Informed by the ASAP model, "student success" teams will provide intentional and proactive support according to analysis (high, medium, low). To do this to scale requires enhancing the counseling capacity in counseling.

Request: Hire 5-7 "Completion Ambassadors"

Rationale: Once students reach 30 units they will be assigned to "completion ambassadors" that will guide them in the process of applying for degree and/or applying to transfer. Follow up will include ensuring complete needed steps within designated timelines. This specifically will be offered for student populations identified in the College Equity plan and "high" need students.

Request: FT SparkPoint Program Services Coordinator

Rationale: This would provide staffing stability and slow SparkPoint to maintain the financial coaching efforts in place. This is especially critical being that United Way of the Bay Area funding is now dependent on meeting mid-year outcomes. There is compelling data that students with financial coaching contacts have a higher persistence and completion rates and this allows us to maintain and explore increasing our financial coaching efforts.

Request: Financial Game Plan Student Assistants

Rationale: In collaboration with programs like TRiO, Promise Scholars, and learning communities the vision is that all students would have a financial game plan just as they would a SEP. The financial game plan would span from Skyline College up to completion at the University. To do this at this scale we can not just rely on 1 SparkPoint Coordinator and thus would like to hire students assistants that can deliver workshops once trained.

Request: SparkPoint Snacks

Rationale: To support addressing food insecurity. Proved to be a popular strategy for students this year. $10,000 would suffice to be able to provide same level of service.

Request: Food Pantry Cart and 12 folding tables and canopies

Rationale: The food pantry cart would enable us to increase visibility on campus and increasing distribution points on campus. Folding tables and canopies would be to support the launch of the Launch Produce Truck. These efforts would result in increasing families served and increasing the pounds of food distribution.

Request: Dream Center Student Assistant and Programming Budget

Rationale: Total of $10,000 is being requested for a student assistant and programming budget. This would help increase program visibility and student engagement with the program

Request: FT Nurse Practitioner

Rationale: With current staffing Health Services operates as an urgent care program. With staffing support we could expand services to include evening hours, increase outreach and programming to provide additional medical services.

Request: FT Health Educator

Rationale: Increases capacity for outreach, health education, and prevention services for campus.

Request: Dream Center Student Ambassadors

Rationale: To support outreach, center coverage, and increase student use of the center.

Request: Student Life and Leadership Intern

Rationale: 15-20 hours of week of a paid intern to support the efforts of the Student Life and Leadership Office. This would result in an increase in capacity to better support the leadership development of over 50 chartered clubs, support for faculty advisors, and leadership development for ASSC and student leaders on campus.

1. Scaling Career Development Support

Request: 1.0 FTE Career Counselors
Rationale: Career Counselors will deliver Career Development services that encompasses increased awareness of career options as students enter up to job/career readiness as student are preparing to complete educational goal at the college. Job readiness will be for students that are looking for immediate employment and for students who will complete associate degree/certificate program intending to transition to the job market. Career readiness services will be for students seeking a bachelors degree or higher that will include increasing awareness to get prepared for their future careers. Career development services will be contextualized to specific meta-majors.

Facilities Implications
Currently, Counseling has already outgrown the facilities dedicated to Counseling services. All counselors share offices and we have counselors dispersed in buildings 2, 1, 4, and 5. We also have counselors stationed in "walk in" stations which have no privacy. In addition, the future enhancement of counseling and student services will also necessitate additional counseling offices.

Heath Services and Psychological Services are also in desperate need for a new location. The current location offers no privacy which is especially problematic concerning the stigma associated with these services and the nature of the challenges students are dealing with that seek Psychological Services.

Technology Implications
Technology will be critical to effectively and efficiently deliver services to advance the vision above. Technology will be critical to being able implement predictive analysis to scale to implement our needs based support Counseling approach, to be able to clearly communicate who their "student success team" is through their web portal, being able to effectively communicate with students their semester by semester benchmarks, and online counseling to name a few. Refer to "Counseling Technology Strategy".

Summary
The requests confirm the need to have strategic conversations about leveraging funding sources and resources. It is also important to note that not all growth needs have been outline above. For example, enhanced support for students on

probation ranging from probation I to dismissal has not been outlined above as it has already been accounted for in SSSP budget. Moreover, I understand that all of requests noted above is unrealistic to fill all at once, but it indicates need to have long term strategy to address staffing structure of student services to deliver on the vision to offer intentional and proactive student support. For Student Services in particular to develop an approach as outlined above that disrupts the status quo additional resources will be needed to enhance the capacity to deliver on the vision and not doing so will be a lost opportunity.