Program Review All Fields

Student Services - Counseling - 2023 - 2024

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Academic Year 2023 - 2024

Originator Tenney, Leslie

Division Non-Instructional Admin Units

Department Student Services

Program Counseling

Program Type Combination

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Arteaga, Blanca
- Craig-Marius, Renee
- Espinoza, Diego
- Gilstrap, Debbie
- Jones, Michelle
- Sharboneau, Rosa

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 in order to reach their full potential. 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 subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

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

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.**

3. **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.**

Have the services or courses of your program changed over the past three years? Please explain (300 words or less).
We have not been able to add any counselors in general counseling and actually lost one more full-time general counselor/CAP counselor due to retirement. This has made implementation of Guided Pathways more challenging as we do not have enough counselors to cover all of the CAPs. The department has submitted for a FT counselor for the past 3 years and will continue to submit for these vacant positions to be filled.

We were able to replace the 12 student laptops, however we were not able to replace the 41 CPUs (29 in PB 19 and 12 counselor/counseling support CPUs).

We have not been able to develop a transcript evaluation process yet as this process involves collaboration with Admissions & Records who has been short staffed and has had other issues to prioritize, as also true for general counseling.

We have a Probation & Dismissal workgroup in place that has been working diligently to improve the probation and dismissal process for students. Issues beyond the control of the counseling department have made work on this goal difficult. A meeting between District administrators and department liaisons occurred to determine next steps and ways to solve issues expressed above. At the meeting, agreements were made to lift barriers to registration for students. In Fall 2023, the workgroup was able to focus on revising notifications to be more psychologically attuned language. In Spring 2024, the focus of the workgroup will be to develop an intervention for Probation level 1 students.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

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?

Overall, the success rates in our courses have either risen slightly or stayed the same over the past 3 years. GUID 6 success rates hover right around or slightly above the college average (73%), GUID 1 success rates, similar to years past, is sitting slightly below the college average (67.2%), and GUID 27 greatly exceeds the college average (91.4%).

One interesting observation that can be made is that, while the college seems to show little difference in success between genders, our courses show greater variation based on gender. For GUID 1, the success rate is 7 points higher for females. For GUID 6, the success rate is 9.5 points higher for females. In GUID 27, the success rate is 6 points higher for males. With males being one of our equity groups, we will need to focus on how we can reduce this gap in success rates in GUID 1 and GUID 6.

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: Tableau - Program Review/ Equity - D2. One Year Persistence Rate
For the past 3 years, the retention rate in our courses has exceeded the average retention rate of the college as a whole (GUID 1 - 90.4%, GUID 6 - 89.7%, GUID 27 - 97.1%).

While there are still some disparities in retention between genders, the differences are not as great as in success. In fact, GUID 1 shows no difference in retention based on gender, while in GUID 6, the retention rate of females is 3.5% higher and in GUID 27 the retention rate for males is 6% higher.

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: Tableau - Program Review/ Equity - D3. Course Rates by Unit
In our last program plan, our department set a goal 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.

Over the past 3 years, the college's average success rate is 72.8%. We have met our goal of exceeding the college's success rate for GUID 6 (73%) and GUID 27 (91.4%) but have fallen short with GUID 1 (67.2%). GUID 52 has not been offered in the past 3 years.

In regards to removing disproportionate impact, we have found that the success rate for males is lower in both GUID 1 and GUID 6 so this area still needs work.

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)?

See Success and Retention dashboard in Tableau's Program Review section.
Classes: Total Headcount by Course

	GUID 1	GUID 6	GUID 27
2020-2021	179	136	12
2021-2022	156	119	13
2022-2023	125	93	10

Counseling: Total Unique Students Served

2020-2021	3905
2021-2022	4626
2022-2023	5213

Counseling Interactions: Students Served

	Appointments	Drop-In	Other (email, phone, etc.)
2020-2021	3737	4551	2321
2021-2022	3837	4915	2119
2022-2023	4072	4444	946

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: LOCATE Success and Retention dashboard in Tableau's Program Review section. 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).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
An equity gap has been identified in the success rates of male students enrolled in Guidance 1 and 6. As this the first evaluation of this data, the department needs to discuss strategies for addressing this gap.   General Counsleing works closely with the AEC and routinely refers students for evaluation and services. In addition, a new "Next Up" counselor was hired to serve specifically foster youth. General counselors works closely with the Counseling Department as a whole to review and coordinate services. There has been in difficulty in the coordination, though, due to counselors working in a number of different departments with different deans.

Our Equal Employment Opportunity (EEO) Plan States

"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.

Counselors actively engage with numerous areas on campus and participate in various events and activities. All counselors have completed the equity training via HR. Guidance 1 (Self Assessment/Career Development) includes an lectures addressing unconscious bias and students assignments include completion of Implicit Association assessments via the Harvard project. The course also addresses equity and bias in the workplace. Similar assignments and discussions are included in the Peer Mentoring class (Guid 52) so that all peer mentors are aware of equity issues and are active participants in creating a DEIAA culture on campus. The Counseling Department as a whole routinely addresses factors affecting access. Additionally, a counselor has served as co-chair of the Equity Committee and the department continues to maintain active membership on this committee. The department has also worked closely with the English and Math departments in the implemetation of AB 705 regulations to ensure equitable self -guided course placements.

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: Tableau 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)?

This data is not accessible as described above. We are unable to find a modality filter within the the retention and success tabs. Additionally, other tabs do not allow us to sort by individual class so that "Counseling" classes can be viewed separately from other "Guid" classes. The Counseling department is in the process of changing the prefix for courses taught by counselors (vs. AEC) changes fro GUID to COUN. We hope this will allow more accurate evaluation of our success rates by modality.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

In the past 2-3 years, the college has prioritized counseling programs and services that serve historically underserved student populations such as foster youth (Next Up), incarcerated/formerly incarcerated individuals (Higher Aspirations), students with mental health concerns, Cal Works and Fresh Success

counselors, etc. Again, counselors participate in hiring committees campus-wide, including representation on all committees that were part of the recent "cluster hire" efforts. All recent recruitments emphasize college diversity priorities. The department is especially conscious of hiring staff and faculty reflective of our student body.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?
Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?
No

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?
Yes

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?
Yes

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?
No

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
Still waiting for Curriqunet reporting. The SAOs are current and relevant though not immediately attainable due to delays in creation of CAP teams. They have not yet been assessed.

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.
Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)
Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?
1. Survey members of each CAP. At least 80% of CAP members will be able to identify their CAP counselor.

- This SAO has not be achievable as the college has yet to solidify the CAP teams and counselors are just beginning to coordinate communication and activity with their CAP partners.

2. At least 80% of male students of color within each CAP will have an education plan.

Institutional Learning Outcomes (ILO)
How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
The department is in the process of reevaluating our SLOs and SAos and how they support the college's ILOs.

Counselors support all elements of the college's strategic plan:

1. Counselors play a pivotal role in reaching the goal of increasing the number of students who complete transfer level English and math within one year of matriculation and increasing the number of students who complete an associates degree, certificate, or specific skills that prepare them for in-demand jobs • key in the placement process and with selecting the most appropriate English and math options for individual needs •

integral in assisting students with creating education plans which outline when they should be completing their math and English courses • connect students who are struggling in their courses with support services at appropriate times.

2. Counselors, through teaching our GUID 1 course and through career counseling, help students enter and stay on their pathway. Counselors are essential for creating education plans for students that enable them to complete their educational goals efficiently and with as few units as possible.

3. Counselors provide crucial career counseling to students that educates them about available career pathways in their area of study.

4. Counselors meet with students to discuss their progress in classes and connect them with appropriate support services. Counselors participate in degree plan mapping. Counselors oversee the probation/dismissal process to ensure equitable access retention/readmission practices.

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?
As stated above, evaluation of current SLOs has not occurred for the reasons stated above. As we reevaluate our alignment with college ILOs, we have established the following counseling objectives moving forward. These will only be achievable with increased counseling faculty:

- SSIPP (Strategic, Sustained, Integrated, Proactive, and Personalized) model of counseling
- Goal 1.d: Teaching new 1 unit FYE course to 500-700 students (10-14+ sections depending on class size)
- Goal 2.a/2.b: Implementing a coordinated care model of counseling that allows counselors to monitor student progress and intervene when students go off track
- Goal 3.b: Increase retention and close equity gaps
- Goals 3.c: Improve the sustainability of student support services through a scalable model that can cope with the rising level of student need

Each goal needs to be further refined so that it is quantifiable.

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).
The new Title V grant that the college was awarded included a new 1 unit FYE course. Our department will need to work with those involved with the grant to further explore what this class might entail. The department is also working to revitalize the Peer Education Leadership Certificate, in collaboration with staff and faculty in the Writing Center who teach the tutoring class.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
We will begin teaching GUID 52 again beginning Summer 2024. Our department had stopped teaching this course during the pandemic because it is a course that is best taught face to face. We now plan to bring it back into our regular rotation.

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).

In our department, we do our best to offer our courses in multiple modalities, locations, and at different times of day, but we are limited by the number of general counselors we have available to teach. While our courses currently satisfy local and CSU GE requirements, they are not part of any degree program and obtaining a two year degree is not affected.

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. **2020**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   10233

   Full Time Faculty
   6

   Part Time Faculty
   3

   Full Time Staff
   2

   Part Time Staff
   0

   Full Time Mgr/Admin
   1.00

   Part Time Mgr/Admin
   0.00

2. **2021**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   10377

   Full Time Faculty
   6

   Part Time Faculty
   3

   Full Time Staff
   2

   Part Time Staff
   0

   Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. **2022**

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

9498

Full Time Faculty

6

Part Time Faculty

3

Full Time Staff

2

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2020

FT = 66.70%

PT = 33.30%

Year:2021

FT = 66.70%

PT = 33.30%

Year:2022

FT = 66.70%

PT = 33.30%

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)?

In June of 2023, we lost one full-time general counselor to retirement. Of the five remaining full-time general counselors, we have one full-time counselor who is 80% assigned to articulation, one full-time counselor was assigned 60% of their time to work on Gav Connect as of Fall 2023, and one full-time counselor 40% assigned to Puente. The other two full-time counselors have 20% of their load assigned to teaching guidance courses. Of the 3 part-time general counselors, only one works the maximum number of hours. We anticipate

that we will continue to experience the same reassigned time with our counselors for the foreseeable future, while the demands and workload placed on our counselors will increase with the work of Guided Pathways and the added work written into the new Title V grant.

Additional Comments
The numbers included in this section reflect general counseling numbers as counselors from other areas are included in their areas respective PIPR's.

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?
No

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.**

- **2023 - 2024**

  Total Number of student contacts
  3385

  Total allocated budget
  0.000

  Total spending
  0.000

  Total cost per student (Student Contact/ Total Spending)
  unknown

- **2022 - 2023**

  Total Number of student contacts
  5213

  Total allocated budget
  0.000

  Total spending
  0.000

Total cost per student (Student Contact/ Total Spending)
unknown

- **2021 - 2022**

  Total Number of student contacts
  4626

  Total allocated budget
  0.000

  Total spending
  0.000

  Total cost per student (Student Contact/ Total Spending)
  unknown

- **2020 - 2021**

  Total Number of student contacts
  3905

  Total allocated budget
  0.000

  Total spending
  0.000

  Total cost per student (Student Contact/ Total Spending)
  unknown

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.
It is not possible to retrieve and calculate these data. The above student count is of "unduplicated students" between 07/01 and 06/30 each year as reported in SARS. The numbers for 23-24 reflect 07/01-12/18. These figures are for both drop-in and scheduled appointments marked "yes."   These figures are for general counseling only and do not include students seen under schedule codes Athletics, CTE, Mental Health, MESA, STEM, Non-Credit, etc.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) 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)?
As always, the Counseling Department partners with each other to offer counseling services across campus to all students at Gavilan College. In addition to this, our department has been partnering with other departments across campus to implement Guided Pathways, including work with faculty to map programs and work with newly developing success teams.

A counselor from our department is leading the charge to build and implement Gav Connect, a student success technology platform, across our campus. This includes building our Early Connect system, recruiting and training faculty on the use of Early Connect, training Academic Support and other Support Services on the use of referrals in Gav Connect, building out scheduling for all counseling and student services areas, and training all new users on Gav Connect.

Unfortunately, those of us in general counseling have not been consulted when grants are written, the the impact of hiring grant-funded counselors cannot be evaluated in advance.

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, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?
There really is much more work for us to do with our students who are falling on Probation and Dismissal. We put together a workgroup several years ago with the original goal of intervening earlier, reducing disproportionate impact, and improving retention, but we were never able to turn our attention to this important work as several other factors, most beyond our control, continuously got in our way. Now that most of those barriers have been resolved, the original work that the group set out to accomplish can now be pursued once again. With the addition of Gav Connect, we have new opportunities to access data that we never had access to before that can really aid in our work towards these original goals.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?
Through the pandemic we have discovered that students enjoy the flexibility of our counseling services being offered in several different modalities. Even after our return to campus, we have found that students still are booking remote appointments (phone or video) and are still accessing drop-in services remotely. The convenience remote services offer students is something that we, as a department, want to maintain. We also have found that having the ability/flexibility to work remotely is a plus for counseling faculty as well. It allows us to stay home and still work when we are ill, but not too sick to work. These means fewer canceled appointments and more students served.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?
We are continuing to experience the impact of the retirement of two full-time counselors in general counseling. Our area is very short-staffed and has not been able to participate as fully as we would have liked to in the work of Guided Pathways, CAP counseling, and other initiatives. These issues will remain until we are once again fully staffed in general counseling.

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?
Our department participates in providing training to faculty and staff in the area of mental health first aid and the use of Gav Connect. Department meetings are held twice per month and regular, ongoing training is

provided as needed and as time allows. New counseling faculty are onboarded with training in general counseling and in collaboration with all area deans. Well before campus-wide professional development mentoring activities were offered, our department was structured so that each new faculty worked with a mentor. The Counseling Department also participates in training for Peer mentors, though no longer to the extent previously possible.

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.

Currently, general counseling has only 5 FT and 3 PT counselors, but once you consider other assignments, we only have the equivalent of 3.64 counselors. At only 3.64 FTE counselors, general counselors account for just 22% of the total FTE counselors at Gavilan. Last fiscal year (7/1/22 - 6/30/23), general counselors served 5,534 unique students. Last academic year, Gavilan's total headcount for credit students was 7,376. That means general counselors assisted 75% of our total student population.Since general counselors are expected to serve all students, that is a counselor to student ratio of 1:2026 (special programs ratio is an average of 1:200). In the 2003 document, Consultation Council Task Force on Counseling, the Academic Senate recommends a counselor to student ratio of 1:370. For Fall 2023, Winter 2024, and Spring 2024, general counselors will teach 100% of the counseling guidance courses offered (GUID 1, GUID 6, GUID 27, GUID 52).

1. Counselors play a pivotal role in reaching the goal of increasing the number of students who complete transfer level English and math within one year of matriculation and increasing the number of students who complete an associates degree, certificate, or specific skills that prepare them for in-demand jobs
• key in the placement process and with selecting the most appropriate English and math options for individual needs
• integral in assisting students with creating education plans which outline when they should be completing their math and English courses
• connect students who are struggling in their courses with support services at appropriate times.
2. Counselors, through teaching our GUID 1 course and through career counseling, help students enter and stay on their pathway. Counselors are essential for creating education plans for students that enable them to complete their educational goals efficiently and with as few units as possible.
3. Counselors provide crucial career counseling to students that educates them about available career pathways in their area of study.
4. Counselors meet with students to discuss their progress in classes and connect them with appropriate support services. Counselors participate in degree plan mapping. Counselors oversee the probation/dismissal process to ensure equitable access retention/readmission practices.

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?

Members of our department have been very active in the Equity Committee and have participated in the EEO training as well as the various hiring that have taken place recently with a special emphasis on DEI.

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

The Counseling Department is particularly proud of the transition we made during the Covid-19 shutdown. As a department, we were already set up to meet with students virtually and our numbers reflect only a slight dip in the numbers of unduplicated students served. This was despite the retirement of one full-time counselor. General Counselors were among the first to return to campus and meet with students in person. Additionally, the department has been able to return to our focus students with dismissal and probationary students. We

worked closely with Admissions and Records, as well as the VPSS to ensure registration barriers were removed to allow for a smooth registration process for those not in good stading.

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.
It would be incredibly helpful if some of the data and budget numbers could be gathered beforehand so our energies could be focused more on analyzing the data, reflecting, and writing our narrative. We felt that we spent the majority of our time searching here, there, and everywhere (sometimes to no avail) for the data we were being asked to analyze.   There are some areas where it is simply not possible to provide cut and dry responses to many of the questions or to provide a simple evaluation of the data.

It also would help to have a guidebook to walk us through each step and to provide examples.

Goals

Three-Year Program Plan Goals

1. **Increase general counselor staffing by 100% (FTE) in order to ensure coverage of all CAPs.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Goal 2 of our strategic plan is to improve efficiency. The activities listed to achieve this goal include: Ensure adequate support services are in place to help students enter and stay on their pathway. With our current staffing in general counseling (3.64 FTE counselors) we do not have enough counselors for each CAP and do not have enough counselors to adequately support the work of guided pathways. By increasing our staffing in general counseling, we will be able to have enough counselors to cover each CAP and to provide the support necessary to ensure students enter and stay on their pathway.

   Proposed Activity to Achieve Goal**
   Hire 4 more full-time general counselors

   Responsible Party
   The college

   Fund amount requested. If a collaboration, what % required from each partner?
   Approximately $120,000 in salary and benefits per full-time counselor

   Total Three Year Resource Allocation Request
   1440000

   Timeline to Completion Month / Year
   August 2024

   How Will You Evaluate Whether You Achieved Your Goal
   We will know if we achieved our goal if 4 new full-time general counselors are hired.

2. **Obtain funding from the district to replace 39 CPUs (10 in general counseling and 29 in PB 19)**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

In order to do any of the work that counselors do, we need access to reliable computers. The computers that we are currently using are nearly 10 years old at this point and have exceeded the usual lifespan of a typical CPU. We also need to replace the aging CPUs in PB 19 as that is the only classroom that our department has reliable access to for our classes and to hold counseling workshops in that require use of computers.

Proposed Activity to Achieve Goal**
Purchase new CPUs.

Responsible Party
The college or the counseling department

Fund amount requested. If a collaboration, what % required from each partner?
Approximately $1,000 per CPU x 39 = $39,000

Total Three Year Resource Allocation Request
39000

Timeline to Completion Month / Year
August 2024

How Will You Evaluate Whether You Achieved Your Goal
We will have new CPUs to work with

3. **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**
   Implement new Probation 1 intervention and track data to see if intervention is effective in reducing number of students who progress to probation 2 and dismissal

   Responsible Party
   Counseling department (Probation and Dismissal workgroup)

   Fund amount requested. If a collaboration, what % required from each partner?
   TBD. Request is for either part of a counselor's assignment to be probation/dismissal coordinator or to hire someone to serve as a retention specialist who can serve in this role.

   Total Three Year Resource Allocation Request
   0

   Timeline to Completion Month / Year
   May 2027

   How Will You Evaluate Whether You Achieved Your Goal
   If by May 2027 fewer students are progressing from Probation 1 to Probation 2 or Dismissal.

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).

The past several years have been particularly difficult for General Counseling. With the loss of two full-time faculty with many years of experience and expertise, the department has struggled to meet all of its goals and objectives. A primary emphasis has been on the implementation of the counseling roles in Guided Pathways, yet being short-staffed has not allowed us to fully participate and launch efforts previously identified. These frustrations have been compounded by the college's difficulty in getting campus wide Success Teams established and off the ground. The department recently submitted a staffing request for 4 additional counselors in General Counseling, and we are hopeful that we will be able to hire new counselors and be better able to meet department and campus-wide goals. Despite our struggles, general counselors have remained committed and available to all Gavilan students. In addition to routine counseling hours, we've adjusted our hours and scheduling systems, so students can meet with us in a number of modalities. We have also worked tirelessly through summers and intersessions, as well as being present (and participating in the planning and facilitation) at all recruitment events such Super Saturdays, Ram-a-Rama, County Fairs, etc. We continue to connect with our local high school partners. Additionally, despite the loss of the Career Transfer Center Director, we have been responsible for maintaining (scheduling, hosting, etc.) transfer workshops, tracking ADTs, verifying transfer agreements, etc. We are now in the process of working with the new CTC Director to collaborate and connect our efforts. Finally, we lost our two very experienced office support assistants and much of their work has had to be absorbed by department faculty.   We are tired and overwhelmed; hopefully relief is on the way!

Attach Files

Attached File
ASC Presentation.pdf (/Form/Module/_DownloadFile/284/46547?fileId=334)