

Program Review All Fields

Program Review: Counseling Fall 2020

Main

Overview

Academic Year Fall 2020

Originator Arteaga, Blanca

Division Counseling and Guidance

Department Counseling (Guidance)

Program

Counseling

Program Type

Combination

Co-Contributors

Contributor

- Martinez, Veronica
- Velarde-Barros, Carla

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Gavilan College Counseling Department leads by implementing innovative and holistic approaches to student-centered services. We foster self-advocacy and community while supporting students to successfully navigate all aspects of higher education. We value compassion, empathy and courage, and use Gavilan's Principles of Community (<http://www.gavilan.edu/about/index.php>) to guide our work with students as a department and within our institution.

On the PIPR website, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Response and follow-up to previous program reviews

1. Develop plan for counseling resources to fall under the leadership of VPSS.

Accomplishment

No progress has been made in this area. Though the campus engaged in an interim re-organization, it did not include a plan for all counselors to be able to report to one supervisor. As shown on the table below, the Counseling Department is currently comprised of 23 counselors of which 16 are full-time and 7 are part-time. However, out of the 16 full-time counselors, 37% (n=6) are general counselors and out of the 7 part-time counselors 29% (n=3) are general counselors. The majority of the counselors in the department are assigned to special programs (61%, n=14) while only 39% of counselors (n=9) assist the general student population.

	Total #	FT	PT
Counseling Department	23	16	7
General Counselors	9	6	3
Special Program Counselors	14	10	4

Currently, counselors in special programs each report to a Dean depending on their area. Our six Deans currently have oversight of at least one counselor. Integrated planning is challenging because each program has their individual budget, separate goals, and data is collected separately. This creates concerns in communication, priorities, efficiency, and duplication of resources.

In addition, the VPSS position has not been replaced, our department did not have the opportunity to provide feedback regarding the impact this would have to our area, and without a VPSS we continue to face the challenge of ever meeting this goal.

2. Collect data and assess for effectiveness of new initiatives.

Accomplishment

Any data that has been previously collected was lost during the fall 2019 crash. Though data was collected for initiatives such as SSSP where students were required to complete orientation, assessment, and an education plan, this initiative is no longer active.

With AB 705, we stopped offering assessment tests in an effort to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. The counseling department worked closely with the Math and English departments to create placement tools for guided self-placement <https://www.gavilan.edu/admit/assessment/index.php>.

Since we stopped offering Guid 210 (First Year College Student Seminar) in Fall 2019 our department revamped the Student Online Orientation that students can access 24/7 on their mygav account. The data below indicates the number of students that have completed the online orientation.

Completion of Online Orientation

Year	Number of Students
2017/2018	807
2018/2019	1540
2019/2020	1719

Data will be collected on the number of students who (a) are on probation and dismissal, (b) schedule and show/no show to counseling appointments, and (c) complete the online orientation.

3. Work with VPSS and grant-funded part time counselors to minimize fragmenting.

Accomplishment

No progress has been made. Though there is collaboration among the entire counseling department, fragmentation in services still exist. As mentioned in recommendation one above, integrated planning is challenging because all six Deans currently have oversight of at least one counselor and separate goals and data collection continue to exist.

Briefly describe the activities and accomplishments of the program with respect to

- PIPR recommendations; and
- Each goal since the last program plan and review.

Have the services of your program changed over the past three years? Please explain (300 words or less).

There have been several changes that have occurred in the Counseling Department over the last three years such as: (1) One full-time counselor retired in 2019 and was not replaced, (2) Counseling services have continuously been available on the Gilroy main campus, Morgan Hill site, Hollister site, email, telephone, and virtual utilizing Cranium Cafe. (3) The majority of counselors have completed formal Cranium Cafe training to better serve students online. (4) More counselors are trained to teach online after having participated in GOTT and @One trainings. (5) Since March 2020, due to COVID-19, there has been an increase in virtual counseling via Cranium Cafe, Zoom, email, and telephone. Our department has created online forms and processes in collaboration with the Admissions and Records Office and our area Dean. For example, we developed a shared document titled Counselor Quick Guide where all counseling updates and processes have been recorded including (Dismissal, Probation, Excused Withdrawal, Drop-In Services, Progress Report, Repeats, etc) The document can be accessed at: https://gavilan-my.sharepoint.com/:w:/g/personal/dgilstrap_gavilan_edu/EVHhX7DEauZIoH11J4Xo9e8BMHXm1xPqHNsvEmD7bnCwXg?e=r3eCHB (6) There was an increase in graduation petitions completed (2017, n=1248, 2018, n=1414, 2019, n=1494) (7) This fall 2020 in collaboration with CSU Monterey Bay, our department offered transfer assistance workshops online via zoom. Here is the sample schedule: <https://docs.google.com/document/d/1gjVuJJxmaxuY7oPdvCentCQE5vYXJS4sh4xEgTVE4/edit?usp=sharing> (8) The number of full-time general counselors continues to be lower (39%, n=9) than the number of special program counselors (61%, n=14) while the counselor to student ratio is higher for general counselors (approx 1:860) than for counselors in special programs (approx 1:300).

Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Success Rates by Gender

- Success rates by gender are slightly lower for male and female students enrolled in Counseling courses than the college average. There was an increase in success of 4% for females and 5% for males in counseling courses compared to 5% for females and 4% for males in the general population. The average success rate for female students enrolled in counseling courses was 72% compared to 73% for female students in the general population. Similarly, the average success rate for male students enrolled in counseling courses was 69% compared to 72% for male students in the general population. This indicates that females are succeeding at slightly higher rates than their male counterparts both in counseling courses and in the general population. Overall, the average success rates for both females and males were slightly lower for students enrolled in counseling courses (71%) than the college average (72%).
- Non-success rates were lower for students in Counseling courses than the college average. There was a 9% decrease in non-success for males in counseling courses compared to a 2% decrease for males in the general population. Similarly, there was a 6% decrease in non-success for females in counseling courses compared to a 3% decrease for females in the general population.
- Withdrawal rates were slightly lower for students in Counseling courses than the college average. Although the data indicates that the withdrawal rate for both males and females in the general population decreased by 2% over the last three years while the percentage of withdrawal rates increased by 5% for those enrolled in counseling courses, the average withdrawal rate was slightly lower for students enrolled in counseling courses (9%) than for students in the general population (10%). Similarly, the average withdrawal rate for both males and females enrolled in counseling courses was lower (9%) than for females (11%) and males (10%) in the general population.

Success Rates by Age

- Success rates by age are relatively similar for Counseling courses as they are for the college average. There was an overall of 3% increase in success for students in all age groups enrolled in counseling courses compared to 4% for students in the general population. However, the average success rate was slightly lower for students enrolled in counseling courses (71%) than the college average (72%).
- There was a higher decrease in non success rates for students in all age groups enrolled in counseling courses (9%) compared to students in all age groups in the general population (3%). However, the average non-success rate was higher for students enrolled in counseling courses (20%) than the college average (17%).
- The average withdrawal rate for students in all age groups was lower for students enrolled in counseling courses (9%) than for students in the general population (10%)
- Success rates for students ages 18-30 (67%) and ages 31-60 (61%) were lower for students in counseling courses than the college average which was 70% for students ages 18-30 and 73% for students ages 31-60.

Success Rates by Ethnicity

- Success rates for students in all ethnic groups slightly lower for students enrolled in counseling courses (69%) compared to the college average (74%). Similarly, non-success rates were higher for students of all ethnic groups enrolled in counseling courses (20%) compared to 17% of the college average.
- Withdrawal rates were slightly lower for students enrolled in counseling courses (9%) than the college average (10%).

Average Success Rates by Ethnicity

Ethnicity	Counseling	College Average
African-American	63%	69%
Asian	86%	69%
Filipino	95%	80%
Filipino/Pacific Islander	80%	86%
Hispanic	70%	67%
Multiple	73%	73%
Native American	54%	73%
Pacific Islander	47%	71%
Unknown	56%	75%
White	70%	79%

All	69%	74%
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In general, these findings indicate that students enrolled in counseling courses have a lower success rate, but a higher persistence rate (lower withdrawal rates) than the college average regardless of gender, age, or ethnicity. This is surprising, because as counselors, we consistently make students aware of the "W" deadline, so we assumed that we would see the same or higher "W" rate as students know they can drop the course before receiving a non-passing grade.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: GavDAT (<https://gavilan.higheredprofiles.com/#/>) - Program Review/ Equity - D2. One Year Persistence Rate

College average persistence rates show:

- 2017 - 47%
- 2018- 43 %
- 2019- No data available

After reviewing with support team and Institutional researcher it appears that the data was not input into Gav Data for the last 3 academic years.

<https://gavilan.precisioncampus.com/pivot?page=049>

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D3. Course Rates by Unit

In past program plans, the Counseling Department did not explicitly set goals for course success. In the next Program review, our goal is to have a course success rate at or higher than the college average in all of our courses (Guid 1, 6, 27, 52) and to remove any disproportionate impact.

According to the data in the attached files listed below, three of our courses had higher success rates than the college average Guid 6 (77% vs 72%), Guid 27 (85% vs 72%), and Guid 52 (97% vs 72%). Guid 1 had a slightly lower success rate than the college average (70% vs 72%). All Guidance courses had a lower average percentage of non-success and withdrawal.

- PIPR_Precision Campus - Course Success Rates by Unit_Gavilan (college average)
- PIPR_Precision Campus - Course Success Rates by Unit_Guid 1
- PIPR_Precision Campus - Course Success Rates by Unit_Guid 6
- PIPR_Precision Campus - Course Success Rates by Unit_Guid/Psyc/Pols 27
- PIPR_Precision Campus - Course Success Rates by Unit_Guid 52

A summary of course success rate by unit for all Guidance courses can be found in the attached file titled **Course Success Rates by Unit All Counseling Courses**.

Here is also a link to Course Success Rates for All Counseling Courses:

<https://docs.google.com/document/d/1yEFY29j5sWKUtOkVcrAzGYHCnCdPUrgv2vGjMOXjmfcd/edit?usp=sharing>

Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

Path: GavData (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D4. Milestone Tracking Summary

Students Served in Appointments and Drop-In Sessions

Semester	Number of Students
Fall 2017	3078
Spring 2018	2505
Fall 2018	2798
Spring 2019	2989
Fall 2019	2232

Spring 2020	2209
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GavData does not allow a comparison of students who have seen counselors in our area vs counselors seen in other areas. Furthermore, many students seen in General Counseling also participate in special programs and may see a number of counselors in multiple areas throughout campus.

Fall 2014 cohort (6 terms)

<https://gavilan.precisioncampus.com/report?page=milestones&menuid=M042>

GUID data shows 100% again for 2014 cohort; likely inaccurate

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- 1. What were the measured outcomes of specific initiatives over the past three years?**
- 2. What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?**
- 3. What indicators are you measuring?**

(300 words or less)

In this program review, the Counseling Department is only responding to counseling services. In future reports we will be assessing the department as a whole including courses and counseling services.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

- 2017 - The group with the largest disproportionate impact was Current or former foster youth with a 55% passing rate, a -12 point difference from the average. (<https://gavilan.precisioncampus.com/report?page=disproportionate-impact-with-moe&menuid=M40>)
- 2018 - This year the "Unknown" group had a -26 point difference, with only 47 % passing courses (<https://gavilan.precisioncampus.com/report?page=disproportionate-impact-with-moe&menuid=M40>)
- 2019- GavData showing 100% passing rate for all ethnic groups. Inaccurate data collected this year. (<https://gavilan.precisioncampus.com/report?page=disproportionate-impact-with-moe&menuid=M40>)

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

In the spring of 2020 8 counselors attended a 3 day Equity Institute "*Cultivating Equity Minded Student Services Professionals*" an immersive professional development experience that engages participants in the process of examining current practices and developing practical tools and strategies to improve critical student support functions for students to matriculate and graduate on time." Additionally, in the spring of 2019 2 counselors attended an Equity Institute focusing on instruction. With these professional learning opportunities (as well as the individual courses and conferences counselors attend) counselors are including new culturally relevant and anti-racist practices into our practice and work with students.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>) Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Between Fall 2015 and Fall 2018 online Guidance courses had a lower success rate (55%) than the college average (62%). However, lecture Guidance courses had a higher success rate (81%) than the college average (68%)

It is important to note, however, that there was an overall increase in student success for both online and lecture Guidance courses. Online Guidance courses had a 19% increase in success compared to 8% for the college. Similarly, lecture Guidance courses had an 8% increase in success while the college average lecture success remained stable (68%). (Refer to the four documents attached titled "Course Success Rates Counseling_Online, Course Success Rates Counseling_Lecture, Course Success Rates Gavilan College_Online, Course Success Rates Gavilan College_Lecture)

The counseling department will continue to monitor student success rates each semester to ensure that students are meeting student learning outcomes. Our goal is to have an overall course success for both online and face-to-face courses be at or higher than the college average while reducing disproportionate impact. We will need to meet to ensure that our guidance courses have (a) a simple and consistent layout and navigation for the course, (b) clear communication and expectations and detailed instructions for students about assignments, course format, and grading criteria, (c) a warm and welcoming tone to them in order to humanize the student experience, and (d) regular and effective contact using a wide variety of communication tools.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

The Counseling Department will continue to be involved in Guided Pathways and be an active participant in the clusters and mapping groups to ensure that maps are collaboratively created for each program in an effort to increase student success and completion. We will also urge counselors to participate in the Equal Employment Opportunity Committee. We will aim to work closely with our Human Resources Department to recruit a diverse candidate pool to ensure that those who are hired are ready to work the population we serve and meet the needs of all students.

curriQunet

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Are your SAOs mapped in curriQunet?

No

Are your SAOs up to date in curriQunet AND on the reporting website?

No

Have your SAOs been assessed in the last five years?

No

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

No

If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

The Counseling Department has not developed SAOs.

Outcome Assessments

Services Area Outcomes (SAO)

What is your set goal for SAO success for each SAO (200 words or less)?

n/a

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

n/a

Gap Analysis

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

n/a

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

There are no new courses or educational awards planned for the Counseling Department.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

There are no plans to inactive nor teach Guidance courses not taught in the last three years.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

The Counseling Department offers a cross-disciplinary CP titled Guidance: Peer Education Leadership. Only Guid 52 and Guid 27 are part of the certificate. Over the last three years, 68% of Guidance courses have been offered face-to-face compared to 32% online. Courses have primarily been offered on the main campus (Gilroy) with the exception of Spring 2020 when Guid 1 was offered at SBHS. Courses typically available M-F between 9am-7pm. See attached Course Offerings documents for more detail.

Term	Percent Offered Online	Percent Face-to-Face	Location	Days of Week	Time
Summer	38%	62%	Gilroy	M-F	Between 9:10am & 2:50pm
Fall	26%	74%	Gilroy	M-F	Between 9:45am & 5:30pm
Spring	33%	67%	Gilroy/SBHS	M-F	Between 9:45am & 7pm

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. 2018

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

6933

Full Time Faculty

7

Part Time Faculty

5

Full Time Staff

2

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. 2019

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

7919

Full Time Faculty

6

Part Time Faculty

5

Full Time Staff

2

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
- Full Time Faculty
 - Part Time Faculty
 - Full Time Staff
 - Part Time Staff
 - Full Time Mgr/Admin
 - Part Time Mgr/Admin

Percentages

Percentage Full to Part Time Faculty

Year:2018

FT = 58.30%

PT = 41.70%

Year:2019

FT = 54.50%

PT = 45.50%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The counseling department is heavily involved across campus. Members of the Counseling Department have:

- Led mapping and clustering groups
- Formed part of the Onboarding and Completion teams
- Chaired in curriculum
- Consistently updated systems such as Degreeworks, Transfer Evaluation System (TES) and the Online Student Orientation
- Coordinated Mental Health Services through Discovery Counseling, E-verification process for Associate Degrees for Transfer (ADT), and Transfer Admission Guarantees (TAG)
- Created and verified Transfer Articulation
- Participated in Participatory Governance and other campus committees

In addition, general counselors also teach the majority of Guidance courses. Teaching and counselors' involvement across campus positively impacts student success and at the same time reduces the amount of hours available for students to meet with counselors. As reflected by the data, there are six full-time counselors, but when we add release time, we have approximately five full-time counselors. The same is true for part-time counselors. We have 5 part-time counselors, but two are working 7 hours per week, two do not see general students (one is assigned to puente, and one oversees degreeworks), and only one part-time counselors works 21 hours. Our department is in need of more full-time counselors to be better equipped to serve student demand.

Refer to the following document for details on counselor reassigned time:

<https://docs.google.com/document/d/1E9Q6d8CNQT5ekLn9cm1OY2XDJzrTRHaK4WeIPQC0dto/edit?usp=sharing>

Additional Comments

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**
 - Total Number of student contacts
 - 8379
 - Total allocated budget

616106.720

Total spending

618780.000

Total cost per student (Student Contact/ Total Spending)

73.85

• **2018 - 19****Total Number of student contacts**

7264

Total allocated budget

958813.000

Total spending

704902.140

Total cost per student (Student Contact/ Total Spending)

99.00

• **2017 - 18****Total Number of student contacts**

6501

Total allocated budget

747054.260

Total spending

745864.000

Total cost per student (Student Contact/ Total Spending)

114.73

Year and Student count

Year:2017 Count:6501

Year:2018 Count:7264

Year:2019 Count:8379

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **\$10,000****Funding Source**

Grant

Academic Year

2019/2020

Purpose of Funding

Equity Institute

Result

8 counselors attended equity institute organized by Skyline College

2. **\$415,123.34****Funding Source**

District

Academic Year

2017-2018

Purpose of Funding

SSSP funding for counselor salaries

Result

Counseling services were offered and guidance courses were taught

3. **\$439,220.67****Funding Source**

District

Academic Year

2018-2019

Purpose of Funding

SSSP funding for counselor salaries

Result

Counseling services were offered and guidance courses were taught

4. **\$7,099.32****Funding Source**

District

Academic Year

2019/2020

Purpose of Funding

SSSP funding for counselor salaries

Result

Counseling services were offered and guidance courses were taught

5. **\$288,647.58****Funding Source**

District

Academic Year

2019/2020

Purpose of Funding

SEAP funding for counselor salaries

Result

Counseling services were offered and guidance courses were taught

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

The Counseling Department consistently collaborates with many departments including:

- **EOPS/CalWORKs/TRIO:** Transfer application assistance have been organized over the last three years in collaboration with special programs to assist students in completing their CSU/UC applications. Counseling also assisted in hosting Cafecito Fridays to provide a safe space for Dreamers and to learn about immigration services.
- **Career/Transfer Center:** The Counseling Department has assisted with Transfer Day, the Career Faire, and Signing Day to assist students in learning about transfer requirements, job opportunities and internships, and in celebrating their acceptance into a university.
- **Health Services:** Counseling support staff have played a large role in supporting the annual Health Faire, counselors co-lead the Mental Health Committee, and provide Advising and support to Active Minds club.
- **Discovery Counseling Center:** Counselors work to inform students, faculty, and staff about the services DCC provides as well coordinate the services (scheduling and referrals) to DCC.
- **Instructional Faculty:** Counselors have identified liaisons to work with each department on campus. In this role we provide support and consultation with instructors who may have concerns about students, as well as have worked with instructional faculty and program leads on the campus wide mapping project as part of the Guided Pathways initiative.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan (<http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php>), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

This question does not apply to the Counseling Department as we do not offer a degree. The only threat to our department continues to be the limited number of general counselors to serve the general student population which may lead to counseling fatigue and burnout. The lack of support makes meeting the Guided Pathway benchmarks for the department and the campus very difficult. Counseling services are key to ensure that students have the guidance necessary to persist in their major/career goal and join the local workforce. The limited number of trained counselors can threaten the campus benchmarks set through the Vision for Success plan. When our District has a full campus in Hollister and Coyote Valley, additional counselors will be necessary if we are to serve students in the manner that is described in Guided Pathways. Finally, the continual hiring of special program counselors who report to different deans will continue to limit the department's opportunity to provide comprehensive counseling services.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The counseling department provides training to all members of the department as needed. The Department Chair(s) sends out a survey to the department at the beginning of each semester to determine training needs. Training is then scheduled according to the survey results and when most counselors who need the training can attend. Attached is a sample training schedule for titled "Counseling Training Schedule 2019_2020." In addition, newer members of the department have a mentor assigned.

The counseling department has Canvas shell which can be described as a "how-to" training manual for new counselors. Training material is continuously uploaded for all counselors' reference. The Counseling Department canvas shell can be accessed at <https://ilearn.gavilan.edu/courses/1540> and all counselors are able to upload materials.

Finally, given our current online environment, the counseling department created a "counselor quick guide" that includes all new processes counselors should be aware of to better assist students. All counselor are able to edit the document and add new information that is accessible to the entire department. The counselor quick guide can be accessed on the following link: https://gavilan-my.sharepoint.com/:w:/g/personal/dgilstrap_gavilan_edu/EVHhX7DEauZIoH11J4Xo9e8BMHXm1xPqHNsvEmD7bnCwXg?e=gp14Mp

We will continue to survey the department regarding training needs and continue to invite guests from on and off campus to our department meetings for training and information dissemination.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

When classes are in session (traditional format) there may be a benefit to having additional Student Services support in the evening. Counselors provide services year round until at least 6:30 pm and other offices are not available, sometimes creating difficulties for students whom are unable to return to Admissions and Records or Financial Aid during business hours.

Additionally, having a clear budget for winter and summer overload hours well in advance (at the start of fall for winter and the start of spring for summer) of those terms would enable counselors to provide outreach and messaging to students about available services and provide adequate coverage with , hopefully, minimal impact on students.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

All counselors in the department are highly encouraged to attend equity conferences and other professional development opportunities that allow them to continuously develop and increase their knowledge or our ever-changing student body. In 2019, eight counselors attended the Equity Institute. Each year, counselors attend conferences offered by the CSU and UC systems and participate in Undocumented Student Week of Action. The Counseling Department also hopes to re-institute a formal internship program where can attract and retain counselors from our local areas. Having commitment from the District to secure funding that will allow counselors to engage in training will ensure knowledge base across the department.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

We are extremely proud that counselors continue to take leadership roles through the campus, shared governance and Guided Pathways. Counselors have initiated, created and maintained Online Orientation, TES (Transfer Evaluation System), My Degree Works and did a great deal of work with the implementation on My Path. Counselors have also served in lead roles and participants in almost every Guided Pathways workgroup over the last 3 years. Additionally, in the past year and a half as Gavilan experienced a technology crash and global pandemic which brought increased needs from students and an increased work load. Counselors have worked incredibly hard to make sure students experiences needs continued to met. Counseling worked to update forms, processes, and communication and were successful in minimizing student impact of these events.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

We are appreciative of the support we received from our PIPR team. The PIPR website and handbook were helpful as they allowed us to quickly find the data requested in this report.

Goals

Three-Year Program Plan Goal Setting Worksheet

1. **Develop a workgroup to create a strategy to reduce the number of students who fall on dismissal while ensuring no student population is disproportionately impacted**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Strategic Goal #1: Increase achievement; Strategic Goal #2: Improve Efficiency; Strategic goal #4: Improve Equity

Proposed Activity to Achieve Goal**

Collect data on the number of student who are on probation and dismissal

Responsible Party

Counseling with assistance from Admissions & Records

Fund amount requested. If a collaboration, what % required from each partner?

TBD, it depends on what the plan requires.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

05/2022

How Will You Evaluate Whether You Achieved Your Goal

The Counseling Department will develop a plan and probation/dismissal process to prototype and assess by May 2022.

2. **Develop a Transcript Evaluation Request process to ensure student transcripts/scores are evaluated early in the students' tenure at Gavilan to avoid students taking excess units**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Strategic Goal #2: Improve Efficiency; Strategic goal #4: Improve Equity

Proposed Activity to Achieve Goal**

Work with A&R to develop an electronic process and workflow.

Responsible Party

Counseling with assistance from Admissions & Records & the District

Fund amount requested. If a collaboration, what % required from each partner?

Continuous funding for Transfer Evaluation System (TES) is necessary for accurate and efficient transcript evaluation. According to College Source, Inc. the cost of TES for the next three years is:

- 2020/2021: \$6598
- 2021/2022: \$6862
- 2022/2023: \$7137

Total Three Year Resource Allocation Request

21000

Timeline to Completion Month / Year

12/2021

How Will You Evaluate Whether You Achieved Your Goal

The Counseling Department will develop a plan and transcript request process to prototype and assess by December 2021.

3. **To obtain funding from the District to replace 41 CPUs and 12 laptops for counselors and for the classroom.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Strategic Goal #1: Increase Achievement

Proposed Activity to Achieve Goal**

To obtain funding from the District to replace 41 CPUs and 12 laptops for counselors and for the classroom.

Responsible Party

Counseling with assistance from the District

Fund amount requested. If a collaboration, what % required from each partner?

Counselor laptops and CPUs were last updated between 2012 and 2014. Many of our laptops are not working or are outdated/slow. In order to effectively and efficiently serve students, we need updated, fast, and reliable technology.

Approximate cost for 41 CPUs=\$40,157.45 (this would replace all CPUs for counselors and for our classroom (see attached CPU quote file)

Approximate cost for 12 laptops=\$10,500 (see attached laptop quote file)

Approximate total cost: \$50,657.45

Total Three Year Resource Allocation Request

50700

Timeline to Completion Month / Year

08/2021

How Will You Evaluate Whether You Achieved Your Goal

Counselors will serve students using updated and dependable CPUs and laptops.

4. To restore counseling services and increase capacity for Guided Pathways implementation.**Connection of Goal to Mission Statement, Strategic Plan**http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf and SAO Results

Strategic Goals #1-4

Proposed Activity to Achieve Goal**

Work with District/HR to hire one full-time general counselor to replace the counselor that retired in 2019

Responsible Party

Counseling with assistance from the District and HR

Fund amount requested. If a collaboration, what % required from each partner?

Approximately \$180K-\$210K per year. This will be an ongoing cost.

Total Three Year Resource Allocation Request

630000

Timeline to Completion Month / Year

06/2023

How Will You Evaluate Whether You Achieved Your Goal

A new full-time general counselor will be hired and included in Guided Pathways planning.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Academic, personal, career, and transfer counseling services have continuously been available at all District sites as well as via email, telephone, and virtual modalities. With increased demand for virtual and email counseling due to COVID-19, counselors have created online processes (Dismissal, Probation, Excused Withdrawal, Drop-In, Repeats, etc.) in collaboration with Admissions and Records and the area Dean. They have also taken lead roles in the development of Guided Pathway clustering and mapping and are active participants in Onboarding and Completion workgroups. A majority of counselors have completed coursework to expand their knowledge and practice on virtual counseling, including mental health, and online teaching. Several have attended the Equity Institute for Instruction and Counseling. Counselors also teach and most Guidance courses have higher success rates than the college average. The department is currently composed of 23 counselors, and the majority are assigned to special programs (61%, n=14) while only 39% of counselors (n=9) assist the general student population. In addition, general counselors have a higher counselor-to-student ratio ($\cong 1:860$) than counselors in special programs ($\cong 1:300$). Interactions with students are now taking longer, students have higher needs, and the department is understaffed. Integrated planning is challenging because six Deans currently have oversight of at least one counselor and each program has their individual budget, separate goals and data collection processes. The limited number of general counselors impacts the amount of courses that can be taught, the delivery of services for students, and our ability to meet the noted best practice for Guided Pathways implementation.

Attach Files

Attached File

PIPR_Course Success Rates by Group_Counseling.pdf (/Form/Module/_DownloadFile/27/44788?fileId=1)

PIPR_Course Success Rates by Group_Gavilan.pdf (/Form/Module/_DownloadFile/27/44788?fileId=2)

PIPR_Precision Campus - Course Success Rates by Unit_Gavilan.pdf (/Form/Module/_DownloadFile/27/44788?fileId=6)

PIPR_Precision Campus - Course Success Rates by Unit_Guid 52.pdf (/Form/Module/_DownloadFile/27/44788?fileId=7)

PIPR_Precision Campus - Course Success Rates by Unit_Guid 27.pdf (/Form/Module/_DownloadFile/27/44788?fileId=8)

PIPR_Precision Campus - Course Success Rates by Unit_Pols 27.pdf (/Form/Module/_DownloadFile/27/44788?fileId=9)

PIPR_Precision Campus - Course Success Rates by Unit_Psyc 27.pdf (/Form/Module/_DownloadFile/27/44788?fileId=10)

PIPR_Counseling Services_2017-18.pdf (/Form/Module/_DownloadFile/27/44788?fileId=13)

PIPR_Counseling Services_2018-19.PDF (/Form/Module/_DownloadFile/27/44788?fileId=14)

PIPR_Counseling Services_2019-20.PDF (/Form/Module/_DownloadFile/27/44788?fileId=16)

Counseling Training Schedule 2019_2020.pdf (/Form/Module/_DownloadFile/27/44788?fileId=17)

Precision Campus - Course Success Rates_Counseling_Lecture.pdf (/Form/Module/_DownloadFile/27/44788?fileId=18)

Precision Campus - Course Success Rates_Gavilan College_Lecture.pdf (/Form/Module/_DownloadFile/27/44788?fileId=19)

Precision Campus - Course Success Rates_Counseling_Online.pdf (/Form/Module/_DownloadFile/27/44788?fileId=20)
Precision Campus - Course Success Rates_Gavilan College_Online.pdf (/Form/Module/_DownloadFile/27/44788?fileId=21)
Precision Campus - Course Success Rates by Unit_Guid 6.pdf (/Form/Module/_DownloadFile/27/44788?fileId=25)
Precision Campus - Course Success Rates by Unit_Guid 1.pdf (/Form/Module/_DownloadFile/27/44788?fileId=26)
Precision Campus - Course Success Rates by Unit_Psyc 5.pdf (/Form/Module/_DownloadFile/27/44788?fileId=27)
Course Offerings_17-18.png (/Form/Module/_DownloadFile/27/44788?fileId=28)
Course Offerings_18-19.png (/Form/Module/_DownloadFile/27/44788?fileId=29)
Course Offerings_19-20 .png (/Form/Module/_DownloadFile/27/44788?fileId=30)
CollegeSource Inc. TES Access 1-2021 \$6598.pdf 648827-5300.pdf (/Form/Module/_DownloadFile/27/44788?fileId=31)
CPU Quote_41 Precision 3630.pdf (/Form/Module/_DownloadFile/27/44788?fileId=59)
Laptop Quote.pdf (/Form/Module/_DownloadFile/27/44788?fileId=60)