# #13

**COMPLETE**

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| **Collector:** | Email Invitation 1 (Email) |
| **Started:** | Thursday, January 31, 2019 9:56:26 AM |
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| **Email:** | raad.jerjis@gcccd.edu |
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## Page 1: I. Program Overview and Update

**Q1** Service Area(s) Reviewed:

Counseling

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**Q2** Lead Author and Collaborators:

Raad Jerjis& Amaliya Blyumin

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**Q3** Lead/Dean:

Raad Jerjis  & Nicole Jones

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**Q4** Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

Changes: Staffing of faculty reduced when general counselor retired in 2018. Another counselor moved to an administrative position.   A third counselor was reassigned to Professional Development. Moreover, one full time counseling faculty was hired in Spring of 2018, which still leaves the counseling department short two full time counselor as we were ten years ago.

A permanent Classified Counseling and Assessment Center Supervisor was hired in the Fall of 2018.

Achievements: Developed and implemented Ed Plan Clinics that created 262 student-counselor contacts & 125 student appointments for comprehensive educational plans (CEP's), partnered with IT to streamline, from 40 mins to 15 mins, an automated New Student Online Advisor in Web Advisor that facilitates student orientations.

Implemented new curriculum, Coun 095, to promote financial literacy & academic student success strategies in Fall of 2017. Partnered with A&R to develop & implement The Graduation 2017 Campaign designed to increase the number of students who apply for graduation & receive degrees/certificates.

In July 2017 Cuyamaca College proudly launched the Umoja Scholars Program. Cuyamaca joins over 60 community colleges who are committed to eliminating equity gaps for disproportionately impacted Students. Celebrating our 40th anniversary Cuyamaca College is committed to Equity and established an Inclusivity Framework that focuses on equity mindedness, inclusivity, civility, social justice and unlearning prejudice. Identified one part time counseling faculty mentor to serve as a coordinator/counselor. Umoja program consists of counseling and instructional faculty.  In June of 2018, Cuyamaca College faculty from math, English and sociology attended the Umoja Summer Learning Institute (SLI). The SLI is a week-long intensive training that immerses participants in the theoretical foundations, pedagogy, philosophy and best practices of the Umoja Community.

Coordinated Back on Track Workshops to reach at-risk students on probation or dismissal. Held Student Success Workshops for various campus communities, including CAFYES, Pathway Academy, and Athletics. Worked alongside Financial Aid to continue improving the COUN 095 course, "Academic & Financial Aid Planning", for students on Financial Aid probation or disqualification. Worked with Financial Aid to assess the qualification of students to receive the Financial Aid Completion Grant. Coordinate efforts for the Spring 2018 Graduation Campaign. This included contacting students via email and in-class presentations to encourage they see counselors for a graduation review. In efforts to become further educated in the Guided Pathways implementation process, counseling faculty attended various Guided Pathways Institutes, webinars, conferences, and the Leading From the Middle (LFM) Academy.

In 2017-2018, Cuyamaca College served 24 International Students most of whom are transfer students.  In the year of 2016-2017, we served 19 students.

Currently, we have twenty three International Students attending Cuyamaca and most of them are transfer students. A counselor has been assigned to work three hours a week to monitor student progress and address all needs for this unique population

Partnered with Campus High School & Community Relations (Outreach) department to participate in the districtwide efforts of providing Griffin-Coyote Connection at local feeder high schools, assist Math & English departments with assessment of student placement using multiple measures, support AB-705 a California statute that mandates students be eligible for transfer-level Math & English within a one year timeframe.. In spring of 2018 counseling and assessment placed over 650 students using multiple measures.

Page 2: II. Student Learning Outcomes/Student Services Outcomes Assessment Reflection

**Q5** Please provide a summary of your service area's student learning outcome (SLO) and student services outcome (SSO) assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at brianna.hays@gcccd.edu.

Counseling has three active SSO and multiple SLOs for each of the seven counseling
Courses. 100% of SLOs from counseling classes have been measured.  The results show
that around 85% of students have met the student learning outcome. SLO's will be re-assessed in the Spring of 2019.

Here are the three active SSO:

1) Students will utilize technology to access counseling services.

 Here are the results from data obtained from SARS on students served via Online Counseling: 871 in 2017-2018 and 990 in 2016-2017.  This indicates that less student utilized technology which points to the importance of enhancing technology in counseling services to increase access for students.

2) Counseling Center will increase contact with students.

Counseling faculty, on an appointments and Drop-Ins basis, served 16086 students in the year of 2016-2017 and 14343 students in the year of 2017-2018.  In addition, the number of students who were served on a group basis decreased from 4203 in 2016-2017 to 3631 in the 2017-2018.   The decline in number of students served might me due to the fact that we were down two full time counselors and college enrollment is also down. .

3) Counseling Center will help students to identify their major of study.

 Based on the data obtained from SARS, Counseling faculty created 2,080 Comprehensive Educational Plan (CEP) that helped students identify major. That is 269 more CEPs than the year 2016-2017.

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**Q6** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Counseling Data for SLO-SSO for 2017-2018.docx (23.2KB)**

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**Q7** How did (or will) your service area use its 2017/18 SLO and SSO assessment findings to advance student success and improve services to students?

Reviewing the SSO assessment findings, it is clear that in order to advance student success and improve services to students, counseling department needs to meet the ratio of students to faculty.  Even though, we have 9 full time counselors, one is assigned to Professional Development, another one is doing full time articulation, and the third is assigned to do the department chair duties.  This leaves only 6 full time counselors that have direct student contact.   Nine years ago, when we were serving less students, we had 10 full time counselors and eight of them had direct student contacts.  The other two were performing chair and articulation duties.

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**Q8** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.          **Respondent skipped this question**

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**Q9** What are your service area's assessment plans (i.e., which SLOs and/or SSOs will be assessed) for 2018/19?

Since the data shows that the counseling still need to improve services to students, same SSOs and SLOs will be assessed for 2018-2019 year.

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**Q10** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Athletes data.pdf (13.6KB)**

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Page 3: III. Student Achievement and Institutional Effectiveness

**Q11** Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

Based on the comparison demographic report of general counseling to all other students, there are no major gaps in gender, ethnicity, and educational goals. However, there is a small gap in age category. The students between the ages 25-39 constitute 28% of the college student population. Out those, around 23% were served by general counseling.

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**Q12** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**2018 General Counseling Comparison Report.pdf (76.5KB)**

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**Q13** What steps will the service area take to improve services and/or outcomes (e.g., course success, persistence, degree/certificate completion, or transfer) for the College's disproportionately impacted student groups?To access a detailed report on the College's equity data, click here. To access college-wide student demographic and outcome data, click here.

One of the steps that can be taken is to survey students ages 25-39 to see how their needs can be met or how their needs have not been met. It is possible that we are disproportionately impacting working adults. The use and expansion of online technology or offering more extended counseling hours may remedy this issue.

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**Q14** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Respondent skipped this question**

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Page 4: IV. Previous Goals: Update (If Applicable)

**Q15** Would you like to provide an update for your previous program review goal(s)?

**Yes**

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Page 5: Previous Goal 1

**Q16** Previous Goal 1:

Counseling department always had goals but due to constant revamping of program template, the previous goals were not captured clearly—thereby preventing counseling to reflect on the previous goals. For this reason, counseling department will focus on the new goals.

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**Q17** Link to College Strategic Goal(s):    **Respondent skipped this question**

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**Q18** Goal Status    **Respondent skipped this question**

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**Q19** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?    **Respondent skipped this question**

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**Q20** Please provide the rationale for this goal:    **Respondent skipped this question**

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**Q21** Please provide the goal action steps for the year (previously "Activities"):    **Respondent skipped this question**

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**Q22** **OPTIONAL** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.    **Respondent skipped this question**

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**Q23** Do you have another goal to update?    **No**

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Page 6: Previous Goal 2

**Q24** Previous Goal 2:    **Respondent skipped this question**

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**Q25** Link to College Strategic Goal(s):    **Respondent skipped this question**

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**Q26** Goal Status    **Respondent skipped this question**

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**Q27** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?    **Respondent skipped this question**

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**Q28** Please provide the rationale for this goal:    **Respondent skipped this question**

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**Q29** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

**Q30** **OPTIONAL** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

**Q31** Do you have another goal to update?

**Respondent skipped this question**

Page 7: Previous Goal 3

**Q32** Previous Goal 3:

**Respondent skipped this question**

**Q33** Link to College Strategic Goal(s):

**Respondent skipped this question**

**Q34** Goal Status

**Respondent skipped this question**

**Q35** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

**Respondent skipped this question**

**Q36** Please provide the rationale for this goal:

**Respondent skipped this question**

**Q37** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

**Q38** **OPTIONAL** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

**Q39** Do you have another goal to update?

**Respondent skipped this question**

Page 8: Previous Goal 4

**Q40** Previous Goal 4:

**Respondent skipped this question**

**Q41** Link to College Strategic Goal(s):

**Respondent skipped this question**

**Q42** Goal Status | **Respondent skipped this question**

**Q43** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? | **Respondent skipped this question**

**Q44** Please provide the rationale for this goal: | **Respondent skipped this question**

**Q45** Please provide the goal action steps for the year (previously "Activities"): | **Respondent skipped this question**

**Q46** **OPTIONAL** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. | **Respondent skipped this question**

**Q47** Do you have another goal to update? | **Respondent skipped this question**

Page 9: Previous Goal 5

**Q48** Previous Goal 5: | **Respondent skipped this question**

**Q49** Link to College Strategic Goal(s): | **Respondent skipped this question**

**Q50** Goal Status | **Respondent skipped this question**

**Q51** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? | **Respondent skipped this question**

**Q52** Please provide the rationale for this goal: | **Respondent skipped this question**

**Q53** Please provide the goal action steps for the year (previously "Activities"): | **Respondent skipped this question**

**Q54** **OPTIONAL** Previous Goal 5 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. | **Respondent skipped this question**

Page 10: V. New Goals (If Applicable)

**Q55** Would you like to propose any new goal(s)?        **Yes**

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Page 11: New Goal 1

**Q56** New Goal 1:

Increase the use of technology in the administration/implementation of counseling services and programs:

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**Q57** Link to College Strategic Goal(s):        **Guided Student** ,
**Pathways**

**Student Validation and
Engagement**

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**Q58** Please provide the rationale for this goal:

We want to serve more students to increase accessibility and equity.

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**Q59** Please provide the goal action steps for the year (previously "Activities"):

1 Implement new the technology-E-Advise and Zoom technology software.
2.Provide training to all counseling faculty
3.Build awareness of new technology among student groups
4. Update website and marketing materials

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**Q60** How will the goal be evaluated?

Upon successful implementation of the technology tools, we will use SARS database as a base line to measure students' use of technology.Additionally, during the testing phase we will work with the counseling and assessment center supervisor and department chair to monitor the E-Advise and Zoom coverage to determine the best times for student use.

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**Q61** **OPTIONAL** New Goal 1 Additional        **Respondent skipped this question**
Documentation: If you have any additional
documentation you would like to include in relation to
this goal, please use the "Upload" button below. You can
upload a Word document or PDF file.

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**Q62** Do you have another new goal?        **Yes**

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Page 12: New Goal 2

**Q63** New Goal 2:

Research and develop a Counseling Model for Guided Pathways.

8 / 14

**Q64** Link to College Strategic Goal(s):

**Basic Skills Acceleration** ,

**Guided Student Pathways** ,

**Student Validation and Engagement** ,

**Organizational Health**

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**Q65** Please provide the rationale for this goal:

This goal is a student centered approach that increases student performance, persistence, and retention and decreases equity gaps.

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**Q66** Please provide the goal action steps for the year (previously "Activities"):

1 Research models from other college that are similar in size.
2 Examine best practices, send inquiry teams on site visits
3 Collaborate with sister college.
4 Work with Stem, Umoja and pathways academy to examine how they are implementing guided pathways.

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**Q67** How will the goal be evaluated?

Finalizing research, and, by the end of spring 2019, finalize proposed model and examine the implementation steps. Redesign the model if it is not working.

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**Q68** **OPTIONAL** New Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

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Page 13: VI. Resources Needed to Fully Achieve Goal(s)

**Q69** Is the program requesting resources this year to achieve this goal?

**Yes**

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Page 14: V. Faculty Resource Needs

**Q70** Are you requesting one or more faculty positions to achieve this goal?

**Yes**

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Page 15: Faculty Position Request(s)

**Q71** Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of the Position Requested:

The general counseling is requesting two positions.  These positions will support all areas of focus in the Strategic Plan, especially in Guided Students Pathways.  These positions will play a critical role in assisting all students on their guided path to completion. These positions will also be leveraged to participate in outreach, matriculation, student advising both academic and career, personal, completion of educational plans, academic interventions, student follow up, and student engagement.  These positions will also be instrumental in our continuous collaboration with instructional faculty and staff to implement and support college wide student success strategies, and support various efforts funded via Student Equity and Achievement (SEA), BSSOT, NSF, Strong Workforce, Transfer, Guided Pathways, and both Title V grants.

**Q72** Related Program Goal(s):

This relates to program goal number 2.

**Q73** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

**FacultyPositionRequestCounseling 2-2018-19FINAL.docx (19.5KB)**

**Q74** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested:

The Athletic counselor will support all areas of focus in the Strategic Plan, especially in Guided Pathways.  This position will play a critical role in assisting all student athletes with acceleration and degree completion.

**Q75** Related Program Goal(s):

This relates to program goal number 2

**Q76** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

**FacultyPositionRequestForm Athletic -2018-19FINAL.docx (19.7KB)**

Page 16: VI. Classified Staff Resource Needs

**Q77** Are you requesting one or more classified positions to achieve this goal?          **No**

Page 17: Classified Staff Position Request(s)

**Q78** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

**Respondent skipped this question**

**Q79** Classified Staff Position 1 Related Program Goal(s):

**Respondent skipped this question**

**Q80** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

**Respondent skipped this question**

**Q81** ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR).

**Respondent skipped this question**

**Q82** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

**Respondent skipped this question**

**Q83** Classified Staff Position 2 Related Program Goal(s):

**Respondent skipped this question**

**Q84** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

**Respondent skipped this question**

**Q85** ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR).

**Respondent skipped this question**

Page 18: VII. Technology Resource Needs

**Q86** Are you requesting technology resources to achieve this goal?

**Yes**

Page 19: Technology Request(s)

**Q87** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

| | |
|---|---|
| Description: | **Front Office Computers** |
| One time or On-going | **One time** |
| Amount Requested $ | **$6000.00** |
| Related Program Review Goal(s): | **Goal #1:Increase the use of technology in the administration/implementation of counseling services and programs:** |

**Q88** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

| | |
|---|---|
| Description: | **Grade Master Scanner and Updated Technology Software in A-112** |
| One time or On-going | **One time** |
| Amount Requested $ | **750.00-$1000.00** |
| Related Program Review Goal(s): | **Relates to Goal number 1** |

## Page 20: VIII. Perkins and Strong Workforce Resource Needs

**Q89** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?   **Yes**

## Page 21: Perkins Request and Strong Workforce

**Q90** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

| | |
|---|---|
| Description: | **Provide professional development via conferences and trainning for full time and adjunct faculty** |
| Amount Requested $: | **10000** |
| Related Program Review Goal(s): | **Goal number 2** |

**Q91** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.   **Respondent skipped this question**

## Page 22: IX. Supplies/Equipment Resource Needs

**Q92** Are you requesting supplies and/or equipment resources to achieve this goal?   **No**

## Page 23: Supplies/Equipment Request(s)

**Q93** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

**Q94** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

**Q95** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

**Q96** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

## Page 24: X. Facilities Resource Needs

**Q97** Are you requesting facilities resources to achieve this goal?

**No**

## Page 25: Facilities Request

**Q98** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: Facilities Request Form

**Respondent skipped this question**

**Q99** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:Facilities Request Form

**Respondent skipped this question**

## Page 26: XI. Professional Development Resource Needs

**Q100** Are you requesting professional development resources to achieve this goal?

**No**

## Page 27: Professional Development Request

**Q101** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

**Respondent skipped this question**

**Q102** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

**Respondent skipped this question**

## Page 28: XII. Other Resource Needs

**Q103** Are you requesting any other resources to achieve this goal?

**No**

## Page 29: Other Resource Requests

**Q104** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

**Respondent skipped this question**

**Q105** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

**Respondent skipped this question**

## Page 30

**Q106** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

**Respondent skipped this question**